WIOA State Plan for the Commonwealth of Virginia FY-2018

Overview

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

Options for Submitting a State Plan

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II),
- the Wagner-Peyser Act program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner

program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II and III of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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* 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.

How State Plan Requirements Are Organized

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
    - State Strategy Implementation,
    - State Operating Systems and Policies,
    - Assurances, and
    - Program-Specific Requirements for the Core Programs, and
    - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

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* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

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 I-B related to Rapid Response services authorized by the Workforce Innovation and Opportunity Act (WIOA), and eight optional programs:

- The Adult, Dislocated Worker, and Youth programs under Title I-B
- The Rapid Response Program activity funded under Title I-B
- The Adult Education and Family Literacy Act (AEFLA) program under Title II
- The Wagner-Peyser Employment Service (ES) program, including the Agricultural Outreach Plan under Title III
- The Vocational Rehabilitation (VR) program under Title IV
- The Trade Adjustment Assistance (TAA) program
- The Jobs for Veterans State Grant program (JVSG)
- The Unemployment Insurance (UI) program
- The Supplemental Nutrition Assistance Program, Employment and Training program (SNAPET)

- VA Initiative for Employment Not Welfare program (VIEW)
- Secondary activities funded under the Carl D. Perkins Career and Technical Education Act of 2006
- Postsecondary activities funded under the Carl D. Perkins Career and Technical Education Act of 2006
- The Registered Apprenticeship program

Broadly, Virginia's workforce system is currently 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; the Virginia Department of Education (VDOE), office of Adult Education and Literacy 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, Virginia is including 15 of the 24 workforce programs/activities.

I. WIOA State Plan Type

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. No

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below. Yes

Combined Plan partner program(s)

Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) Yes

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) Yes

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) Yes

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) Yes

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) Yes

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) Yes

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) No

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] No

II. Strategic Elements

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

a. Economic, Workforce, and Workforce Development Activities Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

1. Economic and Workforce Analysis

A. Economic Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include-

i. Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

ii. Emerging Demand Industry Sectors and Occupation

Provide an analysis of the industries and occupations for which demand is emerging.

iii. Employers' Employment Needs

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

The Virginia Economy in 2017

Table 1 provides a snapshot of the Virginia Economy. What is evident is that Virginia is in a great position to be one of the stronger economies in the nation. Almost 70 percent of the population falls into the prime working years between 20 and 74, with the largest cohort the 35 to 54 Year group. This is the population most likely to be educated, with work experience, and an established career. Viewed in this way, the commonwealth can expect to have a strong foundation to hold the economy steady. Furthermore, the younger cohort (20 to 34 years old) and the older cohort (55 to 74 years old) are almost identical in size, meaning that as individuals age out of the workforce, there are theoretically individuals ready to enter into their positions.

However, the group most likely to enter into positions vacated by an aging population would be the cohort immediately below them. In this case, the 35 to 54 year cohort is significantly larger. The issue then becomes that as the population continues to age, and there are not enough positions vacated by the older workforce to allow for the younger workers to move into, the stage is set for underemployment and discouragement among the workforce as the largest cohort ages. Of course, this assumes a traditional economy, which may not be appropriate as the younger workforce continues to innovate with new practices such as the often cited "gig economy."

Table 1: Virginia at a Glance

Subject	**Virginia**
Total Population*	8,310,301
Male*	4,086,283 (49.2%)
Female*	4,224,018 (50.8%)
0 to 14 Years*	1,552,291 (18.6%)
15 to 19 Years*	546,799 (6.6%)
20 to 34 Years*	1,744,738 (21%)
35 to 54 Years*	2,278,509 (27.4%)
55 to 74 Years*	1,720,511 (20.8%)
75 Years and Over*	467,453 (5.7%)

Subject	Virginia
Median Age*	37.8 Years
White*	5,949,652 (71.6%)
Black or African American*	1,732,611 (20.8%)
American Indian and Alaska Native*	82,256 (1.0%)
Asian*	608,265 (7.3%)
Native Hawaiian and Other Pacific Islander*	17,364 (0.2%)
Some Other Race*	224,988 (2.7%)
Percent of persons under 65 with a disability*	7.8%
Percent of persons under 65 without health insurance*	10.1%
Persons 25 and older with a high school diploma or higher*	88.6%
Persons 25 and older with a bachelor's degree or higher*	36.9%
GDP**	$492,932,000,000
GDP per capita**	$51,643
Per capita Personal Income**	$52,957
Per capita Disposable Income**	$46,191
Personal Taxes to Federal Government**	$43,033,131
Personal Taxes to State Government**	$13,013,755
Personal Taxes to Local Government**	$187,064
Personal Taxes to State and Local Property Taxes**	$673,877
Total Taxes Paid**	$56,913,827
Number of Firms***	653,193
Men-owned Firms***	353,012
Women-owned Firms***	236,290
Minority-owned Firms***	185,043
Veteran-owned Firms***	76,434
Mean travel time to work***	28.1 Minutes

*** Demographics from U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates**

**** Income and Taxes data from U.S. Department of Commerce, Bureau of Economic Analysis 2016 Estimates**

***** Business Demographics date from U.S. Census Bureau 2012 estimates**

Economic Analysis

Existing Demand Industry Sectors and Occupations, Statewide[1]

The current industrial landscape in Virginia is largely centered around health care, retail, accommodation and food services, and professional services; while the agricultural, mining, real estate, arts, and utilities industries are exerting the least influence on the state economy. Table 2 reports the number of establishments, average employment, total wages, and average annual salary for each industry sector (2-digit NAICS level) as reported by the Quarterly Census of Employment and Wages (QCEW) program. Also reported are the employment and total wages location quotients (LQ).[2] The dominance of the health care, retail, accommodation and professional industries

Table 2: Economic Breakdown of Industry Sectors, Second Quarter 2017

Major Industry Sector (2-Digit NAICS)	IndustrySub-sector	Establish-ments	Average Employment(Location Quotient)	Total Wages(Location Quotient)	Estimated Average Annual Salary	Average Annual Growth*
Accommodation and Food Services	N/A	17,172	354,034 (0.95)	$1,682,595,999 (0.87)	$19,032	0.93
Administrative support and Waste Management	N/A	13,833	241,510 (0.98)	$2,474,522,440 (1.01)	$40,976	0.88
Agriculture, Forestry, Fishing and Hunting	N/A	1,733	13,682 (0.38)	$111,760,386 (0.37)	$32,656	-0.72
Arts, Entertainment and Recreation	N/A	3,269	76,401 (0.98)	$484,980,790 (0.68)	$25,376	1.12
Construction	N/A	21,034	203,375 (1.03)	$2,724,713,182 (0.93)	$53,612	1.21
Educational Services	N/A	3,844	370,014 (0.86)	$4,115,264,823 (0.72)	$44,512	1.14
Finance and Insurance	N/A	11,810	138,311 (0.87)	$2,828,712,759 (0.77)	$81,796	0.86
Health Care and Social Assistance	N/A	39,675	487,430 (0.83)	$6,050,968,243 (0.83)	$49,660	2.11
Information	Total	4,240	72,874 (0.91)	$1,627,709,430 (0.85)	$89,336	-0.29
Information	Broadcasting	237	7,829 (1.09)	$113,888,627 (0.77)	$58,188	-0.67
Information	Data Processing, Hosting, and Related Service	687	11,585 (1.32)	$323,738,526 (1.36)	$112,060	0.64
Information	Motion Picture and Sound Recording	383	6,013 (0.54)	$46,310,742 (0.26)	$30,368	0.06

	Industries					
Information	**Other Information Services**	**887**	**9,257 (0.57)**	**$139,699,412 (0.29)**	**$60,372**	**1.40**
Information	**Publishing Industries**	**1,083**	**13,640 (0.71)**	**$328,928,788 (0.63)**	**$96,460**	**-0.80**
Information	**Tele-communications**	**963**	**24,487 (1.19)**	**$675,143,335 (1.56)**	**$110,292**	**-0.60**
Management of companies and Enterprises	**N/A**	**2,225**	**73,154 (1.2)**	**$2,019,401,989 (1.19)**	**$110,396**	**0.37**
Manufacturing	**N/A**	**6,386**	**243,571 (0.7)**	**$3,533,106,750 (0.6)**	**$58,032**	**-0.52**
Mining, Quarrying and Oil & Gas Extraction	**N/A**	**298**	**5,900 (0.35)**	**$96,075,523 (0.24)**	**$65,156**	**-0.29**
Other Services	**Total**	**31,106**	**144,370 (1.19)**	**$1,491,140,137 (1.32)**	**$41,340**	**0.91**
Other Services	**Personal and Laundry Services**	**6,907**	**44,877 (1.12)**	**$303,122,566 (1.09)**	**$27,040**	**0.75**
Other Services	**Private Households**	**14,386**	**13,963 (1.74)**	**$83,258,190 (1.78)**	**$23,868**	**0.21**
Other Services	**Religious, Grant-making, Civic, Professional, and Similar**	**3,790**	**48,846 (1.31)**	**$701,936,305 (1.72)**	**$57,460**	**1.06**
Other Services	**Repair and Maintenance**	**6,023**	**36,684 (1.01)**	**$402,823,076 (1.0)**	**$43,940**	**1.11**
Professional, Scientific and Technical Services	**Total**	**40,281**	**421,034 (1.73)**	**$10,382,981,880 (1.88)**	**$98,644**	**1.68**
Professional, Scientific and Technical Services	**Accounting, Tax Prep., Bookkeeping, and Payroll Services**	**3,382**	**37,577 (1.45)**	**$760,178,021 (1.57)**	**$80,912**	**1.13**
Professional, Scientific and Technical Services	**Advertising, Public Relations, and Related**	**1,330**	**11,130 (0.85)**	**$172,192,552 (0.66)**	**$61,880**	**0.84**
Professional, Scientific and Technical Services	**Architectural Engineering and Related**	**3,966**	**61,023 (1.45)**	**$1,411,346,446 (1.55)**	**$92,508**	**0.75**
Professional, Scientific and Technical Services	**Computer Systems Design and Related**	**14,058**	**161,117 (2.95)**	**$4,577,597,376 (2.99)**	**$113,672**	**2.06**

Professional, Scientific and Technical Services	**Legal Services**	**4,262**	**25,409 (0.83)**	**$496,259,262 (0.75)**	**$78,104**	**0.77**
Professional, Scientific and Technical Services	**Management, Scientific, and Technical Consulting**	**8,194**	**75,573 (2.05)**	**$1,990,441,489 (2.4)**	**$105,352**	**2.44**
Professional, Scientific and Technical Services	**Other Professional, Scientific, and Technical Services**	**3,611**	**25,176 (1.33)**	**$340,791,672 (1.38)**	**$54,132**	**2.28**
Professional, Scientific and Technical Services	**Scientific Research and Development Services**	**780**	**21,897 (1.24)**	**$603,838,070 (1.11)**	**$110,292**	**0.62**
Professional, Scientific and Technical Services	**Specialized Design Services**	**698**	**2,132 (0.57)**	**$30,336,992 (0.55**	**$56,940**	**0.67**
Public Administration	**Total**	**4,163**	**248,363 (N/A)**	**$4,694,698,953 (N/A)**	**$75,608**	**0.12**
Public Administration	**Admin. Of Economic Programs**	**629**	**32,145 (N/A)**	**$636,297,271 (N/A)**	**$79,196**	**N/A****
Public Administration	**Admin. Of Environmental Programs**	**458**	**8,906 (N/A)**	**$150,847,515 (N/A)**	**$67,756**	**N/A****
Public Administration	**Admin. of Housing Programs, and Urban Planning**	**141**	**3,679 (N/A)**	**$50,575,021 (N/A)**	**$54,964**	**N/A****
Public Administration	**Admin. Of Human Resource Programs**	**375**	**16,186 (N/A)**	**$242,871,710 (N/A)**	**$60,008**	**N/A****
Public Administration	**Executive, Legislative, Other General Government**	**767**	**35,028 (N/A)**	**$426,210,122 (N/A)**	**$48,672**	**N/A****
Public Administration	**Justice, Public Order, and Safety Activities**	**1,652**	**81,320 (N/A)**	**$1,278,790,955 (N/A)**	**$62,920**	**N/A****
Public Administration	**National Security and International Affairs**	**136**	**69,006 (N/A)**	**$1,854,814,482 (N/A)**	**$107,536**	**N/A****
Public Administration	**Space Research and Technology**	**5**	**2,092 (N/A)**	**$54,291,877 (N/A)**	**$103,792**	**N/A****
Real Estate and Rental & Leasing	**N/A**	**9,583**	**54,441 (0.93)**	**$705,430,263 (0.89)**	**$51,844**	**0.35**
Retail Trade	**N/A**	**25,769**	**420,843 (0.99)**	**$3,014,808,706**	**$28,652**	**0.68**

				(0.89)		
Transportation and Warehousing	**N/A**	**6,113**	**138,623 (0.88)**	**$1,784,809,950 (0.89)**	**$51,480**	**0.50**
Utilities	**N/A**	**529**	**18,407 (0.72)**	**$360,447,608 (0.68)**	**$78,312**	**-1.10**
Wholesale Trade	**N/A**	**11,287**	**110,927 (0.7)**	**$2,088,257,561 (0.71)**	**$75,296**	**0.32**
Total	**N/A**	**254,350**	**3,837,264**	**$52,272,387,372**	**$54,444**	**0.89**

[1] For an ongoing examination of the Virginia economy, see publications from the Virginia Employment Commission's Economic Information & Analytics Division, such as the Economic Indicators. All publications can be found at https://data.virginialmi.com/gsipub/index.asp?docid=300

[2] Location Quotients reported utilize the nation as the base comparison. For a more complete understanding of this metric, please see the Bureau of Labor Statistics at https://data.bls.gov/cew/doc/info/location_quotients.htm

These location quotients illustrate that the industrial share of Virginia's economy largely mirrors that of the nation; with a quotient of one indicating that the industry's share of Virginia's employment or total wages is equal to the industry's national share. One noteworthy finding is the extremely low statistic for the mining and agriculture industries. Current political discourse would suggest that these are two industries with significant decline, particularly in employment. However, with mining in particular, Virginia has traditionally been thought of as having a large stake in the industry. This is not without reason, as the Appalachian region - often viewed as the hub of mining activity - runs through the western portion of the commonwealth. In fact, mining still accounts for six percent of all employment in the Southwest Virginia Local Workforce Development Area, as well as 12 percent of the area's total wages and boasting the highest average weekly wage. However, this is the only workforce area in the state with a notable mining presence in the local economy, as the industry is either completely absent or accounts for less than one percent of area establishments, employment and wages in all other regions. This large imbalance creates the low quotient identified here. Regardless of size or prevalence, other states have a more equal distribution of the industry

On the other end, Professional Scientific and Technical Services have an employment LQ of 1.73, and a total wages LQ of 1.88. As was the case with the mining industry, professional services are disproportionately spread out in the commonwealth, concentrated largely in the Northern Virginia and Alexandria/Arlington workforce areas. However, unlike mining in southwest Virginia, the northern Virginia region and the Professional Scientific and Technical Services industry are very large contributors to the statewide economy. The industry accounts for more than 15 percent of all Virginia Establishments, just less than 11 percent of employment, and almost 20 percent of total wages. As shown in Table 2, these figures are driven primarily by Computer Systems Design and Related Services, which has a much higher share of Virginia's economy than would be expected given the national trends. Accounting for nearly half of the industry's total wages, and

more than 38 percent of its employment, computer systems design also boasts the highest calculated average annual salary. The high wages and employment suggest that not only is the industry in high demand from the point of view of business, but is also sought after by the workforce.

Figures A, B, and C further highlight the current relative importance of the healthcare, accommodation, professional services, retail, and education industries. Looking at the 20-year progression illustrated by the three figures we see how the landscape of Virginia's economy has evolved. For instance, the Manufacturing industry dropped significantly between 1997 and 2007, going from 12 percent of statewide employment and more than 13 percent of total wages in 1997 to 7.8 and 8.2 percent, respectively. Though the decline was less substantial in the most recent decade, the industry has continued to decline to approximately 6 percent of both employment and total wages. Similarly, Construction went from a substantial 12 percent of statewide establishments in 1997, to a more modest eight percent in 2017. Though the establishment share declined by approximately four percent, the industry held onto its share of employment and total wages, seeing each slip slightly from six to five percent of the same period.

Figure A: Industry Shares of Virginia's Economy, 1997

Source: Virginia Employment Commission, Quarterly Census of Employment and Wages Program

Figure B: Industry Shares of Virginia's Economy, 1997

Figure C: Industry Shares of Virginia's Economy, 2017

Source: Virginia Employment Commission, Quarterly Census of Employment and Wages Program

[1] for certain positions. As stated previously, the Virginia (and indeed, the United States as a whole) economy has undergone a change in recent history, moving from a goods to services-based economy. This has been reported on throughout the past several years from nearly every reputable publication and economic think tank. Such a switch occurs, no matter how rapidly, over the span of multiple years if not decades.[2] What we may be witnessing now, is that the economy has made a full transition to the service industry, and

we are currently at a type of equilibrium until the next major industrial shift. This shift may be from one industry to another - such as the transition from retail to health care between 2000 and 2010 - or potentially a shift back to a parity between goods and services that existed only briefly in the late 1990s and early 2000s.

[1] From an economic stand point, capacity here refers to the theoretical concept of economic equilibrium, and not an actual capacity for any specific business, industry, or occupation.

[2] For a particularly visual example, see the Washington Post info graphic that visualizes employment across the United States growing from Manufacturing in the 1990s, to retail in the 2000s, and now to health care in 2010. View the original article at https://www.washingtonpost.com/blogs/govbeat/wp/2014/09/03/watch-the-u-s-transition-from-a-manufacturing-economy-to-a-service-economy-in-one-gif/?utm_term=.229a8202c41f

Table 3: Major Occupations by Employment, May 2016

Occupation	Employment	Entry Level Salary	Median Salary	Experienced Salary	Average Annual Growth*
Office and Administrative Support	547,230	$23,220	$35,166	$45,796	0.49%
Sales and Related	397,110	$17,750	$25,580	$51,090	0.60%
Food Preparation and Serving Related	330,490	$17,095	$20,066	$26,652	1.06%
Business and Financial Operations	261,530	$48,235	$76,971	$102,542	1.08%
Education, Training, and Library	240,180	$27,453	$49,974	$71,695	1.20%
Transportation and Material Moving	229,590	$20,008	$31,042	$44,810	0.57%
Healthcare Practitioners and Technical	204,190	$36,506	$62,308	$100,595	1.71%
Computer and Mathematical	198,560	$57,761	$96,990	$120,798	1.63%
Production	174,630	$22,039	$3,3008	$44,405	-0.21%

Occupation	Employment	Entry Level Salary	Median Salary	Experienced Salary	Average Annual Growth*
Management	170,770	$69,205	$122,216	$169,054	0.58%
Construction and Extraction	157,280	$27,329	$39,759	$51,171	0.95%
Installation, Maintenance, and Repair	148,610	$28,261	$44,998	$57,000	0.79%
Building and Grounds Cleaning and Maintenance	126,880	$18,313	$24,008	$30,515	0.70%
Personal Care and Service	126,580	$17,095	$21,403	$30,901	1.48%
Protective Service	102,940	$24,800	$40,191	$55,483	1.11%
Healthcare Support	90,320	$20,393	$27,306	$34,526	2.55%
Architectural and Engineering	74,350	$51,108	$81,335	$107,026	0.41%
Community and Social Service	54,300	$30,865	$45,467	$58,895	1.39%
Arts, Design, Entertainment, Sports, and Media	49,550	$26,359	$50,662	$72,991	0.85%
Legal	36,160	$46,217	$92,484	$137,658	0.74%
Life, Physical, and Social Science	32,350	$44,090	$77,386	$107,532	0.93%
Farming, Fishing and Forestry	6,950	$20,749	$31,627	$40,154	-0.68%
State Total/Average	3,760,550	$21,824	$39,752	$70,112	0.91%

Source: Virginia Employment Commission, Occupational Employment and Wage Statistics program

Totals may not sum due to rounding.

***Growth based on 2014-2024 Long-term Occupational Projections, Virginia Employment Commission**

Existing Demand Industry Sectors and Occupations, Local Workforce Development Areas[1]

The occupational and industrial landscape across the local workforce development areas (LWDA) of the commonwealth is similar to that of the wider state, as is to be expected. This is understandably most evident in the more populous regions of the state, such as in Northern Virginia, the Capital Region, and the Hampton Roads workforce area. Tables 5 and 6 detail these similarities to the state, and as is often the case, to other regions. Before looking into specific details, Table 4 provides the most recent QCEW figures for each LWDA. One of the more striking issues is the wage disparity across the commonwealth. For instance, the average wage in Northern Virginia is more than double that of four other regions.

Table 4: Snapshot of State and Local Economies, Second Quarter 2017

Region	Number of Establishments	Average Employment	Total Wages	Average Weekly Wage
I Southwestern Virginia	4,803	56,107	$499,390	$685
II New River/Mt. Rogers	9,685	141,179	$1,292,944	$704
III Western Virginia	9,871	159,469	$1,696,934	$819
IV Shenandoah Valley	14,759	220,389	$2,182,176	$762
VI Piedmont Workforce Network	13,913	171,281	$1,972,043	$886
VII Central VA	7,472	98,763	$1,002,982	$781
VIII South Central	5,491	55,371	$478,707	$665
IX Capital Region Workforce Partnership	33,876	564,694	$7,142,078	$973
XI Northern Virginia	62,281	955,016	$16,901,121	$1,361
XII Alexandria/Arlington	15,374	271,329	$5,406,350	$1,533
XIII Bay Consortium	13,194	166,796	$1,820,896	$840
XIV Greater Peninsula	11,763	228,888	$2,651,514	$891
XV Crater Area	4,083	69,662	$749,938	$828
XVI Hampton Roads	28,798	515,953	$5,904,970	$880
XVII West Piedmont	6,207	68,755	$575,198	$644
Virginia	264,879	3,855,291	$52,473,749	$1,047

Source: Virginia Employment Commission, Quarterly Census of Employers and Wages Program

Table 5: Top 5 Major Occupations by Employment for each Local Workforce Development Area, May 2016

Workforce Area	Occupation	Employment	Median Annual Salary	Average Annual Growth*
LWDA I - Southwestern Virginia	Office and Administrative Support	9,820	$27,431	0.30%
LWDA I	Food Preparation and Serving Related	5,940	$18,301	0.41%
LWDA I	Sales and Related	5,150	$20,307	0.44%
LWDA I	Healthcare Practitioners and Technical	4,920	$47,117	1.53%
LWDA I	Education, Training, and Library	4,720	$40,484	0.38%
LWDA II - New River/ Mt. Rogers	Office and Administrative Support	19,280	$28,765	0.40%
LWDA II	Production	18,850	$32,781	-0.24%
LWDA II	Sales and Related	14,510	$21,635	0.48%
LWDA II	Education, Training, and Library	12,640	$48,453	1.20%
LWDA II	Food Preparation and Serving Related	12,340	$18,928	0.58%
LWDA III - Western Virginia	Office and Administrative Support	26,260	$32,196	0.41%
LWDA III	Sales and Related	16,840	$26,419	0.43%
LWDA III	Food Preparation and Serving Related	13,720	$18,840	0.52%
LWDA III	Healthcare Practitioners and Technical	12,730	$58,363	1.26%
LWDA III	Transportation and Material Moving	12,540	$29,615	0.51%
LWDA IV - Shenandoah Valley	Office and Administrative Support	30,580	$32,439	0.48%
LWDA IV	Food Preparation and Serving Related	22,030	$19,398	1.27%
LWDA IV	Sales and Related	21,950	$23,866	0.56%
LWDA IV	Production	20,720	$31,969	-0.44%
LWDA IV	Transportation and Material Moving	20,680	$32,999	0.70%
LWDA VI - Piedmont Workforce Network	Office and Administrative Support	23,910	$34,623	0.62%
LWDA VI	Sales and Related	16,450	$25,774	0.72%
LWDA VI	Food Preparation and Serving Related	15,670	$21,911	1.32%

Workforce Area	Occupation	Employment	Median Annual Salary	Average Annual Growth*
LWDA VI	Education, Training, and Library	15,290	$50,663	1.23%
LWDA VI	Healthcare Practitioners and Technical	12,520	$63,118	1.60%
LWDA VII - Central Virginia	Office and Administrative Support	14,770	$29,157	0.39%
LWDA VII	Sales and Related	10,810	$22,584	0.45%
LWDA VII	Production	9,670	$33,430	-0.48%
LWDA VII	Food Preparation and Serving Related	9,160	$18,532	0.74%
LWDA VII	Healthcare Practitioners and Technical	6,480	$52,557	1.70%
LWDA VIII - South Central Virginia	Office and Administrative Support	8,470	$30,000	0.35%
LWDA VIII	Education, Training, and Library	5,150	$43,298	0.99%
LWDA VIII	Sales and Related	4,840	$22,221	0.30%
LWDA VIII	Transportation and Material Moving	4,760	$29,017	0.50%
LWDA VIII	Food Preparation and Serving Related	3,920	$18,538	0.63%
LWDA IX - Capital Region Workforce Partnership	Office and Administrative Support	93,260	$35,426	0.44%
LWDA IX	Sales and Related	62,990	$27,538	0.55%
LWDA IX	Food Preparation and Serving Related	46,390	$19,608	0.73%
LWDA IX	Business and Financial Operations	42,900	$68,993	0.91%
LWDA IX	Transportation and Material Moving	35,300	$30,744	0.69%
LWDA XI - Northern Virginia	Office and Administrative Support	128,880	$40,492	N/A**
LWDA XI	Sales and Related	102,780	$29,293	N/A**
LWDA XI	Computer and Mathematical	99,970	$106,262	N/A**
LWDA XI	Business and Financial Operations	92,310	$87,092	N/A**
LWDA XI	Food Preparation and Serving Related	72,860	$22,157	N/A**
LWDA XII - Alexandria/Arlington	Business and Financial Operations	36,430	$92,257	N/A**
LWDA XII	Office and Administrative Support	30,980	$43,804	N/A**
LWDA XII	Computer and Mathematical	25,160	$109,960	N/A**

Workforce Area	Occupation	Employment	Median Annual Salary	Average Annual Growth*
LWDA XII	Food Preparation and Serving Related	24,110	$22,768	N/A**
LWDA XII	Management	23,710	$143,772	N/A**
LWDA XIII - Bay Consortium	Office and Administrative Support	25,650	$34,544	0.72%
LWDA XIII	Sales and Related	19,200	$24,502	0.86%
LWDA XIII	Food Preparation and Serving Related	18,050	$20,050	2.07%
LWDA XIII	Education, Training, and Library	12,800	$46,082	1.15%
LWDA XIII	Transportation and Material Moving	10,070	$28,204	0.63%
LWDA XIV - Greater Peninsula	Office and Administrative Support	32,520	$33,867	0.40%
LWDA XIV	Sales and Related	31,420	$21,829	0.36%
LWDA XIV	Food Preparation and Serving Related	25,290	$21,121	0.68%
LWDA XIV	Education, Training, and Library	15,100	$46,794	1.07%
LWDA XIV	Production	13,230	$43,836	0.01%
LWDA XV - Crater Area	Office and Administrative Support	11,470	$31,630	0.50%
LWDA XV	Transportation and Material Moving	7,560	$32,182	0.83%
LWDA XV	Sales and Related	7,350	$20,872	0.48%
LWDA XV	Food Preparation and Serving Related	6,270	$18,409	0.78%
LWDA XV	Healthcare Practitioners and Technical	5,780	$52,420	1.40%
LWDA XVI - Hampton Roads	Office and Administrative Support	77,040	$33,278	0.42%
LWDA XVI	Sales and Related	53,340	$23,116	0.52%
LWDA XVI	Food Preparation and Serving Related	48,560	$19,846	0.57%
LWDA XVI	Transportation and Material Moving	35,540	$32,484	0.45%
LWDA XVI	Healthcare Practitioners and Technical	31,360	$59,253	1.67%
LWDA XVII - West Piedmont	Office and Administrative Support	10,240	$27,645	0.28%
LWDA XVII	Production	8,670	$29,287	-0.71%
LWDA XVII	Sales and Related	7,020	$20,401	0.41%
LWDA XVII	Transportation and Material Moving	6,580	$24,502	0.32%

Workforce Area	Occupation	Employment	Median Annual Salary	Average Annual Growth*
LWDA XVII	Food Preparation and Serving Related	5,570	$18,664	0.57%

Source: Virginia Employment Commission, Occupational Employment and Wage Rates Program

***Growth based on 2014-2024 Long-term Occupational Projections, Virginia Employment Commission**

****Long-Term Occupational Projections are not available for Alexandria/Arlington and Northern Virginia LWDAs individually**

Looking first at the top five occupations of each region in Table 5, we see that Office and Administrative Support positions are the top employer in each workforce area. The rest of the top five are largely the same, with only the ranking changing. One difference that does stand out is the prominence of Computer and Mathematical positions in Northern Virginia and the Alexandria/Arlington workforce region. Looking at the two regions combined,[1] the occupation group is expected to add the most jobs to the northern area over the next 10 years - approximately 25,000 - and is ranked third in terms of average annual growth (1.9%), behind Healthcare Support and Healthcare Practitioners and Technical occupations (2.87% and 2.16%, respectively).

Table 6 displays the largest industry in each workforce area according to each QCEW metric. What is interesting is that this table illustrates the strength of the Northern Virginia LWDA. Looking at the number of establishments and total wages, Professional, Scientific, and Technical Services is the top industry in both Northern Virginia, and the commonwealth as a whole. However, the industry is not ranked first in any other LWDA for those categories, other than Alexandria/Arlington. While it makes sense from an economic standpoint that the state would be focused around the most populous and wealthy regions, there is a large underlying consequence. Due to the size and economic might of Northern Virginia along with the Capital and Hampton Roads regions, other regions of the state are often left out.

Table 6: Largest Industry by Local Workforce Development Area

LWDA Region	Number of Establishments (Percent of LWDA Total)	Average Employment (Percent of LWDA Total)	Total Wage (Percent of LWDA Total)	Highest Average Weekly Wage
I Southwestern Virginia	Health Care 25.2%	Health Care 16%	Health Care 17.1%	Mining, etc. $1,337

LWDA Region	Number of Establishments (Percent of LWDA Total)	Average Employment (Percent of LWDA Total)	Total Wage (Percent of LWDA Total)	Highest Average Weekly Wage
II New River/Mt. Rogers	Health Care 21.9%	Educational Services 15.4%	Manufacturing 22.9%	Mgmt. of Companies $1,382
III Western Virginia	Health Care 15.2%	Health Care 17.3%	Health Care 21.5%	Mgmt. of Companies $1,531
IV Shenandoah Valley	Health Care 18.7%	Manufacturing 14.7%	Manufacturing 18.3%	Mgmt. of Companies $1,615
VI Piedmont Workforce Network	Health Care 18.5%	Education 16.6%	Education & Health Care 17.5%	Utilities $1,787
VII Region 2000/Central VA	Health Care 21%	Health Care 16.6%	Manufacturing 21.5%	Prof. Services, etc. $1,380
VIII South Central	Health Care 26.8%	Health Care 17.4%	Healthcare 19.1%	Utilities $1,863
IX Capital Region Workforce Partnership	Health Care 17.2%	Health Care 14.3%	Health Care 14.8%	Mgmt. of Companies $2,088
XI Northern Virginia	Professional Services, etc. 25.1%	Professional Services, etc. 20%	Professional Services, etc. 32.1%	Mgmt. of Companies $2,934
XII Alexandria/Arlington	Other Services 25%	Professional Services, etc. 22%	Professional Services, etc. 30.7%	Utilities $2,892
XIII Bay Consortium	Health Care 18.3%	Retail Trade 13.3%	Public Admin. 19.2%	Public Admin. $1,612
XIV Greater Peninsula	Retail Trade 14%	Health Care 14%	Manufacturing 19.1%	Mgmt. of Companies $1,539
XV Crater Area	Health Care 18.7%	Health Care 17.1%	Health Care 16.8%	Utilities $1,975
XVI Hampton Roads	Health Care 15.3%	Health Care 14.2%	Health Care 15.1%	Mgmt. of Companies $1,629
XVII West Piedmont	Health Care 36.7%	Manufacturing 17.9%	Manufacturing 24.8%	Mgmt. of Companies $1,311
State	Prof. Services, etc. 15.2%	Health Care 12.6%	Prof. Services, etc. 19.8%	Mgmt. of Companies $2,123

Source: Virginia Employment Commission, Quarterly Census of Employment and Wages

Table 7 further illustrates the disparity of strength across the workforce regions. Nearly half of the establishments, employment, and wages are concentrated in three areas of the state, while LWDAs such as Southwestern Virginia, Western Virginia and the Crater Area exert minimal influence. The problem that necessarily stems from this is that policies meant to strengthen the top grossing and employing industries of the state such as Professional, Scientific, and Technical Services, may do little to benefit the once dominant industries of other regions such as manufacturing and mining. Indeed, what we are seeing

is that those areas are now becoming increasingly reliant on the health care industry, which is arguably more vulnerable to political upheaval in the current climate, than other industries.

Table 7: Regional Shares of Statewide Economy, Second Quarter 2017

LWDA Region	Number of Establishments	Average Employment	Total Wage
I Southwestern Virginia	2%	1%	1%
II New River/Mt. Rogers	4%	4%	2%
III Western Virginia	4%	4%	3%
IV Shenandoah Valley	6%	6%	4%
VI Piedmont Workforce Network	5%	4%	4%
VII Region 2000/Central VA	3%	3%	2%
VIII South Central	2%	1%	1%
IX Capital RegionWorkforce Partnership	13%	15%	14%
XI Northern Virginia	24%	25%	32%
XII Alexandria/Arlington	6%	7%	10%
XIII Bay Consortium	5%	4%	3%
XIV Greater Peninsula	4%	6%	5%
XV Crater Area	2%	2%	1%
XVI Hampton Roads	11%	13%	11%
XVII West Piedmont	2%	2%	1%

Source: Virginia Employment Commission, Quarterly Census of Employers and Wages Program

Table 8 ranks the top 20 minor group occupations according to projected employment growth. A quarter of the top growing occupations are specific to the Health Care and Social Assistance industry. Indeed the previous section illustrated the growing prominence of the industry, which began around the time of the Affordable Care Act. Other occupations such as Food and Beverage Serving Workers, Information and Record Clerks, and Postsecondary Teachers are strongly represented in the other top industries of the state. However, there are some occupations that are particularly noteworthy. Construction Trade Workers and Other Installation, Maintenance, and Repair occupations are also among the top growing occupations, which suggest a need to address areas outside of the obvious white collar positions.

Table 8: Top 20 Growing Minor Group Occupations by Employment Growth

Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Growth	Average Annual Growth
Health Diagnosing and Treating Practitioners	121,472	143,605	22,133	1.69%
Food and Beverage Serving Workers	183,142	204,835	21,693	1.13%
Business Operations Specialists	186,367	205,415	19,048	0.98%
Other Personal Care and Service Workers	89,653	106,437	16,784	1.73%
Health Technologists and Technicians	76,179	90,894	14,715	1.78%
Nursing, Psychiatric, and Home Health Aides	48,534	62,959	14,425	2.64%
Information and Record Clerks	141,531	155,929	14,398	0.97%
Retail Sales Workers	244,223	258,501	14,278	0.57%
Construction Trades Workers	135,094	148,613	13,519	0.96%
Financial Specialists	86,576	98,626	12,050	1.31%
Primary, Secondary, and Special Education School Teachers	105,200	116,887	11,687	1.06%
Other Healthcare Support	36,083	45,134	9,051	2.26%
Cooks and Food Preparation Workers	69,660	77,330	7,670	1.05%
Counselors, Social Workers, and other Community and Social Service Specialists	51,084	58,669	7,585	1.39%
Postsecondary Teachers	40,560	47,924	7,364	1.68%
Mother Vehicle Operators	102,544	109,576	7,032	0.67%
Building Cleaning and Pest Control Workers	96,747	103,774	7,027	0.70%
Other Installation, Maintenance, and Repair	78,193	84,880	6,687	0.82%
Other Protective Service Workers	45,805	51,968	6,163	1.27%
Other Teachers and Instructors	46,343	52,417	6,074	1.24%

Source: Virginia Employment Commission, Long-Term Occupational Projections

Note: Occupations based on 2014 data, and estimated through 2024

Table 9 provides a ranking of the declining occupations in the commonwealth. What is promising is that there are only nine declining minor group occupations, with most being a relatively minor decline. All in all, the occupations represented here are unsurprising.

Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Loss	Average Annual Decline
Agricultural Workers	35,499	32,855	-2,644	-0.77%
Financial Clerks	83,970	82,132	-1,838	-0.22%
Other Production	52,304	50,653	-1,651	-0.32%
Textile, Apparel, and Furnishings Workers	16,915	15,605	-1,310	-0.80%
Metal Workers and Plastic Workers	30,469	29,208	-1,261	-0.42%
Communications Equipment Operators	2,451	1,708	-743	-3.55%
Supervisors, Production Workers	13,509	13,325	-184	-0.14%
Drafters, Engineering, and Mapping Technicians	20,693	20,626	-67	-0.03%
Extraction Workers	3,555	3,538	-17	-0.05%

Source: Virginia Employment Commission, Long-Term Occupational Projections

Note: Occupations based on 2014 data, and estimated through 2024

Table 10 turns focus to industries. As with the occupations outlined above, health care, professional services, and accommodation and food services are once again well represented among the fasted growing industries. Other emerging industries of note are Specialty Trade Contractors, Heavy and Civil Engineering Construction, and Repair and Maintenance. Table 11 illustrates the top declining industries, with manufacturing and agriculture being the most vulnerable.

What is particularly troubling is that the Manufacturing industry, which accounts for almost 250,000 workers, is not represented in either the occupations or industries that are emerging in the commonwealth. On the one hand, there is nothing inherently wrong with the economy shifting from goods-producing to service based. With service providing industries such as health care and education providing jobs and growing wages in the most populous areas of the state, there is nothing wrong with feeding their growth. However, if the manufacturing industry and associated occupations continue to decline, focus will need to shift on addressing the potential for an increasing skills gap across the commonwealth, an issue which will be returned to in the later portion of this analysis.

Table 10: Top 20 Growing Industries (3 Digit NAICS) by Forecasted Employment Growth

Industry	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Growth	Average Annual Growth

Industry	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Growth	Average Annual Growth
Professional, Scientific, and Technical Services	389,128	459,829	70,701	1.68%
Ambulatory Health Care Services	161,730	223,849	62,119	3.30%
Educational Services	352,778	395,156	42,378	1.14%
Food Services and Drinking Places	275,748	304,961	29,213	1.01%
Nursing and Residential Care Facilities	72,772	94,931	22,159	2.69%
Administrative and Support Services	206,588	226,134	19,546	0.91%
Specialty Trade Contractors	112,665	126,466	13,801	1.16%
General Merchandise Stores	88,127	100,101	11,974	1.28%
Social Assistance	71,745	80,126	8,381	1.11%
Food and Beverage Stores	73,702	80,610	6,908	0.90%
Heavy and Civil Engineering Construction	28,293	34,750	6,457	2.08%
Motor Vehicle Parts Dealers	52,321	58,145	5,824	1.06%
Amusement, Gambling, and Recreation Industries	37,735	43,014	5,279	1.32%
Religious, Grant-making, Civic, Professional, and Similar Organizations	45,771	50,840	5,069	1.06%
Securities, Commodity Contracts and Other Financial Investments and Related Activities	12,297	17,346	5,049	3.50%
Hospitals	112,355	116,783	4,428	0.39%
Repair and Maintenance	33,854	37,788	3,934	1.11%
Wholesale Electronic Markets and Agents and Brokers	19,723	23,097	3,374	1.59%
Non-store Retailers	17,025	20,393	3,368	1.82%

Industry	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Growth	Average Annual Growth
Professional, Scientific, and Technical Services	389,128	459,829	70,701	1.68%
Ambulatory Health Care Services	161,730	223,849	62,119	3.30%

Industry	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Growth	Average Annual Growth
Educational Services	352,778	395,156	42,378	1.14%
Food Services and Drinking Places	275,748	304,961	29,213	1.01%
Nursing and Residential Care Facilities	72,772	94,931	22,159	2.69%
Administrative and Support Services	206,588	226,134	19,546	0.91%
Specialty Trade Contractors	112,665	126,466	13,801	1.16%
General Merchandise Stores	88,127	100,101	11,974	1.28%
Social Assistance	71,745	80,126	8,381	1.11%
Food and Beverage Stores	73,702	80,610	6,908	0.90%
Heavy and Civil Engineering Construction	28,293	34,750	6,457	2.08%
Motor Vehicle Parts Dealers	52,321	58,145	5,824	1.06%
Amusement, Gambling, and Recreation Industries	37,735	43,014	5,279	1.32%
Religious, Grant-making, Civic, Professional, and Similar Organizations	45,771	50,840	5,069	1.06%
Securities, Commodity Contracts and Other Financial Investments and Related Activities	12,297	17,346	5,049	3.50%
Hospitals	112,355	116,783	4,428	0.39%
Repair and Maintenance	33,854	37,788	3,934	1.11%
Wholesale Electronic Markets and Agents and Brokers	19,723	23,097	3,374	1.59%
Non-store Retailers	17,025	20,393	3,368	1.82%
Credit Intermediation and Related Activities	**68,921**	**72,189**	**3,268**	**0.46%**

Source: Virginia Employment Commission, Long-Term Industry Projections

Note: Industries based on 2014 data, and estimated through 2024

Table 11: Top 20 Declining Industries (3 Digit NAICS) by Forecasted Employment Loss

Industry	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Loss	Average Annual Decline
Crop Production	54,862	50,394	-4,468	-0.85%

Industry	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Loss	Average Annual Decline
Plastics and Rubber Products Manufacturing	15,660	13,701	-1,959	-1.33%
Computer and Electronic Product manufacturing	11,308	9,617	-1,691	-1.61%
Telecommunications	28,028	26,393	-1,635	-0.60%
Printing and Related Support Activities	10,251	8,811	-1,440	-1.50%
Clothing and Clothing Accessories Stores	32,548	31,178	-1,370	-0.43%
Publishing Industries (except Internet)	15,839	14,612	-1,227	-0.80%
Food Manufacturing	29,057	27,879	-1,178	-0.41%
Chemical Manufacturing	14,489	13,347	-1,142	-0.82%
Utilities	10,631	9,516	-1,115	-1.10%
Nonmetallic Mineral Product Manufacturing	8,390	7,340	-1,050	-1.33%
Textile Mills	3,863	2,904	-959	-2.81%
Paper Manufacturing	7,814	6,929	-885	-1.19%
Textile Product Mills	3,118	2,268	-850	-3.13%
Merchant Wholesalers, Nondurable Goods	33,179	32,349	-830	-0.25%
Furniture and Home Furnishings Stores	13,370	12,701	-669	-0.51%
Electrical Equipment, Appliance, and Component Manufacturing	7,813	7,270	-543	-0.72%
Primary Metal Manufacturing	3,699	3,167	-532	-1.54%
Broadcasting (except Internet)	7,884	7,373	-511	-0.67%
Gasoline Stations	28,506	27,999	-507	-0.18%

Source: Virginia Employment Commission, Long-Term Industry Projections

Note: Industries based on 2014 data, and estimated through 2024

Emerging Demand Industry Sectors and Occupations, Local Workforce Development Areas

As with the previous discussion regarding the current leading industries and occupations, the fastest growing across the workforce areas are largely the same as both the state and in relation to one another. Table 12 illustrates the top growing occupations for each LWDA, while Table 13 addresses the emerging industries. Interestingly, unlike the highest regional industries outlined earlier, in the case of emerging demand, the Northern Virginia LWDA looks very similar to the other area's rather than being a dominant outlier.

Table 12: Top 5 Growing Minor Group Occupations by Employment Growth

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA I - Southwestern Virginia	Health Diagnosing and Treating Practitioners	2,134	2,544	410	1.77%
LWDA I	Health Technologists and Technicians	1,871	2,176	305	1.52%
LWDA I	Other Personal Care and Service Workers	1,470	1,727	257	1.62%
LWDA I	Information and Record Clerks	2,320	2,552	232	0.96%
LWDA I	Nursing, Psychiatric, and Home Health Aides	871	1,050	179	1.89%
LWDA II - New River/ Mt. Rogers	Postsecondary Teachers	5,048	5,890	842	1.55%
LWDA II	Health Diagnosing and Treating Practitioners	3,998	4,649	651	1.52%
LWDA II	Food and Beverage Serving Workers	8,506	9,127	621	0.71%
LWDA II	Information and Record Clerks	4,869	5,444	575	1.12%
LWDA II	Other Personal Care and Service Workers	3,021	3,552	531	1.63%
LWDA III - Western Virginia	Health Diagnosing and Treating Practitioners	8,225	9,218	993	1.15%
LWDA III	Information and Record Clerks	7,417	8,177	760	0.98%
LWDA III	Nursing, Psychiatric, and Home Health Aides	3,309	4,049	740	2.04%
LWDA III	Health Technologists and Technicians	4,350	5,047	697	1.50%
LWDA III	Construction Trades Workers	6,035	6,602	567	0.90%
LWDA IV - Shenandoah Valley	Food and Beverage Serving Workers	11,908	13,694	1,786	1.41%
LWDA IV	Health Diagnosing and Treating Practitioners	6,955	8,290	1,335	1.77%
LWDA IV	Nursing, Psychiatric, and Home Health Aides	3,950	5,131	1,181	2.65%
LWDA IV	Retail Sales Workers	16,278	17,289	1,011	0.60%

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA IV	Other Personal Care and Service Workers	5,321	6,230	909	1.59%
LWDA VI - Piedmont Workforce Network	Health Diagnosing and Treating Practitioners	7,788	9,116	1,328	1.59%
LWDA VI	Food and Beverage Serving Workers	7,891	9,072	1,181	1.40%
LWDA VI	Retail Sales Workers	11,121	11,976	855	0.74%
LWDA VI	Postsecondary Teachers	4,132	4,883	751	1.68%
LWDA VI	Other Personal Care and Service Workers	4,791	5,534	743	1.45%
LWDA VII - Central Virginia	Health Diagnosing and Treating Practitioners	3,819	4,607	788	1.89%
LWDA VII	Nursing, Psychiatric, and Home Health Aides	2,090	2,797	707	2.96%
LWDA VII	Other Personal Care and Service Workers	2,651	3,186	535	1.86%
LWDA VII	Food and Beverage Serving Workers	5,611	6,089	478	0.82%
LWDA VII	Health Technologists and Technicians	2,790	3,224	434	1.46%
LWDA VIII - South Central Virginia	Other Personal Care and Service Workers	2,014	2,580	566	2.51%
LWDA VIII	Nursing, Psychiatric, and Home Health Aides	1,565	1,997	432	2.47%
LWDA VIII	Health Diagnosing and Treating Practitioners	1,723	2,078	355	1.89%
LWDA VIII	Health Technologists and Technicians	1,697	2,000	303	1.66%
LWDA VIII	Food and Beverage Serving Workers	2,642	2,866	224	0.82%
LWDA IX - Capital Region Workforce Partnership	Health Diagnosing and Treating Practitioners	22,197	25,869	3,672	1.54%
LWDA IX	Health Technologists and Technicians	11,971	14,577	2,606	1.99%
LWDA IX	Business Operations Specialists	27,918	30,364	2,446	0.84%

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA IX	Other Personal Care and Service Workers	13,712	16,062	2,350	1.59%
LWDA IX	Information and Record Clerks	25,647	27,860	2,213	0.83%
Combined LWDA XI and XII- Northern Virginia and Alexandria/Arlington*	Business Operations Specialists	91,024	103,407	12,383	1.28%
Combined LWDA XI and XII	Food and Beverage Serving Workers	53,708	63,037	9,329	1.61%
Combined LWDA XI and XII	Health Diagnosing and Treating Practitioners	30,424	37,696	7,272	2.17%
Combined LWDA XI and XII	Financial Specialists	38,625	45,317	6,692	1.61%
Combined LWDA XI and XII	Retail Sales Workers	71,537	77,091	5,554	0.75%
LWDA XIII - Bay Consortium	Food and Beverage Serving Workers	9,631	11,848	2,217	2.09%
LWDA XIII	Health Diagnosing and Treating Practitioners	4,273	5,355	1,082	2.28%
LWDA XIII	Retail Sales Workers	12,674	13,690	1,016	0.77%
LWDA XIII	Other Personal Care and Service Workers	4,733	5,725	992	1.92%
LWDA XIII	Cooks and Food Preparation Workers	3,757	4,683	926	2.23%
LWDA XIV - Greater Peninsula	Health Diagnosing and Treating Practitioners	7,693	8,971	1,278	1.55%
LWDA XIV	Food and Beverage Serving Workers	12,686	13,717	1,031	0.78%
LWDA XIV	Other Personal Care and Service Workers	4,797	5,796	999	1.91%
LWDA XIV	Construction Trades Workers	11,515	12,300	785	0.66%
LWDA XIV	Information and Record Clerks	1,869	8,646	777	0.95%
LWDA XV - Crater Area	Other Personal Care and Service Workers	2,697	3,491	794	2.61%
LWDA XV	Food and Beverage Serving Workers	3,883	4,286	403	0.99%

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA XV	Health Diagnosing and Treating Practitioners	2,273	2,642	369	1.52%
LWDA XV	Health Technologists and Technicians	2,539	2,898	359	1.33%
LWDA XV	Material Moving Workers	3,381	3,703	322	0.91%
LWDA XVI - Hampton Roads	Health Diagnosing and Treating Practitioners	18,769	22,079	3,310	1.64%
LWDA XVI	Nursing, Psychiatric, and Home Health Aides	7,933	10,336	2,403	2.68%
LWDA XVI	Other Personal Care and Service Workers	11,573	13,866	2,293	1.82%
LWDA XVI	Health Technologists and Technicians	11,721	13,989	2,268	1.78%
LWDA XVI	Information and Record Clerks	20,972	22,842	1,873	0.86%
LWDA XVII - West Piedmont	Nursing, Psychiatric, and Home Health Aides	1,870	2,440	570	2.70%
LWDA XVII	Other Personal Care and Service Workers	2,945	3,496	551	1.73%
LWDA XVII	Health Diagnosing and Treating Practitioners	2,196	2,535	339	1.45%
LWDA XVII	Information and Record Clerks	2,800	3,111	311	1.06%
LWDA XVII	Food and Beverage Serving Workers	3,543	3,795	252	0.69%

Source: Virginia Employment Commission, Long-Term Occupational Projections

Note: Occupations based on 2014 data, and estimated through 2024

***Long-Term Occupational Projections are not available for Alexandria/Arlington and Northern Virginia LWDAs individually**

Table 13: Top 5 Growing Industries (3 Digit NAICS) by Forecasted Employment Growth

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA I - Southwestern Virginia	Ambulatory Health Care Services	3,297	4,367	1,070	2.85%
LWDA I	Professional, Scientific, and Technical Services	2,172	2,497	325	1.40%
LWDA I	Nursing and Residential Care Facilities	1,606	1,894	288	1.66%
LWDA I	Social Assistance	1,607	1,807	200	1.18%
LWDA I	Heavy and Civil Engineering Construction	853	1,052	199	2.12%
LWDA II - New River/ Mt. Rogers	Educational Services	21,166	23,493	2,327	1.05%
LWDA II	Ambulatory Health Care Services	5,256	7,003	1,747	2.91%
LWDA II	Food Services and Drinking Places	11,955	12,612	657	0.54%
LWDA II	Professional, Scientific, and Technical Services	4,150	4,796	646	1.46%
LWDA II	General Merchandise Stores	4,064	4,615	551	1.28%
LWDA III - Western Virginia	Ambulatory Health Care Services	7,435	10,198	2,763	3.21%
LWDA III	Educational Services	12,079	13,446	13,667	1.08%
LWDA III	Professional, Scientific, and Technical Services	7,240	8,443	1,203	1.55%
LWDA III	Nursing and Residential Care Facilities	4,653	5,579	926	1.83%
LWDA III	Administrative and Support Services	7,863	8,625	762	0.93%
LWDA IV - Shenandoah Valley	Educational Services	25,370	28,703	3,333	1.24%
LWDA IV	Ambulatory and Health Care Services	7,786	10,889	3,103	3.41%
LWDA IV	Food Services and Drinking Places	17,010	19,343	2,333	1.29%
LWDA IV	Nursing and Residential Care Facilities	5,741	7,742	1,701	2.63%
LWDA IV	Professional, Scientific, and Technical Services	5,683	6,582	899	1.48%
LWDA VI - Piedmont Workforce Network	Educational Services	25,747	28,762	3,015	1.11%

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA VI	Ambulatory Health Care Services	6,276	8,715	2,439	3.34%
LWDA VI	Food Services and Drinking Places	12,279	13,966	1,687	1.30%
LWDA VI	Professional, Scientific, and Technical Services	9,028	10,613	1,585	1.63%
LWDA VI	Nursing and Residential Care Facilities	3,566	4,849	1,283	3.12%
LWDA VII - Central Virginia	Ambulatory Health Care Services	4,970	7,009	2,039	3.50%
LWDA VII	Nursing and Residential Care Facilities	3,142	4,402	1,260	3.43%
LWDA VII	Educational Services	9,146	10,194	1,048	1.09%
LWDA VII	Professional, Scientific, and Technical Services	5,081	5,767	686	1.27%
LWDA VII	Administrative and Support Services	4,688	5,151	463	0.95%
LWDA VIII - South Central Virginia	Ambulatory Health Care Services	2,846	4,039	1,193	3.56%
LWDA VIII	Educational Services	7,436	8,096	660	0.85%
LWDA VIII	Nursing and Residential Care Facilities	2,171	2,812	641	2.62%
LWDA VIII	Administrative and Support Services	1,900	2,166	266	1.32%
LWDA VIII	General Merchandise Stores	1,550	1,756	206	1.26%
LWDA IX - Capital Region Workforce Partnership	Ambulatory Health Care Services	25,654	35,514	9,860	3.31%
LWDA IX	Educational Services	47,521	53,029	5,508	1.10%
LWDA IX	Professional, Scientific, and Technical Services	34,719	40,152	5,433	1.46%
LWDA IX	Nursing and Residential Care Facilities	11,977	16,068	4,091	2.98%
LWDA IX	Administrative and Support Services	32,743	35,812	3,069	0.90%
Combined LWDA XI and XII- Northern Virginia and Alexandria/Arlington*	Professional, Scientific, and Technical Services	238,986	289,766	50,780	1.95%
Combined LWDA XI and XII	Ambulatory Health Care Services	45,786	64,268	18,482	3.45%
Combined LWDA XI and XII	Educational Services	96,140	110,192	14,052	1.37%

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth
Combined LWDA XI and XII	Food Services and Drinking Places	82,767	96,716	13,949	1.57%
Combined LWDA XI and XII	Administrative and Support Services	73,191	81,594	8,403	1.09%
LWDA XIII - Bay Consortium	Food Services and Drinking Places	14,253	17,792	3,539	2.24%
LWDA XIII	Ambulatory Health Care Services	7,847	11,056	3,209	3.49%
LWDA XIII	Educational Services	17,784	19,905	2,121	1.13%
LWDA XIII	Professional, Scientific, and Technical Services	9,667	11,651	1,984	1.88%
LWDA XIII	Nursing and Residential Care Facilities	3,210	4,172	962	2.66%
LWDA XIV - Greater Peninsula	Ambulatory Health Care Services	10,048	13,671	3,623	3.13%
LWDA XIV	Educational Services	22,084	24,539	2,455	1.06%
LWDA XIV	Professional, Scientific and Technical Services	12,065	13,752	1,687	1.32%
LWDA XIV	Nursing and Residential Care Facilities	4,667	6,299	1,632	3.04%
LWDA XIV	Food Services and Drinking Places	19,838	20,892	1,054	0.52%
LWDA XV - Crater Area	Ambulatory Health Care Services	3,364	4,792	1,428	3.60%
LWDA XV	Nursing and Residential Care Facilities	2,191	2,936	745	2.97%
LWDA XV	Educational Services	4,974	5,575	601	1.15%
LWDA XV	Food Services and Drinking Places	5,603	5,968	365	0.63%
LWDA XV	Non-store Retailers	1,515	1,871	356	2.13%
LWDA XVI - Hampton Roads	Ambulatory Health Care Services	26,433	36,563	10,130	3.30%
LWDA XVI	Educational Services	47,553	52,620	5,067	1.02%
LWDA XVI	Professional, Scientific, and Technical Services	33,810	38,479	4,669	1.30%
LWDA XVI	Nursing and Residential Care Facilities	11,053	13,999	2,946	2.39%
LWDA XVI	Administrative and Support Services	29,442	32,141	2,699	0.88%
LWDA XVII - West Piedmont	Ambulatory and Health Care Services	3,333	4,361	1,028	2.72%

Workforce Area	Occupation	2014 Estimated Employment	2024 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA XVII	Nursing and Residential Care Facilities	2,513	3,234	721	2.55%
LWDA XVII	Educational Services	7,149	7,843	694	0.93%
LWDA XVII	Administrative and Support Services	5,306	5,910	604	1.08%
LWDA XVII	Professional, Scientific, and Technical Services	1,718	2,026	308	1.66%

Source: Virginia Employment Commission, Long-Term Industry Projections

Note: Industries based on 2014 data, and estimated through 2024

***Long-Term Industry Projections are not available for Alexandria/Arlington and Northern Virginia LWDAs individually**

Employment Needs of Businesses and Potential Skills Gaps

Table 14 outlines the top occupations, skill requirements and certification/license requirements for each major industry. As the data is pulled from online job orders via the Virginia Workforce Connection, it represents the self-identified needs of employers. To be sure, the industries explored are the 2-digit super sectors, thus representing a wide array of more detailed industries and occupations. As such, the primary requirements are customer service, problem solving, and similar skills apply to myriad positions. The same is true for the certifications, with CPR; Commercial Drivers License; and Basic Life Support occurring across multiple industries. Other in-demand certifications include Certified Public Accountant and Information Systems Security Professional Certification.

Table 14: Employer Needs by 2-Digit NAICS Industry[1]

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
Accommodation and Food Services	• 9.2% of VA Jobs • 14,814 Openings • 19,953 Employers • $9.20 Average	• 1. Combined food Preparation and Serving Workers (76,723) • 2. Waiters and Waitresses (57,045) 3.Cooks, Restaurant	• 1. Customer Service • 2. Positive Attitude 3. Interpersonal Skills 4. Food Preparation • 5. Inventory	• 1. Commercial Drivers License • 2. CPR 3. Safety Professional 4. Certified Public Accountant 5. Product Safety

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
	Hourly Wage • Top advertised Tool or Technology: Freezers	(28,212) 4. First-Line Supervisors of Food Preparation and Serving Workers (19,890) • 5.Food Preparation Workers (11,982)	Management	Manager
Administrative Support and Waste Management	• 6.4% of VA Jobs • 13,813 Openings • 11,735 Employers • $19.45 Average Hourly Wage • Top advertised Tool or Technology: Linux Software and JavaScript	• 1. Janitors and Cleaners (29,111) • 2. Security Guards (20,578) 3. Landscaping and Grounds-keeping Workers (17,230) 4. Laborers and Freight, Stock, and Material Movers (10,110) • 5. Customer Service representatives (9,144)	• 1. Customer Service • 2. Problem Solving 3. Interpersonal Skills 4. Flexibility • 5. Time Management	• 1. Basic Life Support • 2. Advanced Cardiac Life Support 3. Commercial Drivers License 4. CPR 5. Information Systems Security Professional
Agriculture, Forestry, Fishing and Hunting	• 0.4% of VA Jobs • 241 Openings • 1.619 Employers • $16.15 Average Hourly Wage • Top	• 1. Farmworkers and Laborers (27,501) • 2. Heavy and Tractor-Trailer Truck Drivers (1,290) 3. Logging Equipment Operators (909) 4. First-Line Supervisors of Farming, Fishing and Forestry Workers (882)	• 1. Watering • 2. Harvesting 3. Customer Service 4. Transplanting • 5. Cultivating	1. Commercial Drivers License

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
	advertised Tool or Technology: Tractors	• 5. Fallers (603)		
Arts, Entertainment and Recreation	• 2.1% of VA Jobs • 1,518 Openings • 5,380 Employers • $11.28 Average Hourly Wage • Top advertised Tool or Technology: Monitors	• 1. Fitness Trainers and Aerobics Instructors (6,337) • 2. Amusement and Recreation Attendants (4,141) 3. Waiters and Waitresses (1,805) 4. Cashiers (1,662) • 5. Recreation Workers (1,339)	• 1. Positive Attitude • 2. Customer Services 3. Ability to Empathize 4. Greet Guests • 5. Stand for long periods of time	• 1. CPR • 2. First Aid 3. American Sports and Fitness Association Cert. 4. Personal Trainer 5. Emergency Medical Technician
Construction	• 5.4% of VA Jobs • 2,061 Openings • 23,247 Employers • $26.28 Average Hourly Wage • Top advertised Tool or Technology: Ladders	• 1. Construction Laborers (16,001) • 2. Carpenters (14,532) 3. Supervisors of Construction and Extraction Workers (13,187) 4. Electricians (10,519) • 5. Plumbers, Pipefitters, and Steamfitters (7,272)	• 1. Customer Service • 2. Problem Solving 3. Positive Attitude 4. Interpersonal Skills • 5. Decision Making	• 1. Commercial Drivers License • 2. CPR 3. Certified Public Accountant 4. NATE Service Technician Specialty 5. Information Systems Security Professional
Educational Services	• 8.5% of VA	• 1. Teacher Assistants	• 1. Customer	• 1. CPR

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
	Jobs • 8,495 Openings • 8,041 Employers • $22.70 Average Hourly Wage • Top advertised Tool or Technology: PowerPoint	(25,256) • 2. Bus Drivers (13,360) 3. Office Clerks (10,084) 4. Combined Food Preparation and Serving Workers (8,371) • 5. Secretaries and Administrative Assistants (8,193)	Service • 2. Interpersonal Skills 3. Time Management 4. Problem Solving • 5. Mentoring	• 2. Higher Education Professional 3.First Aid Cert. 4. Commercial Drivers License 5. Certified Public Accountant
Finance and Insurance	• 3.6% of VA Jobs • 5,502 Openings • 14,657 Employers • $40.05 Average Hourly Wage • Top advertised Tool or Technology: Python	• 1. Tellers (12,242) • 2. Customer Service Representatives (10,808) 3. Insurance Sales Agents (9,224) 4. First-Line Supervisors of Office and Administrative Support Workers (5,804) • 5. Office Clerks (4,380)	• 1. Customer Service • 2. Problem Solving 3. Risk Management 4. Decision Making • 5. Interpersonal Skills	• 1. Certified Public Accountant • 2. Information Systems Security Professional 3. IT Infrastructure Library Certification 4. Information Systems Audit and Control Association Certification 5. GIAC IT Security Admin
Health Care and Social Assistance	• 12.6% of VA Jobs • 21,057 Openings • 37,462	1. 1. Registered Nurses (53,417) 2. 3. 2. Personal Care Aids (34,363) 4. 5. 3. Nursing Assistants (33,591) 6. 7. 4. Licensed Practical and Licensed Vocational Nurses (18,053) 8. 9. 5. Receptionists and	1. Customer Service 2. Problem Solving 3. Decision Making 4. Critical Thinking 5. Flexibility	• 1. Basic Life Support • 2. CPR 3. Advanced Cardiac Life Support 4. Pediatric Advanced

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
	Employers • $23.88 Average Hourly Wage • Top advertised Tool or Technology: Monitors	Information Clerks (14,4366)		Life Support 5. Certified Nursing Assistant
Information	• 1.9% of VA Jobs • 3,413 Openings • 6,878 Employers • $41.98 Average Hourly Wage • Top advertised Tool or Technology: Platforms	• 1. Telecommunications Line Installers and Repairers (5,417) • 2. Sales Representatives (4,341) 3. Customer Service Representatives (4,266) 4. Telecommunications Equipment Installers and Repairers (2,400) • 5. Computer User Support Specialists (2,346)	• 1. Customer Service • 2. Problem Solving 3. Business Development 4. Interpersonal Skills • 5. Flexibility	• 1. GIAC IT Security Admin • 2. IT Infrastructure Library 3. Information Systems Security Professional 4. Cisco Certified Network Associate 5. Certified Public Accountant

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
Accommodation and Food Services	• 9.2% of VA Jobs • 14,814	• 1. Combined food Preparation and Serving Workers	• 1. Customer Service •	• 1. Commercial Drivers License

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
	Openings • 19,953 Employers • $9.20 Average Hourly Wage • Top advertised Tool or Technology: Freezers	(76,723) • 2. Waiters and Waitresses (57,045) 3.Cooks, Restaurant (28,212) 4. First-Line Supervisors of Food Preparation and Serving Workers (19,890) • 5.Food Preparation Workers (11,982)	2. Positive Attitude 3. Interpersonal Skills 4. Food Preparation • 5. Inventory Management	• 2. CPR 3. Safety Professional 4. Certified Public Accountant 5. Product Safety Manager
Administrative Support and Waste Management	• 6.4% of VA Jobs • 13,813 Openings • 11,735 Employers • $19.45 Average Hourly Wage • Top advertised Tool or Technology: Linux Software and JavaScript	• 1. Janitors and Cleaners (29,111) • 2. Security Guards (20,578) 3. Landscaping and Grounds-keeping Workers (17,230) 4. Laborers and Freight, Stock, and Material Movers (10,110) • 5. Customer Service representatives (9,144)	• 1. Customer Service • 2. Problem Solving 3. Interpersonal Skills 4. Flexibility • 5. Time Management	• 1. Basic Life Support • 2. Advanced Cardiac Life Support 3. Commercial Drivers License 4. CPR 5. Information Systems Security Professional
Agriculture, Forestry, Fishing and Hunting	• 0.4% of VA Jobs • 241 Openings • 1.619	• 1. Farmworkers and Laborers (27,501) • 2. Heavy and Tractor-	• 1. Watering • 2. Harvesting 3. Customer Service 4. Transplanting	1. Commercial Drivers License

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
	Employers • $16.15 Average Hourly Wage • Top advertised Tool or Technology: Tractors	Trailer Truck Drivers (1,290) 3. Logging Equipment Operators (909) 4. First-Line Supervisors of Farming, Fishing and Forestry Workers (882) • 5. Fallers (603)	• 5. Cultivating	
Arts, Entertainment and Recreation	• 2.1% of VA Jobs • 1,518 Openings • 5,380 Employers • $11.28 Average Hourly Wage • Top advertised Tool or Technology: Monitors	• 1. Fitness Trainers and Aerobics Instructors (6,337) • 2. Amusement and Recreation Attendants (4,141) 3. Waiters and Waitresses (1,805) 4. Cashiers (1,662) • 5. Recreation Workers (1,339)	• 1. Positive Attitude • 2. Customer Services 3. Ability to Empathize 4. Greet Guests • 5. Stand for long periods of time	• 1. CPR • 2. First Aid 3. American Sports and Fitness Association Cert. 4. Personal Trainer 5. Emergency Medical Technician
Construction	• 5.4% of VA Jobs • 2,061 Openings • 23,247 Employers • $26.28 Average Hourly Wage • Top	• 1. Construction Laborers (16,001) • 2. Carpenters (14,532) 3. Supervisors of Construction and Extraction Workers (13,187) 4. Electricians (10,519) • 5. Plumbers,	• 1. Customer Service • 2. Problem Solving 3. Positive Attitude 4. Interpersonal Skills • 5. Decision Making	• 1. Commercial Drivers License • 2. CPR 3. Certified Public Accountant 4. NATE Service Technician Specialty 5. Information Systems Security Professional

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
	advertised Tool or Technology: Ladders	Pipefitters, and Steamfitters (7,272)		
Educational Services	• 8.5% of VA Jobs • 8,495 Openings • 8,041 Employers • $22.70 Average Hourly Wage • Top advertised Tool or Technology: PowerPoint	• 1. Teacher Assistants (25,256) • 2. Bus Drivers (13,360) 3. Office Clerks (10,084) 4. Combined Food Preparation and Serving Workers (8,371) • 5. Secretaries and Administrative Assistants (8,193)	• 1. Customer Service • 2. Interpersonal Skills 3. Time Management 4. Problem Solving • 5. Mentoring	• 1. CPR • 2. Higher Education Professional 3.First Aid Cert. 4. Commercial Drivers License 5. Certified Public Accountant
Finance and Insurance	• 3.6% of VA Jobs • 5,502 Openings • 14,657 Employers • $40.05 Average Hourly Wage • Top advertised Tool or Technology: Python	• 1. Tellers (12,242) • 2. Customer Service Representatives (10,808) 3. Insurance Sales Agents (9,224) 4. First-Line Supervisors of Office and Administrative Support Workers (5,804) • 5. Office Clerks (4,380)	• 1. Customer Service • 2. Problem Solving 3. Risk Management 4. Decision Making • 5. Interpersonal Skills	• 1. Certified Public Accountant • 2. Information Systems Security Professional 3. IT Infrastructure Library Certification 4. Information Systems Audit and Control Association Certification 5. GIAC IT Security Admin
Health Care and Social Assistance	• 12.6% of VA	1. 1. Registered Nurses (53,417) 2. 3. 2. Personal	1. Customer Service 2. Problem Solving 3.	• 1. Basic Life

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2014 projections)	Top Advertised Skills	Top Advertised Certifications
	Jobs • 21,057 Openings • 37,462 Employers • $23.88 Average Hourly Wage • Top advertised Tool or Technology: Monitors	Care Aids (34,363) 4. 5. 3. Nursing Assistants (33,591) 6. 7. 4. Licensed Practical and Licensed Vocational Nurses (18,053) 8. 9. 5. Receptionists and Information Clerks (14,4366)	Decision Making 4. Critical Thinking 5. Flexibility	Support • 2. CPR 3. Advanced Cardiac Life Support 4. Pediatric Advanced Life Support 5. Certified Nursing Assistant
Information	• 1.9% of VA Jobs • 3,413 Openings • 6,878 Employers • $41.98 Average Hourly Wage • Top advertised Tool or Technology: Platforms	• 1. Telecommunications Line Installers and Repairers (5,417) • 2. Sales Representatives (4,341) 3. Customer Service Representatives (4,266) 4. Telecommunications Equipment Installers and Repairers (2,400) • 5. Computer User Support Specialists (2,346)	• 1. Customer Service • 2. Problem Solving 3. Business Development 4. Interpersonal Skills • 5. Flexibility	• 1. GIAC IT Security Admin • 2. IT Infrastructure Library 3. Information Systems Security Professional 4. Cisco Certified Network Associate 5. Certified Public Accountant

Management of Companies and Enterprises

- **1.9% of VA Jobs**
- **1,329 Openings**

- **233 Employers**
- **$49.03 Average Hourly Wage**
- **Top advertised Tool or Technology: Monitors**
- **1. Accountants and Auditors (3,748)**
-

2. General Operations Managers (2,596) 3. Office Clerks (2,297) 4. Management Analysts (2,237)

- **5. Financial Managers (2,182)**
- **1. Customer Service**
-

2. Decision Making 3. Problem Solving 4. Critical Thinking

- **5. Discharge Planning**
- **1. Basic Life Support**
-

2. Advanced Cardiac Life Support 3. CPR 4. Pediatric Advanced Life Support

- **5. Basic Cardiac Life Support**

Manufacturing

- **6.4% of VA Jobs**
- **8,409 Openings**
- **7,566 Employers**
- **$27.15 Average Hourly Wage**
- **Top advertised Tool or Technology: Polygraph Recorders**
- **1. Team Assemblers (9,265)**
-

2. First-Line Supervisors of Production and Operating Workers (9,258) 3. Laborers and Freight, Stock, and Material Movers (6,168) 4. Inspectors, Testers, Sorters, Samplers, and Weighers (5,923)

- **5. Machinists (5,389)**
- **1. Customer Service**
-

2. Problem Solving 3. Interpersonal Skills 4. Decision Making

- **5. Time Management**
- **1. Information Systems Security Professional**
-

2. Commercial Drivers License 3. Cisco Certified Network Associate 4. IT Infrastructure Library Certification

- **5. GIAC IT Security Admin**

Mining, Quarrying, and Oil and Gas Extraction

- **0.2% of VA Jobs**
- **186 Openings**
- **305 Employers**
- **$32.70 Average Hourly Wage**
- **Top advertised Tool or Technology: Water Truck**
- **1. Continuous Mining Machine Operators (1,330)**
-

2. Mine Cutting and Channeling Machine Operators (323) 3. Electricians (264) 4. Rock Splitters (233)

- **5. Industrial Machinery Mechanics (153)**
- **1. Customer Service**

-

2. Employee Development 3. Welding 4. Preventative Maintenance

- **5. Problem Solving**
- **1. Commercial Drivers License**
-

2. First Aid 3. CPR
Other Services (Except Public Administration)

- **3.8% of VA Jobs**
- **2,280 Openings**
- **38,917 Employers**
- **$19.98 Average Hourly Wage**
- **Top advertised Tool or Technology: Monitors**
- **1. Hairdressers, Hairstylists, and Cosmetologists (10,454)**
-

2. Automotive Service Technicians and Mechanics (6,949) 3. Office Clerks (5,056) 4. Maids and Housekeeping Cleaners (4,953)

- **5. Childcare Workers (4,483)**
- **1. Customer Service**
-

2. Willingness to Learn 3. Interpersonal Skills 4. Problem Solving

- **5. Business Development**
- **1. Commercial Drivers License**
-

2. Certified Public Accountant 3. American Sports and Fitness Association Cert. 4. CPR

- **5. Personal Trainer**

Professional, Scientific and Technical Services

- **11.1% of VA Jobs**
- **37,161 Openings**
- **30,751 Employers**
- **$47.13 Average Hourly Wage**
- **Top advertised Tool or Technology: Polygraph Recorders**
- **1. Software Developers, Applications (26,346)**
-

2. Management Analysts (25,982) 3. Software Developers, Systems Software (20,302) 4. Accountants and Auditors (19,276)

- **5. Computer Systems Analysts (17,369)**
- **1. Problem Solving**
-

2. Customer Service 3. Interpersonal Skills 4. Risk Management

- **5. Business Development**
- **1. Certified Information Systems Security Professional**
-

2. Information Technology Infrastructure Library Certification 3. GIAC IT Security Administration Certification 4. Certified public Accountant

- **5. Cisco Certified Network Associate**

Public Administration

- **6.5% of VA Jobs**
- **3,896 Openings**

- **10,589 Employers**
- **$37.30 Average Hourly Wage**
- **Top advertised Tool or Technology: Monitors**
- **1. Correctional Officers and Jailers (7,567)**
-

2. Highway Maintenance Workers (2,976) 3. Office Clerks (2,213) 4. Office and Administrative Support Workers (2,089)

- **5. Probation Officers and Correctional Treatment Specialists (2,062)**
- **1. Customer Service**
-

2. Problem Solving 3. Interpersonal Skills 4. Decision Making

- **5. Financial Management**
- **1. CPR**
-

2. Commercial Drivers License 3. First Aid 4. Forensic Certified Public Accountant

- **5. Licensed Clinical Social Worker**

Real Estate and Rental and Leasing

- **1.4% of VA Jobs**
- **1,725Openings**
- **15,473 Employers**
- **$25.83 Average Hourly Wage**
- **Top advertised Tool or Technology: Ladders**
- **1. Counter and Rental Clerks (6,902)**
-

2. Maintenance and Repair Workers (6,766) 3. Office Clerks (3,722) 4. Bookkeeping, Accounting, and Auditing Clerks (1,646)

- **5. Secretaries and Administrative Assistants (1,477)**
- **1. Customer Service**
-

2. Time Management 3. Interpersonal Skills 4. Flexibility

- **5. Problem Solving**
- **1. Commercial Drivers License**
-

2. HVAC 3. National Apartment Association 4. Certified Manager of Community Associations

- **5. Certified Public Accountant**

Retail Trade

- **11% of VA Jobs**
- **16,595 Openings**
- **39,537 Employers**
- **$13.85 Average Hourly Wage**
- **Top advertised Tool or Technology: Cash Register**
- **1. Retail Salespersons (116,817)**
-

2. Cashiers (78,205) 3. Stock Clerks and Order Fillers (36,832) 4. First-Line Supervisors of Retail Sales Workers (28,031)

- **5. Customer Service Representatives (10,627)**
- **1. Customer Service**
-

2. Interpersonal Skills 3. Problem Solving 4. Dusting

- **5. Build Strong Relationships**
- **1. Commercial Drivers License**
-

2. Basic Life Support 3. Cardiopulmonary Resuscitation 4.Certified Food Safety Manager

- **5.Advanced Cardiac Life Support Certification**

Transportation

- **3.7% of VA Jobs**
- **2,648 Openings**
- **6,025 Employers**
- **$24.70 Average Hourly Wage**
- **Top advertised Tool or Technology: Tractors**
- **1. Heavy and Tractor-Trailer Truck Drivers (20,494)**
-

2. Laborers and Freight, Stock, and Material Movers (14,246) 3. Light Truck or Delivery Services Drivers (6,350) 4. Flight Attendants (3,646)

- **5. Industrial Truck and Tractor Operators (3,472)**
- **1. Customer Service**
-

2. Problem Solving 3. Positive Attitude 4. Financial Reporting

- **5. Typing**
- **1. Commercial Drivers License**
-

2. Certified Public Accountant 3. Stroke Rehabilitation Specialist 4. Cisco Certified Network Associate

- **5. IT Infrastructure Library Certification**

Utilities

- **0.5% of VA Jobs**
- **240 Openings**
- **462 Employers**
- **$38.38 Average Hourly Wage**
- **Top advertised Tool or Technology: Transformers**
- **1. Electrical Power-Line Installers and Repairers (1,335)**
-

2. Electrical and Electronics Repairers, Powerhouse, Substation, and Relay (586) 3. Electrical Engineers (503) 4. Customer Service Representatives (492)

- **5. Power Distributors and Dispatchers (479)**
- **1. Customer Service**
-

2. Problem Solving 3. Decision Making 4. Welding

- **5. Interpersonal Skills**
- **1. Commercial Drivers License**
-

2. National Society of Professional Engineers 3. Certified Public Accountant 4. Information Systems Security Professional

- **5. Information Systems Audit and Control Association Certification**

Wholesale Trade

- **2.9% of VA Jobs**

- **3,036 Openings**
- **7,952 Employers**
- **$38.05 Average Hourly Wage**
- **Top advertised Tool or Technology: Forklift**
- **1. Sales Reps, Wholesale and Manufacturing (20,013)**
-

2. Sales Reps, including Technical and Scientific Products (5,080) 3. Stock Clerks and Order Fillers (4,260) 4. Heavy and Tractor-Trailer Truck Drivers (4,185)

- **5. Office Clerks (3,840)**
- **1. Customer Service**
-

2. Problem Solving 3. Interpersonal Skills 4. Flexibility

- **5. Time Management**
- **1. Commercial Drivers License**
-

2. Certified Public Accountant 3. Cisco Certified Network Associate 4. Cisco Certified Network Professional

- **5. A+ Certification**

Source: Virginia Employment Commission, Industry Profile. Skills, Certifications, and technologies based on employer self-identification in the Virginia Workforce Connection.

Table 15 builds on the needs of employers, focusing on the occupations with the most openings. Many of the skills are similar to those requested by industry, but with a heavy emphasis on computer skills. The same goes for the most requested certifications, with computer-specific certifications such as Information Systems Security Professional certification appearing in six of the top ten occupations. What is particularly worrisome is the lack of available candidates that specify an interest in these occupations with the highest need. In fact, only Customer Service Representatives has an adequate number of candidates, with the number of candidates greater than the number of openings.

Table 15: Employer Needs for Top Occupations by Current Openings

Occupation	Job Openings,[1] Available Candidates[2] and Average Advertised wage[3]	Top Employer Advertised Skills	Top Employer Advertised Certifications	Employer Advertised Education[4] and Experience
Registered Nurses	• 11,178 Openings • 177 Candidates • $73,132 Average Wage	• Decision Making • Customer Service • Critical Thinking • Problem Solving • Flexibility	• Basic Life Support • Advanced Cardiac Life Support • Pediatric Advanced Life Support • CPR • Certified Nursing Assistant	• Associate's Degree Less than 2 years experience
Computer Programmers	• 5,119 Openings • 121 • $109,892 Average Wage	• Application Development • Problem Solving • Software Development • Weblogic • Shell Scripting	• Information Technology Infrastructure Library • Information Systems Security Professional • GIAC IT Security Administration • Security+ • Microsoft Certified Solutions Developer	• Bachelor's Degree More than 2 years experience
Computer User Support Specialists	• 4,174 Openings • 496 Candidates	• Customer Service • Problem Solving • Interpersonal	• Information Technology Infrastructure Library • Information	• Bachelor's Degree 2 to 5 years experience

Occupation	Job Openings,[1] Available Candidates[2] and Average Advertised wage[3]	Top Employer Advertised Skills	Top Employer Advertised Certifications	Employer Advertised Education[4] and Experience
	• $48,882 Average Wage	Skills • Application Development • Risk Management	Systems Security Professional • GIAC IT Security Administration • Security+ • Cisco Certified Network Associate	
Retail Salesperson	• 3,726 Openings • 851 Candidates • $24,354 Average Wage	• Customer Service • Honesty • Stock Merchandise • Cash Handling • Flexibility	• None Widely Requested	• High School Diploma or Equivalent Entry Level
Computer Systems Engineers and Architects	• 3,469 Openings • 69 Candidates • $113,498 Average Wage	• Problem Solving • System Design • System Integration • Software Design • Application Development	• Information Technology Infrastructure Library • Information Systems Security Professional • GIAC IT Security Administration • Security+ • Cisco Certified Network	• Bachelor's Degree 2 to 10 years experience

Occupation	Job Openings,[1] Available Candidates[2] and Average Advertised wage[3]	Top Employer Advertised Skills	Top Employer Advertised Certifications	Employer Advertised Education[4] and Experience
			Associate	
Customer Service Representatives	• 3,057 Openings • 3,854 Candidates • $33,072 Average Wage	• Customer Service • Problem Solving • Positive Attitude • Interpersonal Skills • Answer Phone Calls	• None Widely Requested	• High School Diploma or Equivalent Less than 2 years experience
Security Guards	• 2,363 Openings • 605 Candidates • $27,574 Average Wage	• Customer Service • Inspect Protection Devices • Interpersonal Skills • Answer Questions • Greet Guests	• Information Systems Security Professional • GIAC IT Security Administration • CPR • Information Systems Audit and Control Association • CompTIA Advanced Security Practitioner	• High School Diploma or Equivalent Entry Level
Network and Computer Systems Administrators	• 2,360 Openings • 224 Candidates • $97,527 Average	• Customer Service • Problem Solving • Conflict Management • Capacity	• Information Technology Infrastructure Library • Information Systems Security	• Bachelor's Degree 2 to 5 years experience

Occupation	Job Openings,[1] Available Candidates[2] and Average Advertised wage[3]	Top Employer Advertised Skills	Top Employer Advertised Certifications	Employer Advertised Education[4] and Experience
	Wage	Planning • Shell Scripting	Professional • GIAC IT Security Administration • Security+ • Cisco Certified Network Associate	
Heavy and Tractor-Trailer Truck Drivers	• 2,354 Openings • 878 Candidates • $52,514 Average Wage	• Customer Service • Interpersonal • Flexibility • Operate Tractor-Trailer • Maintains Records	• Commercial Drivers License • HVAC Certification • Promotional Products Association International Certification	• High School Diploma or Equivalent Less than 2 years experience
Computer Systems Analyst	• 2,270 Openings • 230 Candidates • $93,185 Average Wage	• Problem Solving • Interpersonal Skills • Systems Analysis • Requirements Gathering • Customer Service	• Information Technology Infrastructure Library • Information Systems Security Professional • Information Systems Audit and Control Association • Healthcare Privacy and Security • Project	• Bachelor's Degree 1 to 5 years experience

Occupation	Job Openings,[1] Available Candidates[2] and Average Advertised wage[3]	Top Employer Advertised Skills	Top Employer Advertised Certifications	Employer Advertised Education[4] and Experience
			Management Professional	

Source: Virginia Employment Commission, Occupation Profiles. Skills, Certifications, and Technologies are self-reported by employers in the Virginia Workforce Connection.

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[1] Monthly Job Count for January 2018. Job openings include all online postings, after de-duplication efforts.

[2] Candidate Count is individuals with active resumes in the Virginia Workforce Connection that specify a preference for a given occupation as of February 21, 2018.

[3] Not all positions advertised include wage information.

[4] Not all positions advertised include education requirements

Finally Table 16 explores the nebulous topic of a skills gap from another point of view. As mentioned previously, many of the desirable skills sought after by employers are "soft skills" that are difficult to measure and train. To recap, these include customer service, problem solving, and time management. However, the table below focuses on the labor gap that exists in various forms. For instance, in each of the top five occupations according to job openings, there is less than one candidate per opening. A positive consequence of this is that it creates a potentially favorable situation to unemployed individuals looking for work. However, it also points to the equally real possibility that job seekers in Virginia are not interested in the available opportunities, or at least not as a first choice.

One particularly troubling gap shown in Table 16 is the high proportion of experienced candidates to openings requiring said experience. At 59 candidates per opening, the idea of underemployment and subsequent worker discouragement becomes more understandable. A lasting effect of the last recession, and the move to a less physically demanding service-based economy which allows for individuals to keep working later in life, is that individuals that may face hardships such as a layoff later in their career face an economy that is not ready to meet them at their optimum level. Without addressing this shortcoming, it is unlikely to see underemployment decline, which in turn creates a potentially more contentious labor force that is less likely to find benefit in participating in the labor market. Such a story is further supported by the declining labor force participation addressed previously.

Table 16: Supply and Demand in Virginia, February 2018

Subject	Job Openings	Potential Candidates	Potential Candidates per Job Opening
Statewide Total	197,563	62,866	0.32
Registered Nurses	7,901	221	0.03
Computer Occupations	4,427	859	0.19
Computer User Support Specialists	3,548	492	0.14
Computer Programmers	3,394	120	0.04
First-Line Supervisors of Food Preparation and Serving Workers	3,128	186	0.06
High School Diploma or Equivalent	17,005	24,617	1.45
Vocational School Certificate	275	3,521	12.8
Associate's Degree	3,699	11,246	3.04
Bachelor's Degree	23,316	10,175	0.44
Post-Graduate Degree	1,751	4,429	2.53
Less than 1 Year	1,729	2,820	1.63
1 to 2 Years	166,689	1,144	0.01
2 to 5 Years	10,881	2,969	0.27
5 to 10 Years	4,551	4,603	1.01
More than 10 Years	861	51,330	59.62

Source: Virginia Employment Commission. Jobs are online advertised jobs. Candidates are individuals with active resumes in the Virginia Workforce Connection.

Note: Both job and candidate information is self-reported by businesses and job-seekers

B. Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.* This population must include individuals with disabilities among other groups in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or**

homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. ** Veterans, unemployed workers, and youth, and others that the State may identify.

i. Employment and Unemployment

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

ii. Labor Market Trends

Provide an analysis of key labor market trends, including across existing industries and occupations.

iii. Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

iv. Skill Gaps

Describe apparent 'skill gaps'.

Employment and Unemployment in Virginia[1]

Table 17 illustrates the continuing story of success in Northern Virginia, the Capital Region, Hampton Roads, and Alexandria/Arlington, and the consequential positive statistics at the state level. Also given more evidence are the struggles of other regions of the state. Though the unemployment rate has been steadily decreasing statewide since the end of the Great Recession, nearly every LWDA (12 out of 15) has an unemployment rate above the state average. The highest unemployment rates are in Southwest Virginia, the Crater Area, and West Piedmont, all of which have been struggling since the decline of the manufacturing and other traditional goods-producing industries.

Table 17: Local Area Unemployment Statistics, Third Quarter 2017

(Not Seasonally Adjusted)

LWDA Region	Labor Force	Employed	Unemployed	Unemployment Rate
I Southwestern Virginia	70,321	66,210	4,111	5.9%
II New River/Mt. Rogers	180,798	173,049	7,748	4.3%
III Western Virginia	171,393	164,647	6,745	3.9%

LWDA Region	Labor Force	Employed	Unemployed	Unemployment Rate
IV Shenandoah Valley	169,180	259,358	9,822	3.7%
VI Piedmont Workforce Network	219,687	212,244	7,422	3.4%
VII Region 2000/Central VA	123,438	117,912	5,526	4.5%
VIII South Central	78,679	74,864	3,815	4.8%
IX Capital Region Workforce Partnership	591,822	569,675	22,148	3.7%
XI Northern Virginia	1,144,977	1,109,105	35,873	3.2%
XII Alexandria/Arlington	249,914	243,401	6,513	2.6%
XIII Bay Consortium	251,964	242,133	9,831	3.9%
XIV Greater Peninsula	255,567	244,238	11,328	4.4%
XV Crater Area	77,092	73,146	3,945	5.1%
XVI Hampton Roads	583,789	559,456	24,332	4.2%
XVII West Piedmont	84,537	80,190	4,347	5.2%
State	**4,352,971**	**4,189,799**	**163,171**	**3.6%**

Source: Virginia Employment Commission, Local Area Unemployment Statistics Program

Totals may not add due to rounding.

Table 18: Who are the Unemployed?

Subject	Estimate (Percent)
Total Claimants	30,182
Male	16,715 (55.4%)
Female	13,467 (44.6%)
Veteran	638 (2.1%)
Under 22 Years	373 (1.2%)
22 to 24 Years	1,064 (3.5%)
25 to 34 Years	6,577 (21.8%)
35 to 44 Years	6,546 (21.7%)
45 to 54 Years	7,107 (23.5%)

Subject	Estimate (Percent)
55 to 64 Years	6,713 (22.2%)
65 Years and Over	1,802 (6.0%)
8th Grade or Less	1,319 (4.4%)
Some High School	1,973 (6.5%)
High School Grad/GED	10,552 (35.0%)
Some College/2-Year Degree	6,570 (21.8%)
Bachelor's Degree	3,826 (12.7%)
Some Graduate School	529 (1.8%)
Post Graduate Degree	1,054 (3.5%)
Unknown Educational Attainment	3,909 (13.0%)

Source: Virginia Employment Commission, Characteristics of the Insured Unemployed - January 2018

As Table 18 examines, unemployment insurance claimants in Virginia is relatively evenly split across most demographics. There are slightly more men than women in unemployment, though the split is close to 50 percent , and between the prime working ages of 25 to 64, the three 9-year cohorts have approximately equal shares of the state's unemployment claims. Where we see the largest discrepancy is when looking at educational attainment. Those with less than a Bachelor's degree account for more than 67 percent of the Virginia's unemployment claimants. This is relatively proportionate, as the same group accounts for approximately 72 percent of the state's employed population, as outlined below in Table 21.

Table 19: Top 10 Occupations by Number of Claimants, January 2018

Occupation	Claimants
Construction Trades Workers	2,513
Information and Record Clerks	1,349
Other Production Occupations	1,333
Motor Vehicle Operators	1,031
Other Management Occupations	961
Cooks and Food Preparation Workers	822
Retail Sales Workers	757
Material Moving Workers	750
Business Operations Specialists	714
Grounds Maintenance Workers	705

Table 20: Top 10 Industries by Number of Claimants, January 2018

Industry	Claimants
Administrative and Support Services	4,067
Professional, Scientific, and Technical Services	2,714
Food Services and Drinking Places	1,992
Heavy and Civil Engineering Construction	1,853
Specialty Trade Contractors	1,815

Industry	Claimants
Credit Intermediation and Related Activities	748
Ambulatory Health Care Services	742
Accommodation	635
Social Assistance	582
General Merchandise Stores	576

Source: Virginia Employment commission

Table 21: Poverty in the Commonwealth

Demographic	2012 Population	Percent Below Poverty Level	2016 Population	Percent Below Poverty Level
Under 18 Years	1,822,714	14.6%	1,838,212	15.1%
18 to 64 Years	4,985,270	10.4%	5,103,987	10.9%
65 Years and Over	961,144	7.9%	1,118,693	7.6%
Male	3,777,350	9.8%	3,929,415	10.3%
Female	3,991,778	12.3%	4,131,477	12.5%
White, not Hispanic or Latino	5,052,767	8.3%	5,106,148	8.6%
Black or African American	1,484,905	19.4%	1,522,283	19.9%
American Indian and Alaska Native	23,936	14.5%	20,911	13.6%
Asian	435,887	8.4%	494,027	8.0%
Native Hawaiian and other Pacific Islander	5,139	11.4%	5,074	7.5%
Hispanic or Latino	613,911	15.4%	705,132	15.5%
Less than High School	665,399	22.4%	613,222	22.4%
High School Graduate or GED	1,317,050	10.7%	1,340,116	12.1%
Some College or Associate’s	1,427,312	7.1%	1,507,059	8.2%
Bachelor’s Degree or	1,848,918	2.8%	2,065,194	3.3%

Demographic	2012 Population	Percent Below Poverty Level	2016 Population	Percent Below Poverty Level
Higher				

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

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[1] For a thorough analysis of unemployment in the Commonwealth, please refer to the Virginia Employment Commission's Economic Information & Analytics Division publication, "Labor Supply and Demand in Virginia." All versions can be found at https://data.virginialmi.com/gsipub/index.asp?docid=340

Labor Market Trends

The alternative measures of labor underutilization produced by the Bureau of Labor Statistics (BLS) - provides six measures of unemployment, each with varying degrees of exclusivity. Covering Fourth Quarter 2016 through Third Quarter 2017, the most recent four quarter average provides evidence for the improving health of the Commonwealth's labor force. Each of the six underutilization measures improved from the previous round. The smallest gains were in U-2 and U-6, which each declined only 0.1 of a percentage point. U-1, U-4, and U-5 each fell by 0.2 of a percentage point, while the official unemployment rate, U-3, fell by 0.3. Though any drop in underutilization is a positive indicator, these past levels of change have been small. As has been suggested in previous reports, small and frequent up and down movement is to be expected as the Commonwealth approaches the natural rate of unemployment (also known as "Full Employment").[1] This topic will be explored further in a later section.

Though the decreases of the most recent quarter are somewhat minor, Table 22 demonstrates that all six measures have declined over-the-year. This has been particularly true in U-6, which is almost a full percentage point below last year's level. What makes this more impactful is that U-6 is the broadest measurement with the largest population. A decline here would help point to an overall decline as is shown in Figure D. However, U-6 includes the involuntarily part-time, which does not necessarily follow this trend. Figure E shows that the underemployment rate has risen slightly from last quarter to 3.5%, and is only marginally below last year's level, 3.8%. What this suggests is that while all measures have declined, the issue of underemployment is not responding to an improving economy the way we would hope. Similarly, would-be job seeker discouragement has remained steady from last quarter at 0.3%, and is only down 0.2 of a percentage point from last year. In an economic vacuum, we would like for underemployment and discouragement to decline as the economy improves. This is because many common measures of economic performance (such as GDP, jobs added, and inflation), only explain the labor demanded, and macro indications of monetary wealth of the area. However, the measures discussed here focus on labor supply. In a strong economy, labor supply, labor demand, and financial well-being should all improve.

Table 22: Alternative Measures of Labor Underutilization

Measurement	Current 4 quarter average(2016:IV - 2017:III)	Previous 4 quarter average(2016:III - 2017:II)	National Data(2016:IV - 2017:III)	Last year's equivalent 4 quarter average(2015:IV - 2016:III)
U-1	1.4	1.6	1.8	1.6
U-2	1.6	1.7	2.2	1.7
U-3*	3.9	4.1	4.5	4.1
U-4	4.2	4.4	4.8	4.6
U-5	4.8	5.0	5.5	5.3
U-6	8.3	8.4	8.9	9.1

*** Measurement utilized as the "official" unemployment rate, defined as the total number of unemployed as a percentage of the civilian labor force**

Note: Quarters reflect calendar year and not Virginia's fiscal year. National Data is seasonally adjusted.

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[1] Economically speaking, the natural rate of unemployment is a theoretical concept, rather than an agreed upon figure. It can best be understood as the level of unemployment that occurs when an economy is working at maximum efficiency. In other words, there is always a certain amount of unemployment, and the natural rate is said to be this lower threshold when frictional, structural, and cyclical unemployment are at their minimum. Estimates of the unemployment rate associated with full employment place the low end at 4 percent. For example, see the following article by the Center for Economic and Policy Research: Bernstein, Jared and Dean Baker (November 20, 2013). "The Unemployment Rate at Full Employment: How Low Can You Go?" *Economix (The New York Times)*. Retrieved from http://www.cepr.net

Figure D: Labor Underutilization in Virginia

Source: Bureau of Labor Statistics, Alternative Measures of Labor Underutilization

Figure E: Job-Seeker Discouragement and Underemployment

Source: Bureau of Labor Statistics, Alternative Measures of Labor Underutilization

Looking at national figures, the Commonwealth remains below the nation across all six measures. With regards to underemployment and discouragement, Virginia does not fare as well. While the Commonwealth ties the nation for discouragement, it is slightly above for underemployment. When combined with the information discussed above regarding this measure, it is worth attempting to explore the area further.

Since the Virginia Employment Commission began examining this topic a year ago, the involuntarily part-time - and underemployment rate more generally - has been the only area discussed that has failed to recover as quickly or by as much as all other labor

measurements. In fact, this behavior (or lack thereof) was largely the motivation for this report. While we have never attempted to make policy suggestions, it is important to point out that the work done to improve the economy has had seemingly little impact on underemployment. With this continued poor performance, it is necessary to think deeper about underemployment, and begin to assess potentials for improvement.

When we think of underemployment two primary things come to mind regarding labor supply and demand. The first is behavior of businesses as it relates to labor demand. With the passing and implementation of the Affordable Care Act (ACA), many employers decreased workers' hours to avoid paying higher health care costs. Indeed, examples of this have been numerous since the debates over the policy began. Another impact on hiring practices is trade policy, globalization and increased competition, as well as other policy-related issues. Businesses are unique in the discussion of labor supply and demand in that they are both forward-thinking and reactionary. Proposed legislation such as the ACA gives business owners reason to adjust their current practices in order to minimize potential conflict in the future. Businesses must comply to meet new standards and guidelines, as well as take advantage of new laws in order to gain an advantage over competitors, as new policies are introduced. In the case of the Affordable Care Act, business owners decreased in order to avoid upcoming healthcare costs, before the law was enacted. In this example, business were forward-thinking.

On the other hand, policies that have been in place for several years such as the North American Free Trade Agreement (NAFTA) have also been pointed to as forcing businesses to reduce costs in any way possible. Initially this can be done by adjusting inputs and outputs of their work - such as where materials are sourced or how much goods and services are sold for. However, there are times when costs must further be reduced in the future, which is much less predictable. In this case, a point is reached where there is little other choice than to reduce labor costs. Here, the debate becomes whether or not to cut wages (which has an immediate and known impact on workers), or reduce employees' hours which is likely to have a lesser known future impact. These adjustments, which are made after policies have been enacted and consequences become better defined, are examples of businesses being reactionary, rather than forward-looking.

The second consideration surrounding underemployment is the behavior of potential workers as it relates to labor supply. If a household has more than one financial contributor, or individuals are able to earn enough wages while employed to save for the potential of unemployment, they are less likely to take work that is below their ideal. Rather, they are better able to take time and potentially remain unemployed while searching for work that they find better suits their skills and needs. Similarly, if an individual perceives the economy to be healthy and prosperous, they are also more likely to remain unemployed briefly in order to take a better opportunity they believe is likely to come. Less optimistically, as the hiring and application processes become longer, individuals are more likely to be underemployed, as they cannot necessarily guarantee a short unemployment time.

Rather than assigning blame for underemployment to businesses or workers alone, it is important to understand that these forces often interact, resulting in confusion over cause and effect. Is the hiring process long because businesses are too picky, or is it because of an

oversaturation of applicants? Are businesses adjusting hiring practices to save money due to economic policies, or are they forced to change in an evolving economy that is driven by consumer demand? It is not only difficult to answer these questions definitively, but it is also not a necessity. What is necessary is to begin to pay attention to the interconnection of all of these issues and make adjustments as a result. Furthermore, arguably the largest external factor to both businesses and workers is the overall health of the economy. The issues discussed here are all likely to decrease as the economy improves. As businesses make more profit, they are able to hire more workers at full-time. Alternatively, workers that make money from full-time employment are not only able to increase consumer demand, but also potentially provide businesses with more productivity. The problem we are left with is what to do when the economy is healthy and underemployment remains a problem. Luckily, there is a subtle decline in Virginia's underemployment. However, the longer it remains elevated significantly over pre-recession levels, the greater the impact becomes on economic growth.

Finally, Tables 23 and 24 explore the recent trend of labor force participation by demographic (Table 23) and locality (Table 24). This is the most alarming labor market trend, as nearly every demographic and region of the state has seen labor force participation decline. While age cohorts have seen little participation change over the last six year, the race and ethnicity demographics have had a more pronounced decline, particularly among the Native Hawaiian and Other Pacific Islander population. One of the only noteworthy increases was among those with a Bachelor's degree or more, which saw participation increase by slightly less than one percentage point since 2010, ending at 87.2 percent, which is the highest rate of any demographic. Unfortunately, the population also saw its unemployment rate increase slightly from 2.4 to 2.7 percent over the same period, suggesting that the increased participation does not necessarily equate to an increase in employment. Turning to localities, no LWDA saw an improvement in their participation rate between 2011 and 2016, and only 12 counties had any increase.

The trend of declining participation is not unique to Virginia, as the overall trend in the nation is one of declining participation rates. This is likely a consequence of the most recent recession. As has been pointed out over the last few years, the most recent recession was so powerful in part because it affected nearly every industry, with health care being one of the few ever-green industries that did not see much impact. As such, workers found it difficult to move into a new position or industry as their original workplace was hurt. This, along with stagnant wages caused a high rate of underemployment as illustrated previously in Figure E, which in turn creates an exodus from the labor force.

Figure D: Labor Underutilization in Virginia

Source: Bureau of Labor Statistics, Alternative Measures of Labor Underutilization

Figure E: Job-Seeker Discouragement and Underemployment

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Finally, Tables 23 and 24 explore the recent trend of labor force participation by demographic (Table 23) and locality (Table 24). This is the most alarming labor market trend, as nearly every demographic and region of the state has seen labor force participation decline. While age cohorts have seen little participation change over the last six year, the race and ethnicity demographics have had a more pronounced decline, particularly among the Native Hawaiian and Other Pacific Islander population. One of the only noteworthy increases was among those with a Bachelor's degree or more, which saw participation increase by slightly less than one percentage point since 2010, ending at 87.2 percent, which is the highest rate of any demographic. Unfortunately, the population also saw its unemployment rate increase slightly from 2.4 to 2.7 percent over the same period, suggesting that the increased participation does not necessarily equate to an increase in employment. Turning to localities, no LWDA saw an improvement in their participation rate between 2011 and 2016, and only 12 counties had any increase.

The trend of declining participation is not unique to Virginia, as the overall trend in the nation is one of declining participation rates. This is likely a consequence of the most recent recession. As has been pointed out over the last few years, the most recent recession was so powerful in part because it affected nearly every industry, with health care being one of the few ever-green industries that did not see much impact. As such, workers found it difficult to move into a new position or industry as their original workplace was hurt. This, along with stagnant wages caused a high rate of underemployment as illustrated previously in Figure E, which in turn creates an exodus from the labor force.

Table 23: Employment Status by Demographic

Demographic	2010 Population	2010 Labor Force Participation Rate	2010 Unemployment Rate	2016 Population	2016 Labor Force Participation Rate	2016 Unemployment Rate
16 to 19 Years	451,221	42.1%	22.2%	441,900	37.9%	21.0%
20 to 24 Years	556,592	75.9%	11.6%	590,201	75.1%	12.1%
25 to 44 Years	2,193,280	84.2%	5.1%	2,249,495	84.0%	5.8%
45 to 54 Years	1,185,123	82.5%	4.0%	1,183,551	82.2%	4.1%
55 to 64 Years	900,955	65.6%	3.7%	1,043,147	67.3%	3.6%
65 to 74 Years	514,397	26.3%	3.1%	677,364	28.0%	3.2%
75 Years and Over	414,781	6.0%	3.3%	467,453	6.8%	3.3%
White, not Hispanic or Latino	4,208,192	66.3%	4.7%	4,339,429	64.8%	4.8%
Black or African American	1,179,176	66.6%	10.0%	1,259,416	65.8%	9.9%
American Indian and Alaska Native	19,682	65.5%	9.1%	18,097	64.4%	7.9%
Asian	329,599	71.0%	4.6%	403,385	69.8%	4.6%
Native Hawaiian or Other Pacific Islander	4,547	82.9%	10.6%	4,534	70.5%	9.0%
Hispanic or Latino	406,755	78.1%	7.0%	512,045	76.3%	6.0%
Male	2,390,940	84.4%	5.3%	2,511,215	83.9%	5.5%
Female	2,445,010	74.4%	5.2%	2,555,179	74.6%	5.4%
Less than High School	479,144	61.0%	10.1%	421,133	60.9%	9.7%

Demographic	2010 Population	2010 Labor Force Participation Rate	2010 Unemployment Rate	2016 Population	2016 Labor Force Participation Rate	2016 Unemployment Rate
High School Graduate or Equivalent	1,074,315	76.4%	6.0%	1,047,684	74.3%	6.5%
Some College or Associate's Degree	1,181,989	81.9%	4.5%	1,265,714	80.4%	5.1%
Bachelor's Degree or Higher	1,543,910	86.4%	2.4%	1,741,662	87.2%	2.7%
With Any Disability	N/A	N/A	N/A	460,463	43.9%	12.9%

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

Table 24: Labor Force Participation Rates and Trends by Locality

Area	2011 Participation Rate	2016 Participation Rate	Five-Year Change (Percentage Points)
LWDA I - Southwestern Virginia	52.9%	45.9%	-7.0
Buchanan County	44.3%	37.1%	-7.2
Dickenson County	43.3%	38.0%	-5.3
Lee County	53.0%	44.3%	-8.7
Norton City	68.6%	52.7%	-15.9
Russell County	51.2%	49.2%	-2.0
Scott County	54.7%	53.3%	-1.4
Tazewell County	52.3%	46.4%	-5.9
Wise County	56.0%	43.7%	-12.3
LWDA II - New River/Mt. Rogers	60.6%	59.2%	-1.4
Bland County	55.2%	54.6%	-0.6
Bristol City	58.0%	54.4%	-3.6
Carroll County	55.8%	53.2%	-2.6

Area	2011 Participation Rate	2016 Participation Rate	Five-Year Change (Percentage Points)
Floyd County	68.6%	64.8%	-3.8
Galax City	56.3%	56.1%	-0.2
Giles County	60.1%	59.0%	-1.1
Grayson County	55.2%	60.3%	+5.1
Montgomery County	68.1%	67.8%	-0.3
Pulaski County	60.4%	59.8%	-0.6
Radford City	70.3%	66.7%	-3.6
Smyth County	54.1%	54.5%	+0.4
Washington County	63.2%	61.0%	-2.2
Wythe County	61.8%	57.5%	-4.3
LWDA III - Western Virginia	63.8%	60.5%	-3.3
Alleghany County	61.1%	53.5%	-7.6
Botetourt County	67.4%	64.2%	-3.2
Covington City	55.6%	53.7%	-1.9
Craig County	60.0%	56.9%	-3.1
Franklin County	62.9%	58.5%	-4.4
Roanoke County	68.8%	66.4%	-2.4
Roanoke City	65.8%	63.3%	-2.5
Salem City	68.3%	67.6%	-0.7
LWDA IV - Shenandoah Valley	67.1%	64.0%	-3.1
Augusta County	65.8%	63.0%	-2.8
Bath Couth	66.1%	67.8%	+1.7
Buena Vista City	66.1%	66.5%	+0.4
Clarke County	71.2%	64.4%	-6.8
Frederick County	73.5%	70.3%	-3.2
Harrisonburg City	69.3%	65.9%	-3.4
Highland County	70.0%	66.6%	-3.4
Lexington City	62.5%	60.7%	-1.8
Page County	64.4%	59.5%	-4.9

Area	2011 Participation Rate	2016 Participation Rate	Five-Year Change (Percentage Points)
Rockbridge County	60.7%	55.1%	-5.6
Rockingham County	71.1%	66.1%	-5.0
Shenandoah County	63.9%	60.2%	-3.7
Staunton City	66.0%	62.5%	-3.5
Warren County	70.2%	65.7%	-4.5
Waynesboro City	61.8%	60.9%	-0.9
Winchester City	70.3%	68.7%	-1.6
LWDA VI - Piedmont Workforce Network	67.9%	65.0%	-2.9
Albermarle County	72.3%	69.2%	-3.1
Charlottesville City	66.9%	67.6%	+0.7
Culpepper County	68.4%	63.7%	-4.7
Faquier County	72.3%	67.5%	-4.8
Fluvanna County	69.6%	66.5%	-3.1
Greene County	70.5%	66.6%	-3.9
Louisa County	68.6%	66.7%	-1.9
Madison County	69.5%	68.7%	-0.8
Nelson County	61.5%	59.3%	-2.2
Orange County	61.1%	59.6%	-1.5
Rappahannock County	66.0%	59.3%	-0.7
LWDA VII - Central Virginia	63.5%	60.2%	-3.3
Amherst County	65.0%	60.1%	-4.9
Appomattox County	61.1%	57.0%	-4.1
Bedford County*	71.9%	60.8%	-11.1
Campbell County	63.5%	58.2%	-5.3
Lynchburg City	69.4%	65.0%	-4.4
LWDA VIII - South Central Virginia	58.3%	56.9%	-1.4
Amelia County	62.9%	60.7%	-2.2
Brunswick County	55.1%	52.5%	-2.6
Buckingham County	53.5%	53.1%	-0.4

Area	2011 Participation Rate	2016 Participation Rate	Five-Year Change (Percentage Points)
Charlotte County	54.8%	53.9%	-0.9
Cumberland County	57.9%	58.3%	+0.4
Halifax County	57.7%	53.2%	-4.5
Lunenburg County	57.9%	56.3%	-1.6
Mecklenburg County	55.7%	49.7%	-6.0
Nottoway County	63.4%	66.3%	+2.9
Prince Edward County	63.9%	64.7%	+0.8
LWDA IX - Capital Region	69.5%	67.2%	-2.3
Charles City County	65.3%	61.4%	-3.9
Chesterfield County	72.8%	70.5%	-2.3
Goochland County	61.9%	61.9%	No Change
Hanover County	72.5%	71.4%	-1.1
Henrico County	72.4%	70.9%	-1.5
New Kent County	74.9%	72.2%	-2.7
Powhatan County	66.4%	60.8%	-5.6
Richmond City	69.5%	68.4%	-1.1
LWDA XI - Northern Virginia	81.2%	73.0%	-8.2
Fairfax County	76.1%	71.4%	-4.7
Falls Church City	82.5%	76.2%	-6.3
Loudoun County	83.7%	76.8%	-6.9
Manassas City	78.3%	70.4%	-7.9
Manassas Park City	86.2%	71.0%	-15.2
Prince William County	80.5%	72.2%	-8.3
LWDA XI - Alexandria/Arlington	83.7%	78.5%	-5.2
Alexandria City	82.8%	77.9%	-4.9
Arlington County	84.6%	79.0%	-5.6
LWDA XIII - Bay Consortium	65.9%	62.0%	-3.9
Accomack County	62.0%	60.0%	-2.0
Caroline County	67.5%	69.0%	+1.5

Area	2011 Participation Rate	2016 Participation Rate	Five-Year Change (Percentage Points)
Essex County	64.6%	61.7%	-2.9

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LWDA I - Southwestern Virginia	52.9%	45.9%	-7.0
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Wise County	56.0%	43.7%	-12.3
LWDA II - New River/Mt. Rogers	60.6%	59.2%	-1.4
Bland County	55.2%	54.6%	-0.6
Bristol City	58.0%	54.4%	-3.6
Carroll County	55.8%	53.2%	-2.6
Floyd County	68.6%	64.8%	-3.8
Galax City	56.3%	56.1%	-0.2
Giles County	60.1%	59.0%	-1.1
Grayson County	55.2%	60.3%	+5.1
Montgomery County	68.1%	67.8%	-0.3
Pulaski County	60.4%	59.8%	-0.6
Radford City	70.3%	66.7%	-3.6
Smyth County	54.1%	54.5%	+0.4
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Covington City	55.6%	53.7%	-1.9
Craig County	60.0%	56.9%	-3.1
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Roanoke County	68.8%	66.4%	-2.4
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Frederick County	73.5%	70.3%	-3.2
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Page County	64.4%	59.5%	-4.9
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Brunswick County	55.1%	52.5%	-2.6
Buckingham County	53.5%	53.1%	-0.4
Charlotte County	54.8%	53.9%	-0.9
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Falls Church City	82.5%	76.2%	-6.3
Loudoun County	83.7%	76.8%	-6.9
Manassas City	78.3%	70.4%	-7.9
Manassas Park City	86.2%	71.0%	-15.2
Prince William County	80.5%	72.2%	-8.3
LWDA XI - Alexandria/Arlington	83.7%	78.5%	-5.2
Alexandria City	82.8%	77.9%	-4.9
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LWDA XIII - Bay Consortium	65.9%	62.0%	-3.9
Accomack County	62.0%	60.0%	-2.0
Caroline County	67.5%	69.0%	+1.5
Essex County	64.6%	61.7%	-2.9

Fredericksburg City78.3%68.3%-10.0

King George County70.7%65.0%-5.7

King William County71.9%69.0%-2.9

King and Queen County63.0%61.2%-1.8

Lancaster County58.0%54.6%-3.4

Mathews County57.7%54.1%-3.6

Middlesex County57.5%56.1%-1.4

Northampton County64.2%61.3%-2.9

Northumberland County56.7%51.3%-5.4

Richmond County69.9%64.6%-5.3

Spotsylvania County71.7%65.3%-6.4

Stafford County75.1%68.4%-6.7

Westmoreland County65.5%62.5%-3.0

LWDA XIV - Greater Peninsula69.8%65.8%-4.0

Gloucester County67.6%63.9%-3.7

Hampton City66.1%63.3%-2.8

James City County63.1%59.8%-3.3

Newport News City72.2%70.1%-2.1

Poquoson City68.7%64.6%-4.1

Williamsburg City81.8%73.2%-8.6

York County69.0%65.7%-3.3

LWDA XV - Crater Area61.6%58.6%-3.0

Colonial Heights City61.8%64.1%+2.3

Dinwiddie County64.2%60.3%-3.9

Emporia City57.6%53.5%-4.1

Greensville County65.7%63.5%-2.2

Hopewell City58.5%57.2%-1.3

Petersburg City55.1%54.3%-0.8

Prince George County68.1%61.3%-6.8

Surry County66.7%64.5%-2.2

Sussex County56.9%48.3%-8.6

LWDA XVI - Hampton Roads69.7%66.2%-3.5

Chesapeake City71.6%67.4%-4.2

Franklin City55.4%55.3%-0.1

Isle of Wright County69.1%65.3%-3.8

Norfolk City81.0%76.3%-4.7

Portsmouth City67.3%63.3%-4.0

Southampton County70.0%66.9%-3.1

Suffolk City69.3%65.2%-4.1

Virginia Beach City74.2%70.2%-4.0

LWDA XVII - West Piedmont56.2%54.5%-1.7

Danville City60.1%58.7%-1.4

Henry County51.9%52.2%+0.3

Martinsville City54.3%49.4%-4.9

Patrick County52.9%53.3%+0.4

Pittsylvania County61.8%59.0%-2.8

***Statewide65.1%61.7%*-3.4**

Source: Virginia Employment Commission

***The city of Bedford was incorporated into Bedford County in 2014**

Veterans, Children and Individuals with Disabilities: Barriers to Employment in Virginia

Throughout this analysis, we have touched on various aspects relating to individuals with barriers to employment. According to the Workforce Innovation and Opportunity Act, barriers to employment include having a disability, homelessness, low income individuals, individuals with significant cultural barriers, older individuals, individuals who are English language learners, American Indians, Alaska Natives, Native Hawaiians, the long-term unemployed, and others. Unfortunately, substantial data shortcomings exist which prevent a thorough and even analysis of all of these populations. In this section, we highlight available data discussed throughout this analysis, as well as highlighting three key populations; veterans, children, and the homeless.

Due to Virginia's larger than average veteran population, it is worth addressing them separately. Table 28 illustrates the changing veteran population since 2009. What jumps out most starkly is the strong decreasing veteran population, even as the non-veteran population continues to rise. Though the exact reason for this may be unknown, one possibility is that individuals that leave the military through any of Virginia's many bases are staying in the commonwealth at a decreasing rate. While this is good news for their home states, it is potentially worrisome that the Virginia economy may not be enticing enough for the population as they enter the civilian workforce.

As Table 28 demonstrates, losing veterans from Virginia's potential labor force means losing a very economically valuable resource. Aside from the unquantifiable skills offered by the veteran community, veterans are also more highly educated than the non-veteran population, which as was stated earlier equates to a higher median income. Furthermore, this educated population also has a substantially higher labor force participation rate, and a much lower unemployment rate. All in all, by attracting the veteran population to remain in Virginia, the state economy stands to benefit greatly.

Table 28: Virginia's Veteran Population, Recent Trend

Demographic	2009 Veteran	2009 Non-Veteran	2012 Veteran	2012 Non-Veteran	2016 Veteran	2016 Non-Veteran
Population Estimate (18 Years and Over)	748,345	5,016,318	734,151	5,310,072	696,685	5,636,748
Male	88.8%	41.6%	88.5%	42.1%	87.1%	43.2%
Female	11.2%	58.4%	11.5%	57.9%	12.9%	56.8%
18 to 34 Years	12.1%	33.2%	11.2%	32.7%	11.5%	32.3%
35 to 54 Years	33.9%	39.7%	32.9%	38.4%	31.9%	35.9%
55 to 64 Years	23.3%	13.5%	23%	14.8%	20%	16%
65 Years and Over	30.7%	13.5%	32.9%	14.1%	36.6%	15.8%
White, not Hispanic or Latino	75%	68.3%	73.6%	66.3%	71.4%	64.7%
Black or African American	19.6%	18.7%	20%	18.6%	20.7%	18.6%
American Indian and Alaska Native	0.4%	0.3%	0.4%	0.3%	0.4%	0.3%
Asian	1.4%	5.4%	1.5%	6.2%	1.8%	6.7%
Native Hawaiian and Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Hispanic or Latino	2.7%	6.2%	3.3%	7.3%	4.3%	7.9%
Less than High School	8.5%	15.5%	7.2%	14.2%	5.9%	12.3%
High School Graduate	25.1%	26.7%	23.4%	25.8%	21.8%	25.1%
Some College or Associate's Degree	32.1%	24.7%	34.1%	25.6%	34.4%	26%
Bachelor's Degree or Higher	34.3%	33.1%	35.3%	34.4%	37.9%	36.6%
Labor Force Participation Rate	82.3%	77%	82.1%	77.1%	82.4%	77%
Unemployment Rate	3.7%	5.4%	4.8%	7.0%	4.5%	6.0%

Source: U.S. Census Bureau, American Community Survey 5-Year Estimate

Note: Totals may not sum due to rounding

Table 29: Children in the Commonwealth

Population	Total 2010	Total 2016	Married Family Home2010	Married Family Home2016	Male Home, no wife present 2010	Male Home, no wife present 2016	Female Home, no husband present 2010	Female Home, no husband present 2016
Children Under 18 Years	1,833,319	1,860,496	1,286,075	1,292,016	111,108	120,570	424,648	434,124
Under 6 Years	33.1%	33%	33.9%	33.5%	34.9%	34.7%	30.4%	31.3%
6 to 11 Years	32.7%	33.8%	32.9%	33.7%	29.4%	32.3%	32.9%	34.3%
12 to 17 Years	34.2%	33.2%	33.2%	32.8%	35.7%	33%	36.6%	34.4%
White, not Hispanic or Latino	58.3%	55%	65.9%	62%	53.5%	51.4%	36.6%	35.3%
Black or African American	21.9%	20.4%	13.5%	12.5%	23.3%	22.4%	47%	43.5%
American Indian and Alaska Native	0.3%	0.2%	0.3%	0.2%	0.7%	0.3%	0.3%	0.2%
Asian	5.3%	6%	6.6%	7.7%	2.5%	2.9%	1.9%	1.9%
Native Hawaiian and other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%
Hispanic or Latino	10.1%	12.6%	9.6%	11.9%	17%	17.6%	9.5%	13.1%
Other Race	3.3%	3.1%	3%	2.8%	6.6%	4.7%	3.3%	3.3%
With any disability	3.6%*	3.8%	3%*	3%	3.1%*	3.5%	5.7%*	6.1%
Foster or other Unrelated to Householder Child	1.6%	1.6%	0.6%	0.5%	4.2%	4.1%	1.2%	1.1%
Foreign Born	3.6%	3.7%	4%	4.1%	4.3%	3.3%	2.2%	2.2%
Enrolled in School**	90%	90%	91%	91%	88%	87%	90%	90%
Median Income for Families with own Children	$72,558	$78,877	$92,072	$102,697	$42,867	$44,706	$29,000	$28,872
Public Assistance: Children Living in Households with Supplemental Security Income, Cash Public Assistance Income, or Food Stamp/SNAP benefits	15.5%	20.5%	7.3%	11%	19.6%	27.7%	39.1%	46.6%

Population	Total 2010	Total 2016	Married Family Home2010	Married Family Home2016	Male Home, no wife present 2010	Male Home, no wife present 2016	Female Home, no husband present 2010	Female Home, no husband present 2016
Income below Poverty Level	13.4%	15.1%	5.3%	6%	16.5%	20%	36.8%	40.4%

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

Note: Totals may not sum due to rounding.

***Disability Status not reported until 2012. 2010 column reflects 2012 data for disability status.**

****The percent of children enrolled in school is based on the 3 to 17 years population.**

Children are another important group to focus on. As they are not yet a part of the labor force, the under 18 population can often be over-looked in economic analyses. However, as they represent the future of the labor market, it is important to understand as much as possible about the youngest cohort. Furthermore, the better the literacy and poverty rates for children, the better the economy can be assumed to be performing. Beginning with the positives, Table 29 shows that 90 percent of children between the ages of 3 and 17 are enrolled in school. Furthermore, while the population of children in Virginia has increased since 2010, it has done so at a modest pace while also maintain most proportions across age brackets and nativity. However, the percent of children living below the poverty level, as well as the percent receiving public assistance, has increased dramatically over the last six years. This is particularly true with single-parent households. The highest incidences of poverty and public assistance are found in female-lead households where the husband is not present. The median income is substantially lower than for all other groups, with nearly half of children in these households receiving public assistance, and 40 percent below the poverty. These two figures have increased over the past six years, likely a partial result of being the only type of household with stagnant income levels.

Table 30: Virginia's Homeless Population, 2016

Subject	National[1]	Virginia
Total Homeless	549,928	6,268 (1.1% of National homeless population)
Continuums of Care[2]	403	16 (4% of national CoCs)
Unsheltered Homeless	176,357 (32%)	766 (12.2%)
Chronically Homeless[3]	86,132 (15.7%)	793 (12.7%)

Subject	National[1]	Virginia
Veterans	39,471 (7.2%)	515 (8.2%)
Less than 18 Years, Unaccompanied	3,824 (0.7%)	12 (0.2%)
18 to 24 Years, Unaccompanied	31,862 (5.8%)	310 (4.9%)
Parenting Youth[4]	9,892 (1.8%)	102 (1.6%)
Children of Parenting Youth	13,318 (2.4%)	146 (2.3%)

Source: 2016 Annual Homeless Assessment Report to Congress, December 2017, U.S Department of Housing and Urban Development

As shown in Table 30, Virginia's Homeless population breaks down in similar ways to the national figures. However, a far smaller share of Virginia's homeless population is unsheltered compared to that of the national population (12.2 versus 32 percent). This points in part to the efficacy of Virginia's Continuums of Care. Another cause for hope is that Virginia's homeless population accounts for slightly more than one percent of the national homeless population, suggesting that the Commonwealth is performing relatively well in this realm. While the percentage of the homeless population that are veterans is larger than the national share (8.2 versus 7.2 percent), it is entirely plausible that this is in large part due to the larger than average veteran population in Virginia, compared to the rest of the nation.

Table 31: Individuals with Barriers to Employment

Subject	Virginia Population	Labor Force Participation Rate	High School Graduate or Higher
Population	8,310,301	66.2%	88.6%
Individuals Living Below the Poverty Line	11.1%	50.8%	23.6%
Individuals with Less than a High School Degree (or equivalent)	11.4%	60.9%	-
American Indians and Alaska Natives	1%	64.4%	85.2%
Native Hawaiian and Other Pacifica Islanders	0.2%	70.5%	91.1%
Individuals with Disabilities	11.3%	43.9%	-
65 Years and Over	13.8%	17.4%[5]	81%
Ex-Offenders[6]	12,463	-	-
Individuals that speak a language other than English at home[7]	15.5%	-	81.5%

Subject	Virginia Population	Labor Force Participation Rate	High School Graduate or Higher
TANF Recipients[8]	0.5%	-	-
Single Parent Households[9]	32.6%	-	-

Source: U.S. Census Bureau, American Community Survey 2016 5-Year Estimates, unless otherwise noted

Note: All Population figures are a percent of the total state population unless otherwise noted.

Note: Due to data limitations, all statistics are not available for all populations

Table 31 outlines the available statistics for several populations said to have barriers to employment under the Workforce Innovation and Opportunity Act, not detailed elsewhere. One take away is the very low labor force participation rate for individuals with disabilities. As this population includes individuals with any disability, one conclusion may be that not enough is currently being done to create a workplace that is welcoming and adaptable to the disabled population. A more economic conclusion would be that almost 6 percent of the population is unable to participate in the labor force, and therefore creates a greater demand for public assistance. Another notable figure is the extremely low educational attainment for individuals below the poverty line, which further underscores the importance of education in the Commonwealth.

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[1] National Figures are a total of all 50 States

[2] Continuums of Care (CoC) are local planning bodies responsible for coordinating the full range of homelessness services in a geographic area, which may cover a city, county, metropolitan area, or an entire state.

[3] Chronically homeless refers to an individual with a disability who has been continuously homeless for one year or more, or has experienced at least four episodes of homelessness in the last three years where the combined length of time homeless in those occasions is at least 12 months.

[4] Parenting Youth are people under 25 Years who are the parents or legal guardians of one or more children who are present with or sleeping in the same place as that youth parent, where there is no person over age 24 in the household.

[5] Participation Rates are available for 65 to 74 Years (28%) and 75 Years and Over (6.8%). The statistic shown is the average of these two populations, which are similar in size.

[6] Statistic represents offenders released by the Virginia Department of Corrections in calendar year 2016. Source: Judicial Mapping Project, FY 2017 Report, Virginia Department of Corrections

[7] There are various definitions and statistics for those whom are non-native English speakers. According to the U.S. Department of Education, National Center for Education Statistics' "Local Education Agency Universe Survey," 7.7% of Virginia's public school students were English language Learners in the 2014-15 school year.

[8] Calendar Year 2016 average from TANF Caseload Data 2016, Office of Administration for Children and Families, January 2017. Percent is TANF recipients as a share of total Virginia population.

[9] Population includes male householders, no wife present and female householders, no husband present. Both household types with own children under 18 years. Percent is total of these populations of all households with own children under 18 years.

2. Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

A. The State's Workforce Development Activities

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.*

*** Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.**

The Commonwealth's workforce system embraces an integrated approach to delivering tailored workforce development solutions. We aspire to focus state and local leadership on regional labor demands and then engage the training capacity and expertise of school divisions, community colleges, workforce development boards (WDBS), the Virginia Employment Commission (VEC), One-Stop Career Centers, job developers, career coaches, vocational rehabilitation counselors, 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 Virginia system are included in this Combined State Plan. Virginia expects to engage these programs, as well as others,

as we operationalize the discussed strategies to achieve our stated goals. An organizational chart of the programs included in this plan is available in Appendix A; a narrative description follows.

Virginia's Community College System

The Virginia Community College System administers Title I of the Workforce Innovation and Opportunity Act, a critical backbone for Virginia's workforce system, and supports the state's Layoff Aversion program.

The Virginia Community College System (VCCS) has also 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. The system works 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 VCCS is also responsible for 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 pathways.

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

The Virginia Department of Education

The Virginia Department of Education (VDOE) administers Title II, the Adult Education and Family Literacy Act (AEFLA) as well as activities funded through the Carl D. Perkins Career and Technical Education Act of 2006 within the Office of Career, Technical, and Adult Education.

The adult education program is the designated state agency with primary responsibility for skills development, high school equivalency, credential attainment, and integrated workforce preparation for non-native speakers and adults with skills below the postsecondary level. The adult education program supports, with federal and state funding, programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, correctional education, English language acquisition, integrated English literacy and civics education, workforce preparation activities, and integrated education and training.

Adult Basic Education (ABE) - Basic skills instruction, as well as integrated career and college preparation, for adults who are performing below the ninth grade level.

Adult Secondary Education (ASE) - Basic skills instruction, as well as integrated career and college preparation, for adults who are performing above the ninth grade level, but below the twelfth grade completer level.

English Language Acquisition (ELA) - Basic skills instruction, as well as integrated career and college preparation, for adults who are speakers of other languages.

Integrated English Literacy and Civics Education (IELCE) - Integrated English literacy and civics education programs are provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. The goal of integrated English literacy and civics education is 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.

Corrections Education and Education of Other Institutionalized Individuals (C&I) - Basic skills instruction below the twelfth-grade level, as well as integrated career and college preparation, for adults incarcerated in local and regional jails and other institutionalized individuals.

High School Equivalency (HSE) - VDOE holds primary responsibility for high school equivalency testing in the Commonwealth and confers a certificate of completion for the HSE graduate.

Secondary school completion - VDOE holds primary responsibility for defining high school completion for adults in the Commonwealth. Adults have the option of earning a high school diploma or an Adult High School Diploma. A high school diploma can be earned by completing all requirements of the diploma regulated by the Board of Education in effect for current graduates. An Adult High School Diploma can be earned by: 1) completing the course credit requirements in effect for any Board diploma, at the time the student first entered the ninth grade; or 2) successfully demonstrating the 70 competencies required in the National External Diploma Program (NEDP); or 3) earning 20 credits, passing an HSE examination and earning a Board-approved career and technical certification. These diplomas are conferred by the school division in which the requirements are met.

PluggedIn Virginia (PIVA) - VDOE holds primary responsibility for the PluggedIn Virginia workforce development program, and partners with other agencies to expand access to the program. Components include basic skills instruction and HSE preparation, integrated industry content, postsecondary dual enrollment, digital literacy, employability skills, occupational technical skills, and credentialing with nationally recognized industry credentials. The curriculum progresses from strengthening basic academic skills and preparing for the HSE to focusing on workforce preparation skills, culminating in a capstone project that demonstrates learners' mastery of all core instructional elements.

Adult Education and Family Literacy, WIOA title II, is a key component in the workforce development continuum in the Commonwealth, especially for the 468,000 adults 25-64 years old in the state who have not attained a high school diploma or equivalency (U.S. Census, 2007-2011, Table ID: B23006) and the nearly 340,000 adults ages 18-64 reported in the U.S. Census (2007-2011, Table ID: S16004) who speak English less than very well.

Secondary Career Technical Education - Career and technical education programs in Virginia public schools serve more than 296,444 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 required academic and career plan.

<u>The Virginia Employment Commission</u>

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 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 330,910 job openings with the VEC and the VEC made 152,892 job referrals (self-assisted and staff initiated) during calendar year 2017.

***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 Gran (JVSG) provides funds to the Commonwealth to serve eligible veterans, as defined in 38 U.S.C. 4101(4) and 4211(4),3 and other eligible spouses as defined in 38 U.S.C. 4101(5),4 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 in their search for employment, focusing on service to veterans with disabilities.

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 LLVERs are included among the One-Stop Career Center partner staff. Virginia presently has 65 LVER and DVOP staff that were collectively responsible for 1,413 job placements in FY 2017.

***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 because 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, 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.

<u>Department of Labor and Industry</u>

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 a number of DARS field offices. DARS collaborates 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 One-Stop Career Centers to provide workforce services to persons with disabilities. DBVI serves eligible individuals who are blind, vision impaired, or deafblind by providing vocational rehabilitation employment services, including career development, to adults and transition-aged students who are interested in obtaining, regaining, or maintaining employment. Services are provided at the local level through six regional offices and through community rehabilitation providers. DBVI also operates a residential training facility, the Virginia Rehabilitation Center for the Blind and Visually Impaired, in Richmond, Virginia. Referrals are accepted from individuals seeking services, family members, friends, physicians, advocates, community services providers, One-Stop Career Centers, and other interested stakeholders.

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.**

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

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 helps stakeholders deal amicably with the workforce system's weaknesses.

In particular, collaboration among the agencies has been fostered through two cross-agency workgroups, which will be discussed in detail later in this plan: The Career Pathways Workgroup and the WIOA Implementation Team (now operating as the Combined State Plan Implementation Team). 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.

<u>Weaknesses</u>

Virginia's workforce delivery system is decentralized, with responsibility for the programs under each of the four titles of WIOA divided amongst five different state agencies. Administrative responsibilities for Title 1 programs and Title III Wagner-Peyser employment services are shared between two agencies: The Virginia Employment Commission and Virginia's Community College System. This fragmentation has solidified programmatic siloes within agencies and resulted in the duplication of services. 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 focus and operations to better support the workforce system. 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.

In December 2014, the Virginia General Assembly directed the Joint Legislative Audit and Review Commission to assess how effectively Virginia's workforce development programs meet the needs of employers and to examine the transparency of information on program expenditures and outcomes. The findings of that report revealed that employers have difficulty filling jobs and navigating workforce development programs. Further, the report suggests that education programs are not well aligned with demand occupations. Virginia recognizes while individual programs have capacity and resources to deliver their program services, an opportunity exists to better coordinate those activities and present them to our customers, employers and job seekers, in a way that is more cohesive, accessible, resource efficient, and impactful.

Employer engagement, sector strategies, and developing related career pathways that lead to employment in demand fields are essential strategies for creating a workforce system that delivers on its promise to individuals and employers.

C. State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

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Employer engagement, sector strategies, and developing related career pathways that lead to employment in demand fields are essential strategies for creating a workforce system that delivers on its promise to individuals and employers.

b. State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. Vision

Describe the State's strategic vision for its workforce development system.

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

2. Goals

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

A. **Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.****
B. **Goals for meeting the skilled workforce needs of employers.**

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*** Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.**

**** Veterans, unemployed workers, and youth and any other populations identified by the State.**
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 to employment, gain access to family-sustaining wages and jobs that provide opportunities for career progression.

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

3. Performance Goals

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Employment (Second Quarter after Exit)	**-**	**-**	**-**	**-**

Program	**PY 2018 Proposed/ Expected Level**	**PY 2018 Negotiated/ Adjusted Level**	**PY 2019 Proposed/ Expected Level**	**PY 2019 Negotiated/ Adjusted Level**
Adults	77%	77%	80%	77%
Dislocated Workers	83%	85%	89%	85%

Employment (Second Quarter after Exit)	**-**	**-**	**-**	**-**
Youth	63%	66%	69%	66%
Adult Education	0	Baseline	0	Baseline
Wagner-Peyser	72.4%	68%	84%	68%
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter after Exit)	-	-	-	-
Program	**PY 2018 Proposed/ Expected Level**	**PY 2018 Negotiated/ Adjusted Level**	**PY 2019 Proposed/ Expected Level**	**PY 2019 Negotiated/ Adjusted Level**
Adults	87%	85%	87%	85%
Dislocated Workers	92%	90%	92%	90%
Youth	68%	62.8%	60%	62.8%
Adult Education	0	Baseline	0	Baseline
Wagner-Peyser	73.1%	78%	73.1%	78.0%
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter after Exit)	-	-	-	-
Program	**PY 2018 Proposed/ Expected Level**	**PY 2018 Negotiated/ Adjusted Level**	**PY 2019 Proposed/ Expected Level**	**PY 2019 Negotiated/ Adjusted Level**
Adults	$8000	$6000	$8000	$6000
Dislocated Workers	$10000	$8700	$10000	$8700
Youth	-	-	-	-
Adult Education	-	Baseline	-	Baseline
Wagner-Peyser	$4923	$5600	$5200	$5600
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	-	-	-	-
Program	**PY 2018 Proposed/ Expected Level**	**PY 2018 Negotiated/ Adjusted Level**	**PY 2019 Proposed/ Expected Level**	**PY 2019 Negotiated/ Adjusted Level**
Adults	70%	70%	70%	70%

Employment (Second Quarter after Exit)	**-**	**-**	**-**	**-**
Dislocated Workers	70%	70%	70%	70%
Youth	61%	70%	61%	70%
Adult Education	-	Baseline	-	Baseline
Wagner-Peyser	N/A	N/A	N/A	N/A
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Measureable Skill Gains	**-**	**-**	**-**	**-**
Program	**PY 2018 Proposed/ Expected Level**	**PY 2018 Negotiated/ Adjusted Level**	**PY 2019 Proposed/ Expected Level**	**PY 2019 Negotiated/ Adjusted Level**
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	42%	43%	43%	44%
Wagner-Peyser	N/A	N/A	N/A	N/A
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

4. Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

Virginia uses a number of strategies to assess the overall effectiveness of our workforce development system. These include performance evaluation and continuous improvement strategies at the state and local system levels, the plan implementation level, and at the program level.

Virginia uses a combination of policy levers to ensure an effective evaluation and feedback mechanism to drive system improvements. §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 evaluation opportunities and assessment mandates for Virginia's workforce system.

The Chief Workforce Development 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.

c. State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23).

How These Strategies Were Developed

These strategies were developed over the course of a year, working in concert with members of the 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[1], the VEDP's 2015 Strategic Review[2], business perspective gleaned from *Blueprint Virginia*[3], and critical research conducted recently by JLARC[4] and VCU[5]. Extended review of prior art included the VCCS strategic plan[6] and the SCHEV strategic plan[7].

Prior to the retreat, Virginia employed a web-based engagement platform called InsidersEQ[8]. 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. These strategies were placed 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 customers and support achievement of 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 "outward facing," describing how the system will work as a whole to satisfy its customers and other external stakeholders.

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[1] New Virginia Economy, Governor Terrence R. McAuliffe, 2014.

[2] Strategic Review 2015, VEDP, 2015.

[3] Blueprint Virginia, a Business Plan for the Commonwealth, Virginia Chamber of Commerce, 2013.

[4] Virginia's Workforce Development Programs, A Report to the Governor and General Assembly, JLARC, 2014.

[5] Return on Investment for Virginia's Workforce Programs, Harper-Anderson and Jin, 2014.

[6] Complete 2021 - a Six Year Strategic Plan for Virginia's Community Colleges, VCCS, 2015.

[7] The Virginia Plan for High Education, SCHEV, 2014.

[8] InsidersEQ™ is a product of Chmura Economics and Analytics.

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 to a system 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[1] 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;

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 enough to make data-driven decisions, we must fully explore these opportunities to make shared system investments and integrate data to benefit our customers and improve system outcomes.

Applying the collective impact model to the data systems and information pathways in the workforce ecosystem, the integration of data 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 evaluated by 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 for 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 align staff and financial resources appropriately in the One Stop system and its centers, using a functional organizational chart approach that will leverage agency strengths and specialties to better serve customers and address Virginia's workforce challenges.

The successful execution of this plan requires Virginia to commit to the professional development of workforce practitioners, and to 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. Careful investments in human and financial resources ultimately reflect value to customers and to their 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 job seekers we serve. Knowing the educational and credentialing requirements to connect these two customer groups is critical to making quality investments in workforce services and 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 enable workforce system partners to fulfill the following priority goals:

Goal	*How?*
Increase business engagement and deliver value to our business customers.	WDAs will be empowered to more effectively identify, engage and serve businesses.
Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.	Increased and deeper engagement with businesses will bolster awareness of regionally relevant credentials and inform collaboration across partners, as well as investments in training.
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.	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.
Help individuals, including individuals with barriers, gain access to jobs with family sustaining wages and provide opportunities for career progression.	LMI "products" will support career guidance that leads to middle class opportunities.
Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.	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 earlier in this Plan. The key activities are those, broadly speaking and at a minimum, that Virginia anticipates to be necessary to implement these proposed initiatives.

<u>Make relevant LMI accessible ad actionable</u>

- **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**

<u>Support professional development (PD) for workforce system staff to build capacity to utilize and interpret labor market intelligence.</u>

- **Commit funds to support PD;**

- **Identify critical activities to be supported with LMI and aligned training and development activities;**
- **Support peer to peer networking across workforce areas to exchange ideas and experiences; and**
- **Develop repository of best practices.**

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

- **Identify critical data to be included, i.e. occupational demand forecast, wage levels, credentials for entry, industries employing the occupation;**
- **Identify criteria for filtering the list, i.e. 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.**

<u>Design and deliver career pathways "map" tool, aligned with priority occupations/sectors, that is specific to Virginia and each local workforce area</u>

- **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 taking place elsewhere in 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:

- **Career Pathways Workgroup**
- **Virginia Values Veterans (State program)**
- **Virginia Growth and Opportunity Fund (GO Virginia)**

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 expansion includes identifying new financial resources and capacity building to support regional sector strategy initiatives. Business engagement is a required element of any sector strategy.

In collaboration with business and with the support of the Career Pathways Workgroup, Virginia intends to develop career pathways for critical demand occupations and strengthen cross-program alignment with education and training partners, including secondary adult education (WIOA, Title II, Adult Education and Literacy), 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, including paid and unpaid internships, registered apprenticeship, on the job training, and incumbent worker training. In building a demand-driven workforce delivery system, those on the front lines delivering services to businesses must keep pace with the evolving business environment. Industry sector knowledge is imperative for effective engagement with business. This knowledge is also critical for successful talent development of the workforce entering the pipeline to those businesses. A workforce delivery system grounded in sector strategies will help the Commonwealth remain competitive and realize strong returns from its investment in the workforce delivery system.

Benefits to the business 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. Job seeker 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 entire workforce 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 enable workforce system partners to fulfill the following priority goals:

Goal	***How?***
Increase business engagement and deliver value to our business customers.	Sector-based partnerships will be formed around addressing the workforce needs of regional industries.
Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.	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.

Goal	*How?*
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.	Career services will become more targeted in aligning with the needs of Virginia's target sectors.
Help individuals, including individuals with barriers, gain access to jobs that provide family-sustaining wages and opportunities for career progression.	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.
Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.	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.

<u>Provide guidance to workforce system partners on the basic stages of forming sector-based partnerships</u>

- **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.**

<u>Pilot one (at least) sector-based partnership per WDA</u>

- **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.**

<u>Align resources to support sector strategy development and deployment</u>

- **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:

- **Career Pathways Workgroup**
- **Professional Staff Development (VCCS)**
- **Sector Strategies (VBWD)**
- **Virginia Growth and Opportunity Fund (GO Virginia)**

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, thus creating 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 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 of human-centered design and innovation in 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 workforce 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 21st 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 enable workforce system partners to fulfill the following priority goals:

Goal	***How?***
Increase business engagement and deliver value to our business customers.	Investments in customer relationship management (CRM) technology, professional development, and integrated service delivery will make businesses feel like they are dealing with a 21st century enterprise.
Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.	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
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.	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.
Help individuals, including individuals with barriers, gain access to jobs that provide family-sustaining wages and opportunities for career progression.	Integration of services will streamline service delivery, ensuring individuals get access to the right information and resources that lead to middle class earnings.
Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.	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

<u>Develop a shared vision among workforce system partners for the service delivery system</u>

- **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.**

<u>Implement continuous process improvement (CPI) practices</u>

- **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.**

<u>Design and implement a mechanism for common intake and affirmative referrals</u>

- **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.**

<u>Increase accessibility of services for customers</u>

- **Ensure physical and programmatic accessibility for individuals with disabilities;**
- **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 "Integrated Resource" team service delivery strategy for multiple-barrier customers

- **Coordinate workforce partners around and employment/training goal for an individual customer, with no modification to provider service models;**
- **Enhance cross program collaboration and service alignment by braiding and leveraging partner resources, funding and services;**
- **Develop and integrated career plan that aligns with service goals;**

- **Conduct partner cross-training for strategy implementation;**
- **Design plan to record best practices for broader dissemination across workforce system partners;**
- **Embed practices into procedures; and**
- **Apply CPI.**

<u>Implement business CRM technology</u>

- **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.**

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. 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 through an enhanced customer experience from a system that is working together to explicitly address what businesses say they need from workforce development. These services are delivered in a manner that is transparent, inspiring and illuminating the competencies of workforce professionals who have a holistic knowledge of the entirety of the workforce system's capability.

The partners in the workforce system benefit from sharing better outcomes while holding each other accountable for achieving common measures and collaborating around common goals.

Alignment with five goals

Successfully executing this strategy will enable workforce system partners to fulfill the following priority goals:

Goal	*How?*
Increase business engagement and deliver value to our business customers.	Shared focus on meeting industry needs will increase the value experienced by businesses.
Achieve measurable skills development in our job seeking customers in the form of workforce credentials that matter to business.	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.
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.	Shared measures may inform progress and drive system performance towards alignment with target sectors.
Help individuals, including individuals with barriers, gain access to jobs that provide family-sustaining wages and opportunities for career progression.	Shared measures may inform progress and drive system performance towards activities that demonstrate success accessing middle class earnings and career progression.
Ensure that workforce system public investments generate a quality return to Virginia and the customers we serve.	Increased leveraging of resources and alignment across workforce system partners will increase the positive return experienced by customers.

Proposed Initiatives and Activities

<u>Develop a cross-agency taskforce that drives technology integration</u>

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

<u>Incorporate shared measures of success into system performance dashboard</u>

- **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.**

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 an Executive Portal for policy makers**

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[1] As described by Kania and Kramer: http://ssir.org/articles/entry/collective_impact

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[1] New Virginia Economy, Governor Terrence R. McAuliffe, 2014.

[2] Strategic Review 2015, VEDP, 2015.

[3] Blueprint Virginia, a Business Plan for the Commonwealth, Virginia Chamber of Commerce, 2013.

[4] Virginia's Workforce Development Programs, A Report to the Governor and General Assembly, JLARC, 2014.

[5] Return on Investment for Virginia's Workforce Programs, Harper-Anderson and Jin, 2014.

[6] Complete 2021 - a Six Year Strategic Plan for Virginia's Community Colleges, VCCS, 2015.

[7] The Virginia Plan for High Education, SCHEV, 2014.

[8] InsidersEQ™ is a product of Chmura Economics and Analytics.

2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

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.

The following priority actions will support efforts to determine how core partners will share the cost of activities and how core program activities align across programs. The Combined State Plan provides a new framework to help system partners prioritize shared investment opportunities, develop affective and appropriate mechanisms to allocate costs, and codify these responsibilities through state and local memorandums of understanding.

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), parallel service delivery systems have evolved in the Commonwealth that duplicate programs, diffuse funding, and confuse customers. 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; the goal is for customers to co-enroll in all beneficial programs with as little burden as possible. It is also 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 I services is mandatory for Trade Act participants. Co-enrollment as a concept and practice ensures customers with disabilities receive full access to comprehensive workforce development services.

Common Screening and Assessment

Over the past seven years, Virginia has successfully piloted a number of intake, screening, or assessment tools that can be commonly deployed across programs and 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 caseworkers while allowing staff to better track outcomes. Partners are committed to solutions that consider the needs of individuals with disabilities, including those who use screen readers.

Affirmative Referrals

After common screening, workforce development staff must assure our customers that referrals with be made to the appropriate state agencies, that follow-up will occur, and that they will ultimately receive the job placement services they entered the system to obtain. This positive handoff and return is called affirmative referral,

and Virginia's workforce system has begun to implement 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 the workforce development system until they achieve their desired result.

<u>Business Service Teams</u>

Each Local Workforce Development Area is required to have a Business Service Team responsible for driving local sector strategies, providing local employers with human resources solutions, and identifying methods to shrinking regional skills gaps. Business Services Teams are cross-agency, cross-programmatic groups, comprised at the discretion of local workforce leaders, that include representatives from each of the core partner agencies and several optional partners as appropriate. These teams provide a comprehensive array of services to businesses to maximize the efficiency and expertise of system partners.

<u>Collaboration on Discrete Grant Activity</u>

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.

In addition to the items mentioned above, the Commonwealth plans to utilize the new statutory authority in WIOA, also supported by state law, to test pay for performance contracting with WIOA formula funds and provide technical assistance for local workforce areas as requested at the local level to determine if outcome based approaches can improve overall WIOA performance.

WIOA Implementation Team

To support the statewide implementation of workforce development strategies, the Secretary of Commerce and Trade formed the WIOA Implementation Team, led by the executive director of 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 will remain active long after the submission and initial implementation of Virginia's Combined State Plan.

Combined State Plan Implementation Team

Following the submission of the plan, a cross-agency workgroup continued to support and ensure the implementation of the Combined State Plan. The group meets bi-monthly and provides annual reports to the Virginia Board of Workforce Development on the progress of the plan. Standing committees of the Board also receive periodic updates on specific strategies in the plan related to the committee charter.

The Implementation Team maintains an active list of plan initiatives, their status and their assigned agency "champion". The champion is the lead for ensuring the completion of that plan element.

III. Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. State Strategy Implementation

The Unified or Combined State Plan must include—

1. State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

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 chairperson) 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 is a member of the governor's workforce team: the lead policy analyst for workforce. The Board executive director is supervised by the governor's Chief Workforce Development Advisor, 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 of Virginia's Combined State Plan.

The Advanced Technology committee is chartered to identify high priority demand occupations as well as 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 responsible for reimagining the state's One-Stop Career Centers and encouraging more cross-agency partnerships and collaboration, while assessing and improving the delivery of 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, an important 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 resource allocations are aligned with goals, including workforce training and education.

The Board has endorsed 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 2015 entitled Skills for Jobs and Business Growth - Powering the New Virginia Economy. This 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 is available at 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 individuals with disabilities 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.

2. Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

A. Core Program Activities to Implement the State's Strategy

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

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The Implementation Team maintains an active list of plan initiatives, their status and their assigned agency "champion". The champion is the lead for ensuring the completion of that plan element.

B. Alignment with Activities outside the Plan

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

<u>Coordination with Other State-Funded Workforce Programs</u>

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 that are not included; however, it is the intention to involve them, as appropriate, in the implementation of this Plan and in providing solutions to Virginia's workforce challenges. 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 for the Blind and Vision Impaired

- **Learning Excellence in Academic (LEAP) Programs**
- **Learning Independence Feeling Empowered (LIFE)**

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 occurs because of 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 Plan's four Coordinating Strategies.

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

Economic Development

A top priority for Virginia 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 incentivizing private-sector businesses' hiring of individuals who have faced significant barriers to employment. The program's nine target groups are listed below.

- **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.

C. Coordination, Alignment and Provision of Services to Individuals

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas The activities described shall conform to the statutory requirements of each program.

Coordination, Alignment and Provision of Services to Individuals

Integral to Virginia's new vision for One-Stop Career Centers is a streamlined service delivery model shared by all partners that uses common intake and assessment processes, common performance metrics, and universal professional development for front line providers of career and supportive services. Additionally, Virginia is developing an "affirmative referral" model for customer service in which customers receive "warm hand-offs" and progress monitoring as they progress through the workforce system.

At the state level, representatives from each of the core programs - as well as SNAP and TANF, higher education, and career and technical education - have worked together for many years to coordinate services to individuals and create career pathways to high-demand jobs. On continuing example of this collaboration is our work with PluggedIn Virginia, a career pathways program that combines a secondary education curriculum for adult learners with industry-specific technical training, enabling students to develop essential workplace skills for entry-level jobs in targeted industries.

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. The following initiatives describe the Commonwealth's efforts to coordinate activities and resources provided by plan partners to ensure comprehensive, high quality, and customer-centered services, including supportive services to individuals and services for individuals with barriers to employment.

<u>Co-location</u>

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), parallel 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 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 I services is mandatory for Trade Act participants. Co-enrollment as a concept and practice ensures customers with disabilities are provided full access and inclusion in workforce development activities.

Common Screening and Assessment

Over the past seven 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. 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. Partners are committed to solutions that consider the needs of individuals with disabilities, including those who use screen readers.

Affirmative Referrals

After common screening is complete for a customer, workforce development staff must provide him or her with assurances that referrals for services with 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. 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. These teams are designed to provide a comprehensive array of services to businesses to maximize the efficiency and expertise of the system partners.

<u>Collaboration on Discrete Grant Activity</u>

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.

D. Coordination, Alignment and Provision of Services to Employers

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

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.

<u>State and Local Board Composition</u>

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.

<u>Business Service Requirements for Local Workforce Areas</u>

The workforce system in Virginia is demand-driven and 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.'

<u>Labor Market Intelligence</u>

Actionable labor market intelligence is provided by the Virginia Employment Commission Economic Information and Analytics (EIA) 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

The EIA 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 were published in 2016 and can be accessed at the Virginia LMI website at http://virginialmi.com/content/pdfs/VEC%202016_FINALE_June%2020.pdf.
Virginia Community College System - Town Hall Meetings

In 2015, the Chancellor if 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 four critical gaps affecting Virginians and Virginia businesses, which are barriers to the coordination, alignment and provision of services to employers.

E. Partner Engagement with Educational Institutions

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

Virginia's strategy with other education and training providers encourages customer choice, innovation in service delivery, alignment with industry needs, and quality. Virginia also embraces On-the-job training, customized training, and employer-directed incumbent worker training, and paid or unpaid work experiences to develop and advance skills in the individuals we serve.

<u>Eligible Training Provider List</u>

The state workforce board recently adopted an expansive policy allowing institutions that are exempt from certification by the State Council for Higher Education in Virginia to participate as an eligible training provider. Five categories of providers may apply for inclusion 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.

Exemptions for category 4 providers include educational offerings or activities that meet the following:

1) A nursing education program or curriculum regulated by the Board of Nursing;

2) A professional or occupational training program regulated by another other state or federal governmental agency;

3) Those courses or programs of instruction given by or approved by any professional body that are principally for continuing or professional education and for which no degree credit is awarded;

4) Those courses or programs offered through approved multistate compacts, including, but not limited to, the Southern Regional Education Board's Electronic Campus;

5) Those courses offered and delivered by a postsecondary school that is accredited by an entity recognized by the U.S. Department of Education for accrediting purposes, if such courses are provided, solely on a contractual basis for which no individual is charged tuition and for which there is no advertising for open enrollment;

6) Any school, institute or course of instruction offered by any trade association or any nonprofit affiliate of a trade association on subjects related to the trade, business or profession represented by such association;

7) Any public or private high school accredited or recognized by the Board of Education;

8) Tutorial instruction delivered and designed to supplement regular classes for students enrolled in any public or private school or to prepare an individual for an examination for professional practice or higher education;

9) Religious Institutions whose primary purpose is to provide religious or theological education.

Registered Apprenticeship

The state workforce board recently adopted policy that extends the definition of an eligible training provider to include sponsors or Registered Apprenticeship programs. Registered Apprenticeship is a highly customized training option, which provides individuals an opportunity to earn a wage while they are in training and increase their earnings over the course of the training. Sponsors may include:

- **Employers who provide related instruction;**
- **Employers using an outside training provider;**
- **Joint Apprenticeship Training Programs operated by employers and labor unions; and**
- **Intermediaries who take the responsibility for the administration of the apprenticeship program, such as educational institutions, industry associations, or community based organizations.**

Registered Apprenticeship (RA) program sponsors must initiate interest and provide information to be included on the state's Eligible Training Provider list. The Virginia Department of Labor and Industry (DOLI) determines eligibility. If DOLI recognizes a program and reports it is in good standing, it is automatically included on the list unless the program sponsor notifies the State that it no longer wants to be included on the list.

F. Partner Engagement with Other Education and Training Providers.

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

Virginia's strategy with other education and training providers encourages customer choice, innovation in service delivery, alignment with industry needs, and quality. Virginia also embraces On-the-job training, customized training, employer-directed incumbent worker training, and paid or unpaid work experiences to develop and advance skills in the individuals served.

<u>Eligible Training Provider List</u>

The state workforce board recently adopted a policy for training providers which is straemlined, open and inclusive and includes performance measures for training providers. 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

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4) Those courses or programs offered through approved multistate compacts, including, but not limited to, the Southern Regional Education Board's Electronic Campus;

5) Those courses offered and delivered by a postsecondary school that is accredited by an entity recognized by the U.S. Department of Education for accrediting purposes, if such courses are provided, solely on a contractual basis for which no individual is charged tuition and for which there is no advertising for open enrollment;

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Registered Apprenticeship (RA) program sponsors must initiate interest and complete an application requesting to be included on the state's Eligible Training Provider list. The Virginia Department of Labor and Industry (DOLI) determines eligibility. If DOLI recognizes the program and reports it in good standing, it is automatically included on the list and will remain as long as the program is

registered or until the program sponsor notifies the State that it no longer wants to be included on the list.

Governor's Competition for Talent Solutions

Using state monies, the Governor's Competition for Talent Solutions puts primary ownership for regional workforce solutions in the hands of the private sector. For the first time in Virginia's Workforce System, private businesses that employ cutting-edge, innovative solutions to address the skills shortfall many workers bring to the workplace will now have the opportunity to receive state funds to leverage private investment in workforce development. Businesses may choose to target grant funded workforce development activities using their choice of training methods: classroom, online, cooperative education, internships, on the job training, registered apprenticeships, any combination of these, or any other talent development strategies.

In year one, grant awardees were selected from among 27 applicants, and they represent the very best in workforce development partnerships between business and the public sector. The competition winners come from all over the Commonwealth, and they each were awarded matching incentive grants to design and deliver training for new and existing workers to close the skills gap and support the growth of the Virginia economy.

This grant competition is the first of its kind in Virginia and exemplifies the Commonwealth's commitment to building a demand-driven workforce system. Business engagement is a key indicator of performance as partners look to improve the alignment between the state's economic development strategy and workforce development and delivery system.

G. Leveraging Resources to Increase Educational Access

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

Title I Funding for Training and Education

During the 2015 legislative session, Virginia increased the amount of Title I 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 uses a percentage of the WIOA state set-aside to incentivize community colleges to accelerate the increase of workforce credential attainment.

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 $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 license. 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 for the pilot based on their strength in training towards industry credentials, three of which 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, the U.S. Department of Labor, Employment and Training Administration awarded VCCS $11,196,152 in Workforce Investment Act, Workforce Innovation funds 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 for those who consent to participate will be determined with a randomized control process 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. The pilot program will run through September 30, 2018.

Supplemental Nutrition Assistance Program Employment & Training

On April 1, 2015, the U.S. Department of Agriculture awarded $22,329,952 to the Virginia Department of Social Services (VDSS) in the form of a Supplemental Nutrition Assistance Program (SNAP) Employment & Training grant. These funds will support a pilot project to test existing and new employment and training initiatives supporting SNAP work registrants' pursuit of unsubsidized employment,

increased earned income, and reduced reliance on public assistance. The pilot project aligns with the Commonwealth's integrated workforce system plan, "Building Career Pathways to Success".

As a sub recipient, the Virginia Community College System will partner with VDSS and the Office of Adult Education and Literacy (OAEL) 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, positioning the OAEL's program as a national model for workforce development of low-skilled, low wage adults, and increasing attainment of Career Readiness Certificates. The agencies collaborating 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 areas: 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.

H. Improving Access to Postsecondary Credentials

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

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

In 2015, Virginia's prior 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 Commonwealth 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 a given program of study. Each college uses different options to make that assessment, including 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 his or her program of study or training more quickly and inexpensively, increasing the likelihood that greater numbers of individual learners will complete credentials.

Expanding Registered Apprenticeship in Virginia

Virginia intends to double the number of registered apprenticeships in the Commonwealth and has established a number of innovative new strategies to accomplish that goal. In late 2016, Virginia allocated new financial resources to support 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 for related instruction.

Recent Education and Workforce *Innovations* in Virginia

Virginia has recently adopted 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. The proposals include a number of workforce-oriented efforts, all designed to improve access to postsecondary credentials that are aligned with the needs of existing and emerging industries in Virginia.

The education and workforce legislative and budget package for 2016 strengthened the economic infrastructure Virginia needs to grow now and into the future. The adopted budget invested more than $1 billion in public schools, colleges,

universities, and the workforce development system so that Virginia can prepare students and job seekers to do the jobs of today and create the jobs of tomorrow.

Some key points of the 2015 legislative package included:

Workforce Credential Grant Program

Two workforce bills successfully progressed through the General Assembly with members of the Virginia Board of Workforce Development (VBWD) as patrons. They addressed 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 established Virginia's first statewide program to provide non-credit workforce training for industry certifications and occupational licenses aligned to regionally available jobs offering access to middle class wages and beyond. The bills created a revolving fund, 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 first of its kind pay for performance funding formula. The General Assembly ultimately allocated $22 million to support the project.

To encourage Virginians attaining industry certifications and occupational licenses to attain additional postsecondary education credentials, these bills require higher education institutions participating in the program to adopt a policy for the awarding 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.

The Virginia Board of Workforce Development (VBWD) produces and publishes a list of high demand occupations; eligible institutions are required to evaluate regional labor market needs and identify related credentialing programs.

To help more young adults access and complete certificate and degree programs, the legislative and budget agenda for the 2016 General Assembly Session included 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 dependents, such as foster children and homeless youth.

To ensure that high school students graduate ready for college or the workforce, legislation was passed requiring the Virginia Board of Education to redefine the core competencies expected of high school graduates. The Board was also directed to 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 just standardized tests.

<u>Military Medic and Corpsman Program</u>

Finally, continuing to make Virginia the most veteran friendly state in the nation, the legislature established a project through the Department of Veterans Services that enables former military medics and corpsmen to use their skills and experience from their military experience in civilian health care settings while working to attaining civilian health care credentials.

I. Coordinating with Economic Development Strategies.

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

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

The New Virginia Economy plan identified 9 targeted industry sectors, some with special focus areas, for Virginia's economic development strategies.

- **Advanced Manufacturing**
- **Aerospace**
- **Agriculture and Forestry**
- **Information Technology**

o Cyber Security

o Data Analytics

o Modeling and Simulation

o Data Centers

- **Energy**
- **Federal Government**
- **Healthcare**
- **Life Sciences**
- **Professional Business Services**
- **Tourism**

The most transformative asset for sustainable economic growth is arguably a skilled workforce. Access to quality labor is the most influential determinant of a business' success and resilience. For Virginia to consistently outpace the rest of the country in economic growth, it must have the best-prepared workforce for the jobs of the 21st century. Virginia's workforce development system therefore must be led by the demands and opportunities in business and industry.

The state's economic development strategy was driven in part by 3 stated goals related to workforce development:

1. **Reform the public workforce system.**
2. **Build robust public-private partnerships to build skills.**
3. **Create strong pipeline that helps strengthen target sectors, especially STEM-H.**

Virginia is committed to building and sustaining a demand-driven system that will accelerate the growth of the New Virginia Economy. This includes prioritizing investments in skills development and strengthening the state's portfolio of workforce services for employers.

The intersection points occurring between the core program partners and the state, regional, and local economic development activities are in the areas of 1) governance and planning, 2) operational alignment, and 3) programmatic alignment. Operational alignment is achieved through a network of regional Business Service Teams as well as the newly announced Virginia TalentLink, an initiative supported by the Virginia Economic Development Partnership.

In 2017, the Virginia Economic Development Partnership released its five-year strategic plan. This plan builds on the previous targets and focuses on cultivating target industry growth clusters.

These high-opportunity targets include:

- **Information Technology**
- **Transportation and Logistics**
- **Advanced Manufacturing**
- **Business Services and Operations Centers of Excellence**
- **"Disruptive Technologies" such as unmanned systems, genomics, and personalized medicine**

The VEDP plan also includes a Human Capital component and holds promise to bring on new capacity to develop and deploy a skilled workforce specifically for economic development projects. This new initiative will provide a turnkey workforce solution for VEDP clients that will involve recruitment, training, and placement of talent.

<u>Governance and Planning</u>

Virginia Board of Workforce Development

The Virginia Board of Workforce Development is comprised of private sector leadership from across the Commonwealth. In addition, the Virginia Chamber of Commerce and the Virginia Manufacturers Association serve as ex-officio members representing business and industry.

Moving forward, the board will continue to develop in a way that provides representation from the high-impact, high-growth, and high-growth potential industries recognized in the economic development strategic plan. The board membership also includes Cabinet-level leadership that directs the core programs in this plan as well as non-core programs. This strengthens the board's and the

system's connection to priority workforce issues faced by businesses critical to Virginia's economy.

The state board's strategic plan has identified strengthening the delivery of services to business as a priority. As that statewide business service model is refined and strengthened, state and regional economic development outcomes and objectives will be considered.

<u>Local Workforce Boards</u>

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

Local plans are encouraged to include consideration for the region's economic development priorities and required to include the development of a Workforce Demand Plan to ensure that system partners are working in a coordinated and informed way as they work to prepare workers for employment in in-demand jobs.

<u>Operational Alignment</u>

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. 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, including economic development professionals. These teams provide a comprehensive array of services to businesses to maximize the efficiency and expertise of the system partners.

Business service requirements were developed by the Virginia Board of Workforce Development to support operational alignment with economic development activities. Requirements for LWDA Business Services and Business Service Plans include but are not limited to, the following:

1) LWDA business services partners must commit to a shared vision and strategy for an integrated business-driven service delivery system, as evidenced by a document signed by all partners.

2) LWDA business services partners must develop a measureable framework indicating how the LWDA 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 LWDA 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 LWDA business services data and ensure business satisfaction to demonstrate continuous improvement.

3) LWDA business service partners must have clear, convenient, and easily accessible content and outreach materials (including web-based content) for business customers and economic development partners that provide:

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 an identified single point of contact protocol.

<u>Policy and Programmatic Alignment</u>

New Economy Workforce Credentials Grant Program

During the 2016 session, the General Assembly passed HB 66, which established the New Economy Workforce Grant Program. This grant program, the first of its kind, provides a pay-for-performance model for funding noncredit workforce training that leads to a credential in a high demand field. The grant aligns non-credit training programs with the high demand fields identified by the Virginia Board for Workforce Development. These fields were identified using a combination of criteria, beginning with the occupational groups' relevance to the state's economic development targeted industries.

Incumbent Worker Training and Work-Based Learning

Through its Incumbent Worker Training policy and support for work-based learning, the state workforce board has encouraged, a more intentional and supportive relationship with industry designed to help individuals retain employment while making firms more competitive through flexible workforce training and development opportunities. This program is being promoted through economic developers working as system intermediaries in parts of the state.

Adult Education and Literacy

In 2017, local workforce development boards participated in the review of regional adult literacy proposals, further strengthening the programmatic alignment with local area plans as well as regional economic development strategies.

b. State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in Section II Strategic Elements . This includes—

1. The State operating systems that will support the implementation of the State's strategies. This must include a description of–

A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

<u>The Virginia Workforce Connection</u>

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 can look for jobs compatible with their skills; employers can use the system to request One-Stop Career Center staff assistance for screening and referring applicants to job openings and access critical labor market.

<u>UI System Modernization</u>

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.

<u>System-wide Data Collection and Reporting</u>

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 standardized data collection systems and portals and establish protocols by which data and information can be shared responsibly.

<u>Challenges and Opportunities</u>

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.

B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers*.

Data collection for businesses and job seekers receiving services under Titles I and III generally takes place through the Virginia Workforce Connection (VWC), the statewide "system of record" for workforce programs. Data generated in the VWC is used to populate the quarterly 9002 and VETS200 reports to USDOL. In addition, the Economic Information and Analytics Division of the Virginia Employment Commission supplies periodic data to the Bureau of Labor Statistics and other workforce stakeholders in Virginia and the nation.

Title II programs use the following reporting methodology for reporting to the US Department of Education:

1. Enter data in NRS (National Reporting System) tables, located on the OCTAE web portal

2. Submit an assessment policy for the next program year for OCTAE approval describing our assessment policies (e.g., which tests are approved for use by local programs, what is the post-test timeframe for each assessment, what are the requirements for ensuring test administration validity, etc.)

3. Submit a Data Quality Checklist, which explains what the state is doing to ensure data validity and reliability as part of data collection and reporting

4. Submit an end of year narrative report that describes the state's activities in terms of state leadership activities, English literacy/civics education (EL/Civics) activities, performance data analysis, attainment of secondary school credential and equivalencies, implementation of state adult education standards, and adult education partnership efforts.

In July 1, 2015, the Virginia Board of Workforce Development adopted a "Quality Standards for One-Stop Career Centers" policy, which outlined quality assurance and performance metrics for Virginia's One-Stops. Aligned with a balanced scorecard approach governing customer relations, operations, professional development, and resource management, these metrics were designed to ensure that local workforce policies were and clear and well-enforced, resources were properly allocated, and problems were resolved in a timely fashion. Local workforce development boards were directed to report the following data on a quarterly basis to the Virginia Board of Workforce Development:

Customer Service

Job seeker customer satisfaction survey results

Business customer satisfaction survey results

Operations

Number of new "participants" (job seeker customers) for the one-stop during the previous quarter

Number of hires attributed to the One-Stop Center during the previous quarter

Number of training activities completed

Number of workforce credentials attained

Number of new employers registered in Virginia Workforce Connection (VWC) during the previous quarter

Number of new job orders entered into VWC during the previous quarter

Number of new job orders matched in VWC during the previous quarter

Number of job seekers registered in VWC during the previous quarter

Number of employers served by partner staff during the previous quarter (An employer "served" is one who had a defined wo received a solution developed by one or more One-Stop Partners.)

Resource Management

Narrative which describes adherence to the Resource Management Plan arrangement

Professional Development

List of professional development activities completed

Number of frontline staff trained and certified in compliance with State policy

In June 2015, a Common Intake Workgroup comprised of data professionals and partner agency thought leaders was formed. There is unanimous agreement that a common screening tool for monitoring new workforce system customers is needed, and the group is now determining the most efficient and cost-effective platform to use. Governor McAuliffe had originally requested the obligation of funds for the delivery of the common screening tool by September 1, 2016, but the procurement process and other technical considerations have pushed the timetable back to the end of calendar year 2016.

Reporting

In early June, after the original submission of Virginia's Combined State Plan, Governor McAuliffe convened a meeting of workforce leaders and stakeholders to discuss the creation of common workforce performance measures to complement the measures outlined in Section 116 of WIOA. These state performance measures are outlined in the table below.

In addition to providing a broad picture of the efficacy of Virginia's workforce system and aligning workforce activities with specific outcomes for employers and job seekers, Virginia's common workforce performance measures have been

designed to work in conjunction with two other initiatives (in addition to the federal performance measures). These initiatives are the creation of a common screening or intake tool for workforce system customers and the adaption of a performance management system that enables partners to share data and measure outcomes for customers, regardless of where those customers enter or progress through the workforce system.

Virginia will report on the six federal performance measures contained in WIOA as required. Reports on the performance of Virginia's workforce system are also generated each month, beginning in November of 2016. The Virginia General Assembly is also expecting a report of the performance of the system by November 1. Additionally, non-attributed outcomes such as attainment of credentials, new hires, wages by occupation, and efforts at business engagement are shared with the public via the Board of Workforce Development's website, ElevateVirginia.org.

To help the Commonwealth select the best possible product, it is likely that deliberations about the state's proposed Performance Management System will begin after the implementation of the common screening tool.

State Performance Measures

CREDENTIALS	**Performance Measures**
Goal: Emphasizing the attainment of workforce credentials to make Virginia job seekers more competitive in the job market.	_
Increase the number of skilled, job-ready workers to support Virginia businesses.	Achieve 50,000 new workforce credentials aligned with high-demand occupations each year.
Align program resources to increase the number of system customers who successfully engage in and complete a workforce training program.	All job seeker customers except those entering employment within three weeks of registering with the Virginia Workforce Connection must be co-enrolled in at least one additional service.50%
JOBS	Performance Measures
Goal: Emphasizing career pathways toward "middle skills jobs."	_
Identify and measurably reduce VA's skills gap in targeted industry sectors by connecting job ready candidates to high-demand occupations.	Place 50,000 Virginians in high-demand occupations each year. ,00 Virginians50
Provide industry exposure and practical hands-on learning through work-based learning opportunities, including supported on-the-job training, internships, cooperative education, and registered apprenticeships.	Double the number of system-served individuals who benefit from a work-based learning opportunity.
WAGES	Performance Measures

CREDENTIALS	**Performance Measures**
Goal: Identifying avenues for family-sustaining wages for Virginia's workers.	_
Focus workforce activities and outcomes on the goal of achieving family sustaining median wages in each region in VA.	Generate annual increase in wages for program completers of all workforce programs
BUSINESS ENGAGEMENT	Performance Measures
Goal: Accelerating business engagement in the workforce system.	_
Increase number of businesses served and supported by the state workforce system	Provide business services to 50,000 Virginia businesses each year.
Enhance sector strategies by expanding services to businesses within the same industry sectors	At least 75% of business services will be delivered to industry sectors prioritized in the Governor's Economic Development plan.
RETURN ON INVESTMENT	Performance Measures
Goal: Realizing a high return on the investment taxpayers make in the system.	_
Taxpayer return on investment due to the filling of family-sustaining jobs	Best-practice performance tracking methodology under development.

Pending evaluation by the Chief Workforce Development Advisor, agencies will use a data reporting template (with an accompanying instruction guidebook) to provide data about the above performance measures to the Governor each month. Staff at the Virginia Community College System and the Virginia Employment Commission will aggregate the data, looking for trends in performance, and identifying areas needing improvement or enhanced support. The Governor's Office will also use this data to inform the public about the impact of the public workforce system on job development, skills attainment, and economic growth.

*** For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.**

2. The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, provide the State's guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system.

<u>State Board Policy and Comprehensive Policy Review</u>

Virginia Board of Workforce Development policies support the implementation of workforce development strategies in the Commonwealth and can be found at http://www.elevatevirginia.org/practitioners-corner/resources/. This site includes

links to both board policy and supporting guidance issued by the Virginia Community College System in the form of Virginia Workforce Letters.

The state board is currently undergoing a comprehensive policy review that includes a gap analysis as well as a redrafting and re-cataloguing of Board policy under 5 key sections:

- **Section 100: State Governance**
- **Section 200: Local and Regional Governance**
- **Section 300: One-Stop Delivery System**
- **Section 400: Programs and Services**
- **Section 500: Performance and Accountability**

This comprehensive evaluation is being supported by a policy consultant and guided by the WIOA Committee, a standing committee of the state workforce board.

In May 2016, the Chief Workforce Development Advisor issued a directive regarding cost sharing in Virginia's comprehensive One-Stop Centers. Guidance was provided for those local workforce areas that did not have executed Memorandums of Understanding with a method of allocating shared operating costs among the partners providing services through the One-Stop Career Centers. The Virginia Board of Workforce Development established policy (Quality Standards for One Stops) that requires workforce partners to develop a funding model to address shared costs and indicates that, in absence of a locally negotiated and executed model, an interim state funding model should be used.

The Virginia Community College System, in their capacity as administrator of WIOA Title I programs, will provide technical assistance through a One-Stop System Support Team comprised of subject matter experts from partnering agencies, local workforce development boards, and WIOA Title 1 program staff. Local Workforce Development Boards, through their staff, will immediately alert policy staff at the Virginia Community College System of any situation involving a conflict between partner agencies that could influence the quality of Center services.

The Virginia Board of Workforce Development, supported by a cross-agency staff workgroup, will advise the Governor in determining a long-term, equitable and stable method of funding infrastructure.

The Governor will establish a policy and a procedure to determine the method of allocating costs among partners for infrastructure costs if there is an impasse in local negotiations.

<u>Technical Assistance</u>

Technical assistance for administering programs in One-Stop Career Centers is provided to local boards, chief elected officials, and One-Stop partners by the Commonwealth's Title I administrator, Virginia's Community College System (VCCS). Technical Assistance provided by VCCS includes implementing a Workforce Professionals Academy (WPA) annually in September. The WPA is an opportunity for colleagues from Local Workforce Development Areas, Virginia's

community colleges, federal and state partner agencies, community leaders and others to share, collaborate, innovate, and discuss the latest information and trends in workforce development in the Commonwealth. This two-day conference provides technical assistance to professionals in Virginia's Workforce Network.

Additionally, the WIOA Title I Administrator provides technical assistance workshops to the local areas at a minimum of twice a year regionally. These workshops provide assistance in the areas of performance reporting; financial reporting; VaWC System data entry; service strategies for adult, youth, and dislocated workers; and monitoring. The WIOA Title I Administrator is in the process of developing a Technical Assistance Manual to provide the Local Areas guidance on the provision of services. Finally, the WIOA Title I Administrator Staff provides daily technical assistance to the local areas by responding to questions they receive via email or phone.

<u>Professional Development</u>

A key strategy in the Combined State Plan includes a more comprehensive and thoughtful approach to professional development. The implementation of WIOA, as well as key state priorities in the area of workforce development, has required a new look at the curriculum, the related learning outcomes, as well as the cost and delivery method of the training. Each local workforce development area has identified a Learning Coordinator who will serve as system link to the One Stop Centers and their partners as a new strategy for frontline staff development is created. In addition, the Virginia Board of Workforce Development is in the process of reviewing policy and strategies to ensure that the Virginia workforce system staff employed at the frontline in one-stop centers meet the requirements for workforce professional certification.

Virginia's Combined State Plan highlights the critical role of sector strategies and career pathways development and implementation. In 2017, Virginia's workforce partners came together to start developing a Sector Strategy and Career Pathways Academy and online Community of Practice. A key aim of this initiative is to strengthen the ability of workforce system practitioners and partners to incorporate Sector Strategies and Career Pathways strategies as integral components in Virginia' s workforce system.

This Academy will build a statewide professional development program that will help its workforce professionals to understand how to improve services to business and job seeking customers through sector strategies and career pathways. The Academy will also increase awareness of demand-driven talent pipelines and job matching services through more cooperation and collaboration among public and private workforce partners.

The Commonwealth of Virginia envisions a cross agency, cross program "Sector Strategies and Career Pathways Academy" in which workforce professionals will receive:

- **Insight into best practice industry sector strategies and policies from other states**
- **Methods for expanding local community use of proven sector strategies**
- **Tools to make sector strategies policies integral components of regional workforce systems by aligning them with other key workforce strategies such as career pathways, workforce education and training programs, and job matching services.**
- **Insight into the role of local Workforce Development Boards and partners in helping the Commonwealth carry out the Workforce Innovation and Opportunity Act's (WIOA) requirement for states to support local industry sector strategies**
- **An understanding of the key elements of robust state sector partnerships and policy**

The Commonwealth has secured a consultant (Maher & Maher) for this project and is in the process of building the Academy curriculum and online platform. The Academy is expected to commence in late 2018.

In 2016, the VCCS led a cross agency workgroup to review the 10 competencies in the professional development series known as the Virginia Workforce Development System Course as well as the curriculum and delivery method. These competencies are currently being integrated into the Sector Strategies and Career Pathways Academy curriculum. Overall, the state's professional development activities will depend on the support of the following partners.

The WIOA State Learning Administrator:

- **Serve as the liaison between the LWDBs, State and Local Learning Coordinators, and Virginia Workforce Council; (VBWD)**
- **Maintain the professional development plan current, facilitate the implementation of the plan, and identify existing resources to support the plan;**
- **Periodically conduct a statewide assessment on training needs for the main functional teams: customer service, career/job seekers, employer/business services and Leadership/Management (to include LWDB and staff to LWDB);**
- **Provide training opportunities statewide for constant system development when deemed necessary;**
- **Communicate to the field available training/professional development opportunities that are focused on meeting the core competency areas; and**
- **Assist with keeping the Virginia Workforce Development System Course current and relevant.**

Virginia Workforce Network partner entities and agencies:

- **Designate a State Learning Coordinator.**

- **Develop processes and identify resources to support professional development;**
- **Participate in the development of a professional development plan and provide professional development opportunities for staff and/or support staff attendance at workforce development conferences and trainings;**
- **Promote the value for professional development and certification to one-stop partners and document partners' commitment via local plans and MOU; and**
- **Maintain and support the Learning Coordinator's role;**
- **Provide recognition of certifications/professional development accomplishments.**

Local Learning Coordinator:

- **Assist in the "learning process" for the One-stop staff;**
- **Identify and keep a track of staff that are required to be certified and staff that have completed certification requirements;**
- **Monitor participants' progress and provide encouragement;**
- **Work with immediate supervisors to provide staff the additional support needed;**
- **Provide progress updates to one-stop manager;**
- **Alert state coordinator of issues and concerns that can't be resolved locally; and**
- **Assist the State to identify training opportunities and resolve any concerns that cannot be resolved locally.**

3. State Program and State Board Overview

A. State Agency Organization

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

The core programs include:

- **The Youth, Adult, and Dislocated Worker program authorized under Title I-B of WIOA and Administered by the Virginia Community College System,**
- **The Adult Education program authorized under Title II of WIOA and administered by the Department of Education,**
- **The Wagner-Peyser/Employment Services program authorized under Title III of WIOA and administered by the Virginia Employment Commission, and**
- **The Vocational Rehabilitation programs authorized under Title IV of WIOA and administered by the Department for Aging and Rehabilitative Services and the Department for the Blind and Visually Impaired.**

Additional, optional non-core programs in this plan include:

- **Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 administered by the Department of Education,**
- **Employment and training programs under the Supplemental Nutrition Assistance program (SNAPET) administered by the Department of Social Services,**
- **Virginia Initiative for Employment not Welfare (VIEW) administered by the Department of Social Services,**
- **Trade Adjustment Assistance for Workers program administered by the Virginia Employment Commission,**
- **Jobs for Veterans State Grant program administered by the Virginia Employment Commission,**
- **Unemployment Insurance program administered by the Virginia Employment Commission, and**
- **Registered Apprenticeship administered by the Virginia Department of Labor and Industry.**

The organizational chart available here - http://www.elevatevirginia.org/wp-content/uploads/2016/08/VA-WF-CSP-System-Map-003.pdf depicts the core programs (in green) and non-core partner programs (in blue) included in this Combined State Plan. The Governor has designated a Chief Workforce Development Advisor to oversee the workforce system. 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 oversite.

The programs included in this state plan are organized under three Secretariats, Commerce and Trade, Education and Health and Human Resources. The six core programs in the plan are administered by five agencies, the Virginia Community College System (Title I), the Virginia Office of Career Technical Education and Adult Literacy (Title II), the Virginia Employment Commission (Title III), and the Department of Aging and Rehabilitative Services and Department for the Blind and Vision Impaired (Title IV).

The Chief Workforce Development Advisor has responsibilities in state code for the implementation of WIOA and the Combined State Plan. Virginia uses a hub-and-spoke service delivery strategy, which delivers services throughout its 15 local workforce areas using a network of 61 one-stop career centers, cross-agency Business Service teams, field-deployed program specialists, and local office-based social service agencies. Virginia currently requires that each local workforce area have at least one comprehensive One-Stop Career Center, which provides access to core partner programs and memorandums of understanding with other system partners.

<u>Local Workforce Areas and Workforce Boards</u>

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 CountyBrunswick CountyBuckingham CountyCharlotte CountyCumberland CountyHalifax CountyLunenburg CountyMecklenburg CountyNottoway 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 CountyChesterfield CountyGoochland CountyHanover CountyHenrico CountyNew Kent CountyPowhatan CountyRichmond 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 CountyLoudoun CountyPrince William CountyFairfax City Falls Church City Manassas CityManassas 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 offering 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 CountySpotsylvania CountyStafford CountyWestmoreland CountyFredericksburg 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 CountyJames City CountyYork County Hampton CityNewport News CityPoquoson 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 CountySurry County Sussex CountyColonial 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 CountyNorfolk CitySouthampton CountyPortsmouth CityChesapeake CitySuffolk CityFranklin CityVirginia 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 CountyPatrick CountyPittsylvania County Danville CityMartinsville CitySouth 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.

B. State Board

Provide a description of the State Board, including—

<u>Virginia Board of Workforce Development Legal Status and Authority</u>

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 a strategic entity which resides in the governor's office, independent from any single workforce agency or program.

<u>Board Membership</u>

Prior to 2016, the state workforce board was 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. Virginia requested a waiver from the board compositions requirements and was denied that request.

During the 2016 legislative session, Virginia passed legislation to allow the Governor to appoint up to 41 members, making the Board compliant with the requirements of WIOA. Membership categories now include:

- **1. 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;**
- **2. The Governor or his designee who shall be selected from among the cabinet-level officials appointed to the Board;**
- **3. The Secretaries of Commerce and Trade, Education, Health and Human Resources, and Veterans Affairs and Homeland Security, or their designees, each of whom shall serve ex officio;**
- **4. The Chancellor of the Virginia Community College System or his designee, who shall serve ex officio; and**
- **5. Additional members appointed by the Governor as are required to ensure that the composition of the Board satisfies the requirements of the WIOA. The additional members shall include:**
- **a. Two local elected officials;**

- **b. Eight members who shall be representatives of the workforce, to include (i) three representatives nominated by state labor federations, of which one shall be a representative of a joint-labor apprenticeship program; and (ii) at least one representative of a private career college; an**
- **c. Twenty-one nonlegislative citizen members representing the business community, to include the presidents of the Virginia Chamber of Commerce and the Virginia Manufacturers Association or their designees 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 shall represent diverse regions of the state, to include urban, suburban, and rural areas, and at least two members shall be members of local workforce development boards.**

i. Membership roster

Provide a membership roster for the State Board, including members' organizational affiliations.

Jeanne S. Armentrout

Executive Vice President

Chief Administrative Officer

Carilion Clinic

Roanoke, VA

Ray Bagley

VP of Trades Operations

Huntington Ingalls Industries - Newport News Shipbuilding

Newport News, VA

Hobart P. "Hobey" Bauhan

President

Virginia Poultry Federation, Inc

Harrisonburg, VA

Thomas Bell

Business Manager

Iron Workers Local Union 79

Norfolk, VA

Delegate Kathy Byron

22nd House District

Lynchburg, VA

Dr. Daniel Carey

Secretary of Health and Human Resources

Richmond, VA

Doris Crouse-Mays

President

Virginia State AFL-CIO

Richmond, VA

Senator Bill DeSteph

8th Senate District

Virginia Beach, VA

Virginia Rae Diamond

Special Counsel

Ashcraft & Gerel, LLC

Alexandria, VA

Mark B. Dreyfus

President

ECPI University

Virginia Beach, VA

Barry DuVal

President

The Virginia Chamber of Commerce

Richmond VA

Leslie Frazier

Policy Director

Office of the Secretary of Veteran & Defense Affairs

Richmond, VA

Patricia Funegra

Founder and CEO

La Cocina VA

Arlington, VA

Daniel Gomez

Chief Strategy Officer

Capitol Bridge LLC

Arlington, VA

James "Jimmy" Gray

Councilman

City of Hampton, VA

Lane Hopkins, Vice Chair

Chief Talent Officer

Harris Williams & Co

Richmond, VA

Dr. Megan Healy

Chief Workforce Development Advisor

Office of Governor ralph S Northam

Richmond, VA

D. Michael Hymes

President

HY Performance Management Consulting

Tazewell, VA

Melissa McDevitt Jiulianti

VP, Diversity and Inclusion

Capital One

Richmond, VA

Esther Lee

Secretary of Commerce and Trade

Patrick Henry Building

Richmond, VA 23219

Dr. Daniel Lufkin

President

Paul D. Camp Community College

Franklin, VA

Supervisor Ann Mallek

Albemarle County Board of Supervisors

Earlyville, VA

Nathaniel X. Marshall, Chair

Human Resources Generalist

The Babcock and Wilcox Company

Lynchburg, VA

Jim Monroe

Chief People and Customer Officer

Snagajob

Richmond, VA

Bruce Phipps

President and CEO

Goodwill Industries of the Valleys

Roanoke, VA

Atif Qarni

Secretary of Education

Patrick Henry Building

Richmond, VA

Delegate Roxann Robinson

27th House District

Midlothian, VA

Carrie Roth

President and CEO

Virginia Biotechnology Research Partnership Authority

Richmond, VA

Senator Frank Ruff

15th Senate District

Clarksville, VA

Anne Holly Schlussler

Clarity Technology Partners

Richmond, VA

Brett Vassey

President & CEO

Virginia Manufacturers Association

Richmond, VA

Tom Walker

President

Web Teks

Chesapeake, VA

Brian T. Warner

Commonwealth Center for Advanced Manufacturing

Disputanta, VA

ii. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

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 chairperson) 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 is a member of the governor's workforce team: the lead policy analyst for workforce. The Board's executive director is supervised by the governor's Chief Workforce Development Advisor, 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 of Virginia's Combined State Plan.

The Advanced Technology committee is chartered to identify high priority demand occupations as well as 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 responsible for reimagining the state's One-Stop Career Centers and encouraging more cross-agency partnerships and collaboration, while assessing and improving the delivery of 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, an important 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 resource allocations are aligned with goals, including workforce training and education.

The Board has endorsed 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 2015 entitled Skills for Jobs and Business Growth - Powering the New Virginia Economy. This 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.

4. Assessment and Evaluation of Programs and One-Stop Program Partners

A. Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

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 reinforces federal requirements and establishes several responsibilities and functional roles that support Virginia's workforce system. These include oversight, assessment, evaluation and a continuous improvement strategy at the state, local area, and program level.

<u>Quality</u>

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.

The state workforce board has recently 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 four areas.

<u>Effectiveness</u>

The Chief Workforce Development Advisor is required to monitor, in coordination with the Virginia Board of Workforce Development, the effectiveness of each one-stop center and recommending actions needed to improve their effectiveness, establish measures to evaluate the effectiveness of the local workforce development

boards and conduct annual evaluations of the effectiveness of each local workforce development board.

The Advisor is also 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).

She also provides a report to the Legislature detailing the career and technical education and workforce development program's performance against state-level metrics.

The state workforce board is required to 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, which identify the agency's sources and expenditures of administrative, workforce education and training, and support services for workforce development programs.

They also must 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.

<u>Improvement of Programs</u>

- **The Chief Workforce Development Advisor is required to:**

o 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.

o As part of the evaluation process, the Governor shall recommend to such boards specific best management practices

B. Assessment of One-Stop Program Partner Programs

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

Quality Standards for One-Stops Policy

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.

C. Previous Assessment Results

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

D. Evaluation

Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

Virginia is fortunate to have several recent and ongoing research initiatives that support our work in developing the workforce and meeting the needs of businesses. The Virginia Department for Aging and Rehabilitative Services participated in a multi-state cohort with researchers Dean, Pepper, Schmidt and Stern to determine ROI for Vocational Rehabilitation programs. The executive director of the Virginia Board of Workforce Development recently coordinated a review of workforce program budgets with an eye toward identifying opportunities for reducing redundancy and waste. The state board itself convened at Performance and Accountability Committee to conduct longitudinal studies, create customer flow models, and ensure regular monitoring and reporting of core workforce programs. Finally, in an example of public/private collaboration, the Virginia Chamber of Commerce partnered with the Governor's Office and the Virginia Employment

Commission in 2015 to conduct a statewide business needs survey to assist the Commonwealth in developing more responsive business services.

Moving forward, the state's Combined State Plan Implementation Team, the state workforce board, and other system partners will work to identify critical questions to evaluate the efficacy and efficiency of the system. Additional state funding for the Virginia Longitudinal Data System (VLDS) will also help to support strategic research to inform policy makers and program administrators.

5. Distribution of Funds for Core Programs

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. For Title I programs

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

i. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

<u>Youth Funding Formula:</u> 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 - (33.3 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 - (33.3 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 Youth - (33.3 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)**

ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

<u>Adult Funding Formula:</u> 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 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 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 - (33 1/3 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)**

iii. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

<u>Dislocated Worker Funding Formula:</u>The factors and respective weights that make up Virginia's Dislocated Worker formula allocations 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)**
- **· No LWDA shall receive less than 90 percent of that LWDA's average relative share of Adult, Dislocated Worker, or Youth formula funds for the preceding two years.**
- **· 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)**

B. For Title II:

i. Multi-year grants or contracts

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

During the program year 2016-2017, the Virginia Department of Education, Office of Career, Technical, and Adult Education conducted three competitions for multi-year grants funded through Section 231, Adult Education and Family Literacy Act; Section 225, Programs for Corrections Education and Other Institutionalized Individuals; and Section 243, Integrated English Literacy and Civics Education (IELCE). The process and timeline for the competition is described in the section of the Plan titled, *Program-Specific Requirements for Adult Education and Family Literacy Act Programs*.

Adult Education and Family Literacy Act funds are distributed based on the following federal guidelines. Of the main award, at least 82.5 percent must be distributed for local adult education activities, up to 12.5 percent may be used for state leadership projects, and up to five percent may be used for state administration. A set-aside amount is identified within the full federal award for Section 243, Integrated English Literacy and Civics Education, of which five percent may be used for state administration and the remaining 95 percent is distributed for local adult education activities.

Programming funds, as well as state contributions, are distributed to regional providers on a Census-derived, needs-based formula that takes into account the number of adults without a high school diploma or equivalent in the region. The 22 regions correspond to the state's legislated planning commission districts and are aligned within Virginia's system of 15 local workforce regions. In some cases, adult education regions mirror local workforce development board regions; in other cases, multiple adult education regions operate within a single local workforce development board region. The three-year, competitive awards were issued in 2017 according to this formula, using the 2011-2015 American Community Survey data to set the formula.

Applicants responded in their proposals to all 13 considerations outlined in Section 231(e), including demonstrating past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, and other related domains. Applicants also provided information regarding participants' outcomes related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Continued funding will be based on a grantee's success in achieving its annual goals and objectives and meeting state performance benchmarks. The state will develop a monitoring system that allows grantees unable to achieve their annual goals and objectives or meet the state's performance benchmarks to continue to receive funding, with the expectation that probationary requirements must be met as a condition of continued funding.

ii. Ensure direct and equitable access

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

VDOE ensured that the same grant announcement went out to all eligible providers and was widely distributed across the Commonwealth. This was accomplished through a variety of announcements by VDOE and partner agencies, as well as postings on established listservs and social media. When the RFPs were ready for release, an official Notice of Availability containing information about the availability of funds and the application process was published as a one-day, legal notice in total circulation in eight newspapers, one located in each of the eight planning regions in Virginia. The RFPs were posted on both the VDOE and the Virginia Grants websites for download. A public pre-proposal meeting was held on January 24, 2017. Following the meeting, all inquiries about the competition or application process were managed as public information. Inquiries were accepted through a central email address, sorted into categories, researched, and answered in weekly sets posted to the VDOE adult education webpage. A total of 95 questions were answered in this way prior to the submission deadline of March 1. All complete submissions were treated equally throughout the review process.

C. Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i)of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

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 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.

6. Program Data

A. Data Alignment and Integration

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

Currently, Virginia's core workforce programs operate on 3 different client data platforms. Title I and Wagner-Peyser share a common case management and reporting system. Vocational Rehabilitation (DARS and DBVI) use the same system 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 is transitioning to the new case management 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.

ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

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, to better identify job seekers with disabilities, use of the tool led to 15% of those served, on average, self-identifying as having a disability, which is similar to the rates of disability among the general working-age population. This has led to increased enrollment of job seekers with disabilities into Title I programs, as well as better access to services delivered by the Department for Aging and Rehabilitative Services and the Department for the Blind and Vision Impaired.

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. A workgroup 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.**

iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

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.

A workgroup recently met 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 was reinforced through Executive Order 23, which established the New Virginia Economy Workforce Initiative. Through this order, the previous administration called for a plan to implement new statewide common metrics and methods of measuring employer engagement, postsecondary education/workforce credential attainment, employment, wages, and return on investment.

iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

A workgroup recently met 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 employer engagement, postsecondary education/workforce credential attainment, employment, wages, 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 I program performance measures are available at www.elevatevirginia.org.

The workgroup acknowledges that the common performance measures defined in WIOA are just one tool for evaluation. Virginia envisions 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.

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 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.**

<u>Planning Note:</u> States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

B. Assessment of Participants' Post-Program Success

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

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.

C. Use of Unemployment Insurance (UI) Wage Record Data

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce

and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

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.

The VEC intends to pursue UI Wage Record Agreements with neighboring states to improve the data sets supporting the outcomes of employment and wages.

D. Privacy Safeguards

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The Commonwealth of Virginia (COV) uses the Information Security Standard (SEC 501-09), developed by the Virginia Information Technologies Agency (VITA), as the baseline for information security and risk management practices across the state. These baseline practices include, but are not limited to, agency regulatory requirements, information security best practices, and the criteria defined in SEC 501-09. VITA regularly reviews and updates the state Information Security Standard to ensure that information systems used to support COV agency data collection and reporting are sufficiently managed and protected, especially with respect to the collection and reporting of personal identifiable information (PII).

The state Information Security Standard was created using the National Institute of Standards and Technology (NIST) Special Publication 800-53 rev. 4, Recommended Security Controls for Federal Information Systems and Organizations, as a framework.

The COV Information Security Program consists of the following Control Families:

- **AC - Access Control**
- **AT - Awareness and Training**
- **AU - Audit and Accountability**
- **CA - Security Assessment and Authorization**
- **CM - Configuration Management**
- **CP - Contingency Planning**

• IA - Identification and Authentication

• IR - Incident Response

• MA - Maintenance

• MP - Media Protection

• PE - Physical and Environmental Protection

• PL - Planning

• PS - Personnel Security

• RA - Risk Assessment

• SA - System and Services Acquisition

• SC - System and Communications Protection

• SI - System and Information Integrity

• PM - Program Management

These component areas provide a framework of minimal requirements that agencies use to develop their agency information security programs with a goal of allowing agencies to accomplish their missions in a safe and secure environment. Each component listed above contains requirements that, together, comprise the Information Security Standard.

This Standard recognizes that agencies may procure IT equipment, systems, and services covered by this Standard from third parties. In such instances, Agency Heads remain accountable for maintaining compliance with this Standard and agencies must enforce these compliance requirements through documented agreements with third party providers and oversight of the services provided.

Each Agency Head is responsible for the security of the agency's IT systems and data. Each Agency Head's must designate an Information Security Officer (ISO) for the agency, no less than biennially. An agency must have a Privacy Officer if required by law or regulation, such as Health Insurance Portability and Accountability Act (HIPAA), and may choose to have one where not required. Otherwise, these responsibilities are carried out by the ISO.

The Privacy Officer provides guidance on:

1. The requirements of state and federal Privacy laws, including but not limited to Section 444 of the General Education Provisions Act (34 CFR Part 99: Family Educational Rights and Privacy Act (FERPA)).

2. Disclosure of and access to sensitive data, including PII.

3. Security and protection requirements in conjunction with IT systems when there is some overlap among sensitivity, disclosure, privacy, and security issues.

A copy of Virginia's Standard can be accessed here - http://vita.virginia.gov/uploadedFiles/VITA_Main_Public/Library/PSGs/Information_Security_Standard_SEC501.pdf

For the purpose of wage records matching, each agency must enter into a Restricted Use Data Agreement (RUDA) with the Virginia Employment Commission (VEC). Because data matching requires the transmission and handling of PII, the RUDA identifies the security protocols with which the VEC and the agency requesting the data match must follow to conduct the data match, including the transmission of sensitive data between agencies.

7. Priority of Service for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

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:

o Any veteran who died of a service connected disability;

o 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.

Virginia's workforce partners ensure that veterans are provided priority of service through a number of means. First, the policy that veterans and their eligible spouses shall be given priority over non-veterans for the receipt of employment, training, and placement services is codified in policy by every agency providing services in Virginia's One-Stop Career Centers. Staff are trained to determine veteran status and eligibility requirements of prospective workforce customers, and veterans have "front-of-the-line" privileges at all of Virginia's One-Stop Career Centers.

Second, job postings are held in the Virginia Workforce Connection exclusively for veterans for 48 hours after their initial posting. Veterans are able to apply for these job opportunities before other members of the public, giving them an advantage with employers screening job applicants.

Third, each One-Stop Career Center prominently displays signs and information telling customers about veterans' priority of service and delineating the services to which veterans are entitled. Compliance with state directives to inform veterans of their privileges regarding priority of service is ensured by Center managers and state monitors who visit each site on randomly selected occasions.

Finally, job fairs and other hiring events specifically aimed at providing workforce services to veterans and their eligible spouses are held regularly throughout the Commonwealth. The great majority of these events take place in Northern Virginia and Hampton Roads, regions of the Commonwealth that have very high concentrations of veterans and transitioning service members. Every attempt is

made to ensure that job seekers participating in these events get the first opportunity to apply for available jobs and be hired on the spot should their qualifications be compatible with employers' needs.

8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

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.

<u>Foundations</u>

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 charted 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 Virginia*; 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%.

<u>Future</u>

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.

<u>Update on the Accessibility Taskforce and WIOA Section 188</u>

• Created the Accessibility Taskforce in 2016 as recommended in Virginia's WIOA Combined State Plan's Section to enhance accessibility of our one-stop delivery system and customer service experience, with the WIOA Title I Administrator designated as the lead role.

• The Taskforce is composed of staff from 14 workforce partners from a diverse representation of state agencies that includes, the VR Assistant Commissioner who chairs the state level Career Pathways Workgroup and is a member of the WIOA

Implementation Team, Departments for the Blind and Vision Impaired, Deaf and Hard of Hearing Impaired, the Centers for Independent Living and the EEO Officers for WIOA Title I and Title III. The WIOA Adult and Dislocated Worker Programs State Coordinator participates with a policy and programs perspective. As a result a policy was developed and approved by the Virginia Board of Workforce Development on Services to Individuals with Disabilities that lays the groundwork on Section 188-ADA to achieve consistent compliance across ALL WIOA core programs. Taskforce members contributed directly to One Stop Certification Tool by developing specific criteria on Program and Programmatic Accessibility. Taskforce members participated in the evaluation of One Stop certification documents for validation and on-site validation visits to the AJCs. As a dual benefit, this allowed for significantly improved awareness and understanding of the ADA and disability challenges at the local One Stop level and the team site visits fostered technical assistance connections between state and local staff, as well as improving awareness and understanding among the state agencies on the Taskforce.

• The Executive Director for the State Board of Workforce Development delivered remarks to the Taskforce on the Board's vision and expectations on transforming the service delivery system, with the expectation that system leaders ensure efforts transcend compliance and move toward continuous quality improvement.

• The Taskforce developed a partnership with the National Disability Institute's - Lead Center to provide technical assistance to the Taskforce and conduct training on WIOA from a disability perspective; highlighting key provisions of the law that are different from WIA and providing an overview of Section 188.

• A major outcome of the taskforce relates to the one stop certification process, the Title 1 Administrator and Title IV VR Assistant Director jointly developed a letter of Agreement in collaboration with the Virginia Association for Centers for Independent Living, to finance and conduct the Accessibility Survey (ADA) assessment as part of the One Stop Certification process. This has had a positive impact as it has provided standardization of the Accessibility Survey throughout the Commonwealth and relieved the burden on the LWDAs to procure and finance the assessments themselves. The shared ownership and effective leveraging of resources between the state and the LWDAs occurred because of our involvement in this Taskforce.

WIOA Section 188 when combined with the One Stop Certification Process presents an unprecedented opportunity that the four WIOA Titles are choosing to leverage by leaning forward together. The value added engagement is paying off as other partners become more engaged in disability discussions resulting from the One Stop certification process partnerships within the Taskforce. As a result, Virginia has started a significant conversation, which sets the stage for a much 'deeper dive' than just completing a checklist for compliance purposes.

Accessibility Taskforce Next steps:

- **Continue to engage statewide leadership and partner agencies with on-going efforts.**
- **Continue collaboration with the National Disability Institute's - Lead Center to provide Section 188: programmatic and communications accessibility training, in support of future AJC Certification.**
- **Collaboratively plan and deliver cross partner training at all levels.**
- **Develop a process to provide on-going Technical Assistance to the AJCs.**
- **Continue to provide recommendations to the WIOA Combined Plan Implementation Team for enhancing physical, program and communication accessibility of the one-stop service delivery system.**

DOL/ETA - Disability Employment Initiative

• DOL/ETA awarded Virginia a third round for the Disability Employment Initiative to expand the capacity of American Job Centers (AJCs), also known as One-Stop Centers, to promote the use of existing career pathways and focus on improvements needed to make their existing 'career pathways' systems fully inclusive of and accessible to individuals with disabilities ages 18 - 64. The Virginia Community College System (VCCS) - Workforce Services Title I Administrator, in partnership with the Department for Aging and Rehabilitative Services (DARS), the Virginia Employment Commission (VEC), the Virginia Department of Education (DOE), and Local Workforce Development Areas (LWDAs) 11 and 12, will support a regional effort in northern Virginia. DARS serves as a strategic partner in the implementation of this project in the LWDAs.

• Activities and practices that are continued/implemented under this DEI Round:

- **Four Virginia Teams completed Customer Centered Design Challenges in the past few years and under this DEI round identified Teams in the two DEI Workforce Areas to continue this Quality Improvement process. Additionally, ETA chose DEI Workforce Area 11 to join the "Future of AJCs" cohort to participate in an innovative curriculum designed to help teams reengineer services based on the needs of their worker and employer customers, along with peers across the nation.**
- **Partnership with the Career Pathways for Individuals with Disabilities grant to facilitate systems alignment, cross systems service delivery efforts, and co-enrollments with Workforce Partner Programs.**
- **Participation on DEI Workforce Area 11's Disability Services Subcommittee, started in 2015, that provides information and assists with operational and other issues relating to the provision of services to individuals with disabilities. This includes issues relating to compliance with Section 188 and the Americans with Disabilities Act of 1990, in regards to: programmatic and physical access to the services, programs, and activities of the Northern Virginia One-Stop delivery system, as well as appropriate training for staff on providing supports for or accommodations to, and finding employment opportunities for, individuals with disabilities.**

• Activities and practices from previous DEI rounds to be included in the WIOA Title I reporting system's service codes to track (Spring 2018):

- **Joint Program Planning (previously Integrated Resource Team) Strategy that addresses job seekers with disabilities and/or multiple barriers.**
- **Co-enrollments with all four WIOA Titles.**
- **Increase identification of individuals with disabilities who self-disclose after program registration or enrollment.**

9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

According to the U.S. Census ("Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013"), fifteen percent of people over age five residing in the Commonwealth speak a language other than English in their home. The most commonly spoken languages other than English include Spanish (44%), Korean (5%), Vietnamese (4%), Chinese, including Mandarin (4%), African languages (4%), Tagalog (3%), Arabic (3%), French (2%), German (2%), Hindi (2%), Urdu (2%), and Persian (2%). Each adult with limited English proficiency (LEP) will have meaningful access to all programs and services and will be able to participate effectively regardless of their ability to speak, read, write, or understand English.

In 2016, Virginia's Department of Education, Office of Career, Technical, and Adult Education conducted a base practice scan of policies, procedures, and tools in place at comprehensive one-stop centers. VDOE also conducted a scan of best practices in other states to identify high impact efforts to serve the English language learner population.

The one-stop certification process, conducted in 2017, documented how one-stop centers were addressing the needs of English language learners. One-stop operators were required, per Virginia Workforce Letter 17-02, to attest to their practices and policies regarding services to individuals in appropriate languages and formats as part of their effectiveness measures, outreach and program accessibility, and quality assurance for serving "under-represented" career seekers. One-stop centers' certification process included a review of these assurances and supporting documents by the local workforce development boards as well as cross-agency on-site document review and monitoring visits, conducted at all comprehensive one-stop centers in 2017-2018.

Additionally, per Virginia Workforce Letter 16-01 Change 01, the Commonwealth required local boards to submit local area plans for review and approval by the governor, in consultation with the state workforce board. Plans were approved by

the state workforce board in September 2016, with a few extensions granted until December 2016. These local plans required an access strategy as well as local policy guidance to ensure LEP individuals will have meaningful access to all programs and services and are able to participate effectively regardless of their ability to speak, read, write, or understand English.

With all workforce system components competed and certified, the Commonwealth will establish a Limited English Proficiency (LEP) advisory committee. This committee will provide technical assistance and guidance to the one-stops to ensure LEP individuals have meaningful access to all programs and services and that best practices are shared across the state. Resources currently in use that could be shared among peer programs include:

- **A list of translated documents, materials and posters such as Your Right to an Interpreter Card and Language Identification Card**
- **A directory of available interpreter services**
- **Guidance on establishing partnering agencies to create a local database of interpreters using Refugee Resettlement, community-based literacy organizations, and local bilingual staff of other organizations as appropriate**
- **List of regional adult education services for basic skills development, transition to post-secondary education and training, and credentialing**
- **Google translate widget for the website**
- **Staff training on providing services to English Language Learners and locating regional partners serving the population**

The LEP committee will convene in 2018 and develop an action plan that will include responsible parties, tasks and timelines, and identifying key deliverables, as well as resource requirements. Cross-agency and cross-platform technical assistance will be delivered in order to share practices widely and encourage professional networking on the topic of serving Virginia's diverse population.

IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

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 Chief Workforce Development Advisory and 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 - Combined State Plan 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. These teams will support the cross-agency system goals and work in coordination with the governor's office to facilitate consistent, sustainable implementation of the changes envisioned for Virginia's workforce system.

Regional Workforce Partners

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 for partners to better identify and solve workforce challenges in local areas and to strengthen local workforce boards, especially in serving their role as a regional convener.

V. Common Assurances (for all core programs)

The Unified or Combined State Plan must include assurances that—

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; Yes

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; Yes

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; Yes

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 administrating 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; (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; Yes

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

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); Yes

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

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; Yes

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; Yes

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); Yes

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

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

VI. Program-Specific Requirements for Core Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B

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

a. Adult, Dislocated Worker, and Youth Activities General Requirements

1. Regions and Local Workforce Development Areas

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

The Commonwealth of Virginia has 15 Local Workforce Development areas. See the following link for a map of the regions and local workforce development areas in the Commonwealth of Virginia:

http://www.elevatevirginia.org/contact-us/

1. Southwest Virginia

Norton, Buchanan, Dickenson, Lee, Russell, Scott, Tazewell, 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, Botetourt, Craig, Franklin, Roanoke

4. Shenandoah Valley

Buena Vista, Harrisonburg, Lexington, Staunton, Waynesboro, Winchester, Augusta, Bath, Clarke,

Frederick, Highland, Page, Rockbridge, Rockingham, Shenandoah, Warren

6. Piedmont Workforce Network

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

Orange, Rappahannock

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

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

11. Northern Virginia

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

12. Alexandria/Arlington

Alexandria, Arlington

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

Sussex

16. Hampton Roads

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

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 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.

The following is the process the Commonwealth of Virginia used in designating local areas:

Reference: VBWD Policy 200-01, Designation of Local Workforce Development Areas,

http://www.elevatevirginia.org/wp-content/uploads/2017/04/Policy-200-01-Designation-of-Local-Workforce-Development-Areas-Revision-1-Marked.pdf

Consistent with WIOA section 106(b)(4), the Virginia Board of Workforce Development, in consultation with Local Boards and chief elected officials, reviews all requests for local workforce development area designation using established policies and procedures, and makes a recommendation to the Governor. In reviewing initial and subsequent designation requests, the State Board shall evaluate the extent that requested areas meet the following:

1. Are consistent with labor market areas in the state;

2. Are consistent with regional economic development areas in the state; and

3. Have available the federal and non-federal resources necessary to effectively administer activities under provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and career and technical education schools.

On March 3, 2015, the Governor's Office, issued a letter inviting Chief Elected Officials (CEO) to submit requests for initial designation of the currently established local workforce areas. All CEOs 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 procedures for designating local workforce development areas in the Commonwealth of Virginia are outlined as follows:

Initial Designation: For the first two full program year following the date of enactment of WIOA (July 1, 2016-June 30, 2018), the Governor shall approve a request for designation as a local workforce development area from any area that was designated as a local area for purposes of the Workforce Investment Act of 1998 for the 2-year period preceding the date of enactment of this Act, performed successfully, and sustained fiscal integrity.

Subsequent Designation: After the period of Initial Designation, the Governor shall approve a request for Subsequent Designation as a local workforce development area from such local area, if such area:

(A) Performed successfully;

(B) Sustained fiscal integrity; and

(C) In the case of a local area in a planning region, met the requirements of local planning regions outlined in WIOA.

Performed Successfully Defined: The term ‘‘performed successfully’’ means the local workforce development area met or exceeded the adjusted levels of performance for primary indicators of performance described in WIOA section 116(b)(2)(A) (or, if applicable, core indicators of performance described in section 136(b)(2)(A) of the Workforce Investment Act of 1998, as in effect the day before the date of enactment of this Act) for each of the last 2 consecutive years for which data are available preceding the determination of performance.

Fiscal Integrity Defined: The term ‘‘sustained fiscal integrity’’ means that the Secretary of Labor has not made a formal determination, during either of the last 2 consecutive years preceding the determination regarding such integrity, that either the grant recipient or the administrative entity of the area misexpended funds provided under subtitle B (or, if applicable, title I of the Workforce Investment Act of 1998 as in effect prior to the effective date of such subtitle B) due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

Requirements of Local Planning Regions: The Virginia Board of Workforce Development will evaluate all requests for subsequent designation in accordance with policies, procedures, and guidance issued regarding planning region identification and participation by local workforce development areas.

Steps in the Virginia Local Workforce Development Area Designation Process

The process outlined below is to be followed by a unit or units of local government seeking designation of local workforce development areas under the WIOA, including requests for Initial and Subsequent Designation that meet the definitions outlined in the law.

Step 1. The local government unit(s) seeking designation of a local workforce development area(s) should coordinate and consult with the chief elected officials of the local areas (county commission for a single county local area or the consortium for multi-county local areas) and existing local workforce investment boards.

Step 2. If a decision is made by the local government unit(s), in coordination with the chief elected officials, to seek designation under the WIOA, the local government units must undertake a formal public comment period and provide documentation of the results of the formal public comment period with the designation request to partners, including existing local workforce investment boards. The formal comment period must allow for comments by businesses, labor organizations, institutions of higher education, community- based organizations, and the public at large.

Step 3. The request for designation of a local workforce development area under the WIOA shall include the following information:

1. How the proposed local workforce development area is aligned with labor market areas including information on growth industries and occupations in the local labor market.

2. How the proposed local workforce development area is aligned with a regional economic development area within the Commonwealth of Virginia.

3. How the proposed local workforce development area can effectively administer activities under provisions of the WIOA with available federal and non-federal resources, including a description of area education and training providers, a description of how the available resources will be made available for training activities, and a description of the percentage of overall resources administered by the local area that will be dedicated to training activities.

4. Whether the proposed local workforce development area is seeking Initial or Subsequent Designation as defined by WIOA and a statement of assurance that the proposed local workforce development area meets the requirements for Initial or Subsequent Designation under the WIOA.

5. For Subsequent Designation requests, a discussion of how the local workforce development area met the three criteria outlined in WIOA section 106(b)(3).

Step 4. After submission of the designation request, the Virginia Board of Workforce Development will review the request and provide a consultative opinion and recommendation for the Governor. As required by the WIOA, the Governor will use the consultation of the Virginia Board of Workforce Development and consult with chief elected officials prior to designating local workforce development areas in Virginia. The Governor may rely on the submissions from the requestor(s) as meeting the requirement for consultation with chief elected officials, including the public records of meetings and any recorded votes or resolutions regarding the designation request.

Step 5a. Pursuant to WIOA section 106(b), the Governor will formally designate local workforce development areas in the Commonwealth of Virginia for a two-year period beginning on July 1, 2015, and ending on June 30, 2017.

Step 5b. Pursuant to WIOA section 106(b), the Governor will subsequently designate local workforce development areas in the Commonwealth of Virginia for two year periods, as appropriate.

Opportunity to Appeal: Pursuant to WIOA section 106(b)(5), a unit(s) of local government may submit an appeal to the Virginia Board of Workforce Development. The appeal shall describe the reasons why the decision by the Governor should be reconsidered, with specific data being provided to back-up the appeal. After submission of an appeal, a final determination shall be made by the Governor, following a recommendation from the state workforce board within 30 calendar days.

Commonwealth of Virginia Process for Redesignating a LWDA

Reference: VBWD Policy 200-07 Process for Requesting Local Workforce Development Area Redesignation; Redesignation Assistance

http://www.elevatevirginia.org/wp-content/uploads/2017/04/Policy-200-07-Process-for-Requesting-Local-Workforce-Development-Area-Redesignation-.pdf

Consistent with WIOA section 106(b)(6), the Virginia Board of Workforce Development (VBWD) will consider all requests for local area redesignation. While the WIOA statute contemplates requests for redesignation for local areas that are part of a planning region, the VBWD will consider requests for redesignation for local areas within a planning region and for local areas that may not be part of a planning region, but can provide other appropriate justification for the change. Justification for redesignation may include factors that demonstrate the extent that requested areas meet the following:

1. Are consistent with labor market areas in the state;

2. Are consistent with regional economic development areas in the state; and

3. Have available the federal and non-federal resources necessary to effectively administer activities under provisions of WIOA Title I, including whether the areas have the appropriate education and training providers, such as institutions of higher education and career and technical education schools.

Requests for redesignation and redesignation assistance shall be consistent with policies and procedures outlines in Policy 200-01 and Policy 200-06.

V. Procedures

The process outlined below is to be followed by a unit or units of local government seeking redesignation of local workforce development areas under the WIOA.

Step 1. The local government unit(s) seeking redesignation of local workforce development area(s) shall gain agreement of redesignation with the chief elected officials of the local areas (county commission for a single county local area or the consortium for multicounty local areas) impacted by the proposed redesignation and associated existing local workforce development boards.

Step 2. If a decision is made by the local government unit(s), in coordination with the chief elected officials, to seek redesignation under the WIOA, the local government units must undertake a formal comment period and provide documentation of the results of the formal comment period with the redesignation

request. The formal comment period must allow for comments by businesses, labor organizations, institutions of higher education, community-based organizations, and the public at-large.

Step 3. The request for redesignation of a new local workforce development area under the WIOA shall include the following information:

1. How the proposed local workforce development area is aligned with labor market areas including information on growth industries and occupations in the local labor market.

2. How the proposed local workforce development area is aligned with a regional economic development area within the Commonwealth of Virginia.

3. How the proposed local workforce development area can effectively administer activities under provisions of the WIOA with available federal and non-federal resources, including a description of area education and training providers, a description of how the available resources will be made available for training activities, and a description of the percentage of overall resources administered by the local area that will be dedicated to training activities.

Step 4. After submission of the redesignation request, the Virginia Board of Workforce Development will review the request and provide a consultative opinion and recommendation for the Governor. As required by the WIOA, the Governor will use the consultation of the Virginia Board of Workforce Development and consult with chief elected officials prior to redesignating a local workforce development area. The Governor may rely on the submissions from the requestor(s) as meeting the requirement for consultation with chief local elected officials, including the public records of meetings and any recorded votes or resolutions regarding the redesignation request.

Step 5. Along with the redesignation request, the applicant for redesignation shall also submit a request for redesignation assistance (if needing such assistance), along with a budget and justification for the request that includes proposed activities to facilitate a transition to the redesignated local area. Transition assistance activities may include:

1. Convening sessions and conferences;

2. Renegotiation of contracts and agreements; and

3. Other activities deemed appropriate for redesignation by the VBWD.

Step 6. The VBWD and the WIOA title I administrative agency shall jointly consult on the redesignation assistance request and make a determination. The WIOA title I administrative agency shall monitor expenditure of funds and ensure appropriate use of such funds in supporting redesignation of the new local area(s).

Step 7. Once the Governor formally approves the redesignation request, redesignation funds shall be available based on an approved budget by the WIOA title I administrative agency.

Commonwealth of Virginia Process for Identifying Regions:

Reference: VBWD Policy 200-06, Designation of Regions and Planning Requirements,

http://www.elevatevirginia.org/wp-content/uploads/2016/07/Policy-200-06-Designation-of-Regions-and-Planning-Requirements-FINAL-Signed.pdf

In order to identify regions, WIOA requires the state to identify factors to be used, which, when applying, may or may not align to current local workforce development areas. In Virginia, the factors were used to promote a collaborative process whereby the data collection and analysis of the factors or determination of regions are shared between state and local workforce partners. Virginia utilized the following factors in determining regions: 1) Single Labor Market; 2) Common Economic Development Area; 3) Federal and Non-Federal Resources to Carry Out WIOA Activities; 4) Population Centers; 5) Commuting Patterns; 6) Industrial Composition and Sector Alignment; 7) Community College Regions.

Utilizing these seven factors, various regional alignments may be considered and proposed by a number of workforce system stakeholders such as state policymakers, State and Local Board members, state and local workforce staff, partner program staff, business and industry partners and workforce and education associations. In order for Virginia to consider and designate regions, a formal proposal shall be submitted to the Virginia Board of Workforce Development that includes a recommendation for region designation, a rationale for the region designation recommended using the seven factors, and a description of why the regional alignment proposed is in the best interests of the state, business and industry, and workers and job seekers.

Procedures for identifying regions and conducting regional planning areas:

Due to preparation time needed to develop the Virginia Combined State Plan, for the first two program years under the Plan—PY 2016 and PY 2017—each local workforce development area is designated as a region. Therefore, Virginia has 15 regions at the onset of WIOA.

This does not preclude two adjacent local workforce areas from voluntarily coming together for the purpose of engaging in a regional planning process that results in one or more of the outcomes described in WIOA, excluding joint negotiations of performance levels. Those interested local boards, with the support of their local elected officials, must notify the state workforce board of their interest and intended outcomes.

However, prior to the two-year update to the plan that will be due sometime prior to July 1, 2018, Virginia will engage in a comprehensive process for identifying regions using the factors identified in this issuance. During that process, the board will act on compelling factors in collaboration with local elected officials, in considering changes to the planning region definitions. The Virginia Board of Workforce Development will lead the effort that will also include consultation with Local Boards. The Commonwealth of Virginia is initiating the process for this review,

however, it will not be completed by the time of the submission of the Combined State Plan Update in 2018.

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

Opportunity to Appeal: Pursuant to WIOA section 106(b)(5), a unit(s) of local government may submit an appeal to the Virginia Board of Workforce Development. The appeal shall describe the reasons why the decision by the Governor should be reconsidered, with specific data being provided to back-up the appeal. After submission of an appeal, a final determination shall be made by the Governor, following a recommendation from the state workforce board within 30 calendar days.

Reference: VBWD Policy 200-01, Designation of Local Workforce Development Areas,

http://www.elevatevirginia.org/wp-content/uploads/2017/04/Policy-200-01-Designation-of-Local-Workforce-Development-Areas-Revision-1-Marked.pdf

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 per guidance issued by the United States Department of Labor Employment and Training Administration (USDOLETA).

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.

The Commonwealth has a process through the EleVAte website and state code for policy development to effect Virginia's Workforce Development System. The EleVAte website is structured to inform stakeholders of public policies that is promulgated from The Virginia Board of Workforce Development and the Title I administrator.

1. The Virginia Board of Workforce Development (VBWD) policies provide policy direction for the Local Workforce Development Boards (LWDB). The VBWD assists and advises the Governor, the General Assembly and the Chief Workforce Development Advisor in meeting workforce development needs in Virginia. Policies for the statewide workforce development system are located on the

EleVAte website under the VBWD Policy section (http://www.elevatevirginia.org/about-the-virginiaboard-of-workforce-development/governance/).

Some of the key policies and guidelines for the Commonwealth of Virginia statewide workforce development system include the following:

a. VBWD Policy 200-01 Designation of Local Workforce Development Areas Revision 1. Reference Link:

http://www.elevatevirginia.org/wp-content/uploads/2017/04/Policy-200-01-Designation-of-Local-Workforce-Development-Areas-Revision-1-Marked.pdf

This policy provides guidance to chief elected officials (CEOs) and Virginia one-stop system stakeholders regarding the process to be followed when a unit or a combination of units of general local government, such as a county or group of counties, requests designation of local workforce development areas under the Workforce Innovation and Opportunity Act (WIOA).

b. VBWD Policy 200-2 Establishment and Membership of Local Workforce Development Boards.

Reference Link: http://www.elevatevirginia.org/wp-content/uploads/2016/07/Policy-200-02-Establishment-and-Membership-of-Local-Workforce-Development-Boards-FINALsigned.pdf

This policy provides guidance for the establishment and membership of Local Workforce Development Boards under the Workforce Innovation and Opportunity Act (WIOA). Each local workforce development area designated in the Commonwealth shall establish and maintain a Local Workforce Development Board (Local Board). Chief Elected Officials (CEOs) appoint the Local Board, which is certified every two years by the Governor.

c. VBWD Policy 200-03 Duties of the Local Workforce Boards. Reference Link:

http://www.elevatevirginia.org/wp-content/uploads/2016/07/Policy-200-03-Duties-of-Local-Workforce-Development-Boards-FINAL.pdf

This policy provides guidance regarding the duties of Local Workforce Development Boards under the Workforce Innovation and Opportunity Act (WIOA). The Local Board is part of a statewide workforce system which is business-driven, customer-centric, streamlined, and outcome-oriented. The Local Board shall carry out strategies and policies that support both the economic development mission(s) for the local area and the Virginia Board of Workforce Development's (VBWD) goals. The Local Board sets policy for the local area, in compliance with broader state policy, and is the regional strategic convener, or acts in partnership with a designated regional convener, to address workforce development issues, including but not limited to WIOA activities.

The Local Board has responsibility for making the following critical decisions:

•How best to organize the regional workforce system to most effectively serve the needs of current and emerging private sector employers and job seekers;

•How best to provide comprehensive services to regional private sector employers.

•How best to deploy available resources to achieve negotiated local performance accountability measures and build capacity for continuous improvement; and

•How to expand the resource base and service capability through the development of strategic partnerships, an integrated service delivery system, and generation of additional public and private funding.

d. VBWD Policy 200-04 Certification of the Local Workforce Boards. Reference Link:

http://www.elevatevirginia.org/wp-content/uploads/2016/07/Policy-200-04-Certification-of-Local-Workforce-Development-Boards-final.pdf

This policy provides guidance for certification of Local Workforce Development Boards under the Workforce Innovation and Opportunity Act (WIOA). Each local workforce development area designated in the Commonwealth shall establish and maintain a Local Workforce Development Board (Local Board). Chief Elected Officials appoint the Local Board, which is certified every two years by the Governor.

e. VBWD Policy 200-06 Designation of Regions and Planning Requirements. Reference Link:

http://www.elevatevirginia.org/wp-content/uploads/2016/07/Policy-200-06-Designation-of-Regions-and-Planning-Requirements-FINAL-Signed.pdf

This policy provides procedures for identifying regions and conducting regional planning for chief elected officials (CEOs) and Virginia workforce system stakeholders per statutory and regulatory requirements under the Workforce Innovation and Opportunity Act (WIOA).

f. VBWD Policy 200-07 Process for Requesting Local Workforce Development Area Redesignation; Redesignation Assistance.

http://www.elevatevirginia.org/wp-content/uploads/2017/04/Policy-200-07-Process-for-Requesting-Local-Workforce-Development-Area-Redesignation-.pdf

This policy provides guidance to chief elected officials (CEOs), Local Workforce Development Board (local Board) members, and Virginia one-stop system stakeholders regarding the process to be followed when a unit or a combination of units of political subdivisions, such as county or group of counties and/or cities, request redesignation of local workforce development areas under the Workforce Innovation and Opportunity Act (WIOA) and the opportunity for local redesignation assistance from the state WIOA Title I Agency, the Virginia Community College System.

g. VBWD Policy 300-06: One-Stop Certification Process. Reference Link: http://www.elevatevirginia.org/wp-content/uploads/2017/07/Policy-300-06-One-Stop-Certification-7-1-2017Final.pdf

This policy establishes the criteria for Local Workforce Development Boards (LWDBs) to certify Virginia One-Stop Career Centers. The goal is to assure that each Local Workforce Development Area (LWDA) has been determined to meet uniform certification standards, such that businesses and job seekers can expect to

encounter a minimum baseline of quality services regardless of location. LWDB's must at minimum certify one Comprehensive One-Stop Center in their areas. The criteria shall include and incorporate the following: 1) Evaluations of Effectiveness, 2) Evaluations of Accessibility for Individuals with Disabilities to Evaluate Compliance Disability-related Regulations (physical, programmatic and communications accessibility), 3) Evaluations of Continuous Improvements and 4) Quality Assurance. LWDBs, with the approval of their CEOs, may establish additional certification criteria beyond that designated by the VBWD. The VBWD and the LWDBs must review and update the One-Stop Center criteria every two years as part of the Combined State Plan and Local Plan Modifications. The One-Stop Certification process shall be monitored in accordance with established state and local monitoring policies and guidance documents.

h. VBWD Policy 404-01 Identification of Eligible Training Providers

Link: http://www.elevatevirginia.org/wp-content/uploads/2016/12/Policy-404-01-Identification-of-Eligible-Training-Providers-FINALSigned.pdf

This policy provides eligibility criteria for providers of training and their programs. This policy includes information and procedures for implementing the Eligible Training Provider (ETP) requirements in accordance to the Workforce Innovation and Opportunity Act of 2014.

i. VBWD Policy 600-01: Veterans' Priority of Service

http://www.elevatevirginia.org/wp-content/uploads/2016/12/Policy-600-01-Veterans-Priority-of-Service-FinalSigned.pdf

The purpose of this policy is to articulate veteran's priority of service requirements under the Workforce Innovation and Opportunity Act (WIOA).

j. VBWD Policy 600-03: Services to Individuals with Disabilities

http://www.elevatevirginia.org/wp-content/uploads/2017/04/Policy-600-03-Services-to-Individuals-with-Disabilities.pdf

This policy provides guidance to Virginia public workforce system regarding the provision of services to individuals with disabilities through the one-stop system, in compliance with all requirements of the Workforce Innovation and Opportunity Act.

In addition to the above policies, the 2015-2017 Virginia Board of Workforce Development (VBWD) Strategic Plan, Skills for Jobs and Business Growth: Powering the New Virginia Economy, describes four key priority objectives for the Board, which will lead to a set of common high impact outcomes across the system. The 2018 - 2020 VBWD Strategic Plan is currently being developed.

2. Virginia Workforce Letters (VWL) are administrative policy document for local Workforce Development Boards (WDB) issued by the Virginia Community College System, as the administrator of WIOA Title I for the Commonwealth of Virginia. Guidance on the 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 EleVAte website. http://www.elevatevirginia.org/practitioners-corner/resources/

Some of the key administrative guidance documents for Virginia's statewide workforce development system include the following:

a. VWL 15-02 Eligibility Guidelines. Reference Link:

http://www.elevatevirginia.org/wp-content/uploads/2016/05/VWL-15-02-EligibilityFinal.pdf

This administrative guidance document provides eligibility guidelines for the adult, dislocated worker, and youth programs under the Workforce Innovation and Opportunity Act (WIOA) of 2014.

b. VWL 15-04 Methods of Administration. Reference Link:

http://www.elevatevirginia.org/wp-content/uploads/2014/04/VWL-15-04-Methods-of-Administration.pdf

This administrative guidance document provides a reasonable guarantee that all of Virginia's

WIOA Title I financially assisted programs, activities and recipients comply with the nondiscrimination and equal opportunity requirements stipulated under Section 188 of the WIOA.

c. VWL 17-01 2017 Poverty Guidelines, 70% Lower Living Standard Income Levels and Use of Economic Self-Sufficiency Reference Link:

http://www.elevatevirginia.org/wp-content/uploads/2017/07/VWL-17-01-2017-Poverty-Guidelines-70-Lower-Living-Standard-Income-Levels-and-Self-Sufficiency-.doc.pdf

This administrative guidance document provides the current Poverty and 70% Lower Living Standard Income Levels to be used in determining eligibility under the definition of low income.

d. VWL 14-17, Change 1: Minimum Training Expenditure Requirement. Reference Link:

http://www.elevatevirginia.org/wp-content/uploads/2016/11/VWL-14-17-Change-1-Minimum-Training-Expenditure-Requirement-11-4-2016.pdf

In accordance with Code of Virginia 2.2-2472.2, this administrative guidance document provides the minimum Title I Adult and Dislocated Worker local area formula funds expenditure requirement for training leading to recognized postsecondary education and workforce credentials aligned with in-demand industry sectors or occupations in the local area or region. All Local Workforce Development Areas (LWDA) are required to ensure that at least 40% of their formula-allocated expenditures in a program year are expended on allowable training costs in the WIOA Title I Adult and Dislocated Worker programs. This

letter provides guidance on allowable costs towards meeting the required minimum 40% expenditure rate.

e. VWL 15-05 WIOA Discrimination Complaint Process

http://www.elevatevirginia.org/wp-content/uploads/2016/08/VWL-15-05-WIOA-Discrimination-Complaint-Process.pdf

The purpose of this document is to communicate the requirement of grant recipients to adopt and public procedures providing for the prompt and equitable resolution of complaints alleging violations of the nondiscrimination and equal opportunity provision of the Workforce Innovation and Opportunity Act of 2014 (WIOA).

f. VWL 16-01 Change 1 Requirements for Workforce Innovation and Opportunity Act Local Workforce Development Area Plans

http://www.elevatevirginia.org/wp-content/uploads/2016/11/VWL-16-01-Change-1-Requirements-for-WIOA-LWDA-Plans-1.pdf

The purpose of this letter is to provide Local Workforce Development Areas (LWDAs) with procedures and guidance on development and submission of local area plans under Title I of the WIOA.

g. VWL 16-02 Local Area WIOA Funds Transfer Procedures

http://www.elevatevirginia.org/wp-content/uploads/2016/09/VWL-16-02-Local-WIOA-Funds-Transfer-Procedures.pdf

The purpose of this letter is to describe the procedure for initiating a request to transfer funds between the adult and dislocated worker streams under a particular allocation cycle by Local Workforce Development Boards.

h. VWL 16-03 Standardized Participant File Format

http://www.elevatevirginia.org/wp-content/uploads/2016/10/VWL-16-03-Standardized-Participant-File-Format.pdf

The purpose of this letter is to provide Local Workforce Development Areas (LWDAs) and Workforce Innovation and Opportunity Act (WIOA) provider with a standardized format for participant files and guidance on its implementation.

i. VWL 16-05, Change 1 Incumbent Worker Training

http://www.elevatevirginia.org/wp-content/uploads/2017/07/VWL-16-05-Change-1-Incumbent-Worker-Training-7-7-2017.pdf

The purpose of this letter is to provide Local Workforce Development Areas (LWDAs) with procedures and guidance on Incumbent Worker Training requirements, appropriate data entry, and performance measure reporting. This guidance applies to incumbent worker training programs that receive funding through incumbent worker training contracts with an employer that are supported by the Workforce Innovation and Opportunity Act (WIOA) Title I-B statewide and

local formula funds to training adults and dislocated workers, including those with disabilities.

j. VWL 16-06, Change 1 Eligible Training Provider and Programs List

http://www.elevatevirginia.org/wp-content/uploads/2017/07/VWL-16-06-Change-1-ETPL-7-13-2017Final.pdf

The purpose of this letter is to provide Local Workforce Development Areas (LWDAs) with procedures and guidance on eligibility requirements for Eligible Training Providers (ETPs) and the programs they offer. This letter provides additional information on ETP program performance measurement and reporting. This guidance applies to all state-approved ETPs and their state-approved programs that receive funding through Individual Training Account services (ITAs) supported by the Workforce Innovation and Opportunity Act (WIOA) Title I-B funds to train adults and dislocated workers, including those with disabilities.

k. VWL 16-07 Program Income

http://www.elevatevirginia.org/wp-content/uploads/2017/01/VWL-16-07-Program-Income.pdf

The purpose of this document is to provide guidance on reporting program income and meeting cash expenditure requirements under the Workforce Innovation and Opportunity Act (WIOA).

l. VWL 16-08 Equipment Management-Acquisition, Inventory, and Disposition

http://www.elevatevirginia.org/wp-content/uploads/2017/02/VWL-16-08-Equipment-Management-Acquisition-Inventory-and-Disposition-Final.pdf

The purpose of this document is to communicate requirements and procedures for the acquisition, inventory and disposition of equipment.

m. VWL 16-09 WIOA Grievance and Complaint Process

http://www.elevatevirginia.org/wp-content/uploads/2017/02/VWL-16-09-WIOA-Program-Grievance-and-Complaint-Processing.pdf

The purpose of this document is to communicate the requirement of grant recipients to establish and maintain procedures providing for the prompt investigation and equitable resolution of grievances and complaints alleging violations of the Workforce Innovation and Opportunity Act of 2014 (WIOA).

n. VWL 16-11 Youth in Need of Additional Assistance and In-School Youth 5% Limitation Barrier

http://www.elevatevirginia.org/wp-content/uploads/2017/03/VWL-16-11-Youth-in-Need-of-Additional-Assistance-5-Limitation-Barrier.pdf

The purpose of this document is to provide local workforce areas with guidance regarding the use of Youth In Need of Additional Assistance as a barrier for In-School Youth (ISY) and Out-of-School Youth (OSY) Programs. The documents also

provides guidance on the use of the 5 Percent Limitation when determining eligibility of In-School Youth (ISY) program services under Title I of the Workforce Innovation and Opportunity Act of 2014.

o. VWL 16-12 5% Income Exception for WIOA Youth Programs

http://www.elevatevirginia.org/wp-content/uploads/2017/03/VWL-16-12-Five-Percent-Income-Exception-for-WIOA-Youth-Programs.pdf

The purpose of this document is to provide Local Workforce Development Areas (LWDA) and partners on the use of the five percent income exception for youth participants in accordance to the Workforce Innovation and Opportunity Act.

p. VWL 17-02 One-Stop Certification Process

http://www.elevatevirginia.org/wp-content/uploads/2017/08/VWL-17-02-One-Stop-Certification-Process-Final-8-9-2017-1.pdf

The purpose of this letter is to provide Local Workforce Development Areas (LWDAs) with procedures and guidance on the implementation of the Virginia Board of Workforce Development Policy 300-06, One-Stop Certification Process. This guidance applies to all Local Workforce Development Areas and their One-Stop Centers, both comprehensive and affiliate that are supported by the Workforce Innovation and Opportunity Act (WIOA) Title I-B funds to train adults and dislocated workers, including those with disabilities.

B. Describe how the State intends to use Governor's set aside funding. 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. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

Governor's set-aside funds will generally be used to fund the administration of WIOA Title I, including program development activities, technology systems to meet performance and participant services reporting requirements, and oversight/monitoring activities specific to WIOA Title I.

The set-aside funds will also be used for the following:

•Promote Governor's vision and goals centered on credential attainment in in-demand sectors and jobs through which individuals can become self-sufficient.

•Provide incentives to local workforce areas that are aligned with the Governor's goals as well as requirements established in the Code of Virginia, such as incentives that promote credential attainment.

•Provide competitive grant award opportunities to build capacity in the workforce system and drive partnerships between the local workforce development boards, businesses, and community colleges to promote, develop, and implement effective work based learning/training programs such as incumbent worker and on-the-job training programs.

•Support the work of the Virginia Board of Workforce Development.

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 WIOA Title I Administrator [Virginia Community College System (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 Elected Official (CEO) 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, Virginia Economic Development Partnership, Virginia Employment Commission and other state and local programs. This plan may include aversion strategies and a schedule to provide onsite services (such as job fairs, 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.

In October of 2017, the WIOA Title I Administrator shifted Rapid Response funding and service provision from four local community college programs to a single program executed under the Virginia Employment Commission (VEC). The VEC's focus will be on averting layoffs through rapid reemployment activities. To achieve the goal of rapid reemployment, additional staff and technology support are being utilized to better connect impacted workers with open positions close to their homes that match their previous employment or other transferable skills. This shift in the investment of Rapid Response funds is intended to help facilitate the

connection between dislocated workers and open positions to minimize the amount of unemployment experienced and document the potential savings to Virginia's Unemployment Insurance Trust Fund.

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/2016/05/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 403-04 Incumbent Worker Training policy. Virginia has also issued statewide funds for the Virginia Incumbent Worker Training Innovation Project. These statewide funds were awarded to six LWDBs. The grant is scheduled to end in March of 2018. Upon completion of the grant activities, VCCS (WIOA Title I Administrator) plans on conducting a debrief with the grantees to determine promising practices in IWT, addressing barriers to IWT success, and offer peer-to-peer learning between local boards on how to best implement IWT funds in Virginia. Virginia is working on a process to determine the return on investment on jobs saved and by estimating the amount of tax revenue that is preserved by saving jobs.

http://www.elevatevirginia.org/wp-content/uploads/2017/07/VWL-16-05-Change-1-Incumbent-Worker-Training-7-7-2017.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.

In October 2017, Rapid Response service provision to layoff events was assigned to the Virginia Employment Commission (VEC). The VEC is currently updating their internal disaster response process in collaboration with the Virginia Department of Emergency Management (VDEM) who coordinates directly with FEMA during major disasters and emergencies. Rapid Response Coordinators will be integrated into the statewide plan under construction with the assistance of VDEM. Regional Rapid Response Coordinators have developed contacts with regional emergency management professionals to ensure the vital relationships are in place to provide

opportunities for Rapid Response coordination in these events. In the case that regional disasters cause mass employment loss, the VEC and VCCS will collaborate with the local workforce development board and affected localities to apply for funding through National Dislocated Worker Grants as appropriate.

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.

1. The state provides early intervention to worker groups on whose behalf a TAA has been filed. This process begins with state-coordinated rapid response activities. Upon receipt of notification of a plant closing or substantial/mass layoff or potentially TAA affected workers, the state Rapid Response team or Rapid Response Regional Coordinator will notify the Local Workforce Development Board (LWDB) and the Chief Elected Official (CEO) of the activity. The Rapid Response team (VEC (which includes TAA), Economic Development, LWDB) will work with the affected company to gather information regarding the impacted population.

Using this information, Rapid Response team, 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, Virginia Economic Development Partnership, Virginia Employment Commission (including TAA services) and other state and local programs. This plan may include aversion strategies and a schedule to provide onsite services (such as job fairs, resume and interviewing workshops) to the laid-off workers or potentially TAA affected 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 reemployment that will require basic and individualized career services.

The Rapid Response Program provides an overview of the Trade Act Program to all businesses served. The Virginia Employment Commission, which coordinates Rapid Response Services and administers the Trade Act, provides briefings delivered to management and dislocated workers, including potentially affected TAA workgroups. . In this briefing, the TAA representative and/or Rapid Response Representative explains resources and TAA benefits available. 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.

2. For worker groups on whose behalf a TAA has been filed, 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 Workforce Investment Act (WIA) Dislocated Worker and Trade Adjustment Act (TAA) Programs and Services.

According to VBWD Policy 7-01, "Because potentially trade-affected workers meet the WIOA definition of dislocated workers, these individuals can and should be receiving 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." Therefore, 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.

The VEC TAA representative shall notify the LWDB staff and/or One-Stop program operator first of any employer in the local area that has had a Trade petition certified by the U.S. Department of Labor (USDOL), and subsequently, provide a listing of the individuals laid-off in the local area that have received Trade certification and a Trade services' entitlement letter. This will ensure that those listed who have received WIOA Basic Services, including formal assessment, and training enrollment, can be co-enrolled in Trade. The Trade program will assume training cost responsibility going forward, but not reimburse or replace funds already expended, assuming all Trade requirements are first determined by VEC Trade employees as being met.

3. 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.

According to VBWD Policy 7-01, if an individual has already been identified as Trade-eligible and/or is in receipt of their Trade entitlement letter, they shall be co-enrolled in the WIA dislocated worker program for receipt of intensive services, beginning with formal assessment. Through case management and staff coordination, the VEC TAA will be responsible for training and then WIOA and/or VEC Labor Exchange will handle post-training placement, with WIOA case managers also ensuring required follow up services. This should not result in a participant being aware that they are being transferred from and among separate programs, but rather, be accomplished through case management, partner staff coordination and staff management and tracking of funding sources being used.

4. Per VBWD Policy 07-01: Rapid response activities can count as a WIOA core (basic) services. Documentation of participation in a rapid response event should be

provided to all participants who attend such events. This additional information helps expedite the eligibility for WIOA Dislocated Worker services as well as the co-enrollment process with the Trade program. One-stop staff shall not wait for the completion of the Trade petition investigation before serving the potentially Trade certified worker, because the petition investigation may take up to 40 days for DOL to complete, with another 5 weeks after employer certification for workers eligibility to be determined. Individuals who have lost their job or received notice of a pending lay off, are first and foremost dislocated workers and should be served as such. At a minimum, the following should be provided, along with standard basic services provided at the one-stop center:

- **Explanation of services outlining the potential program services and benefits, as well as a review of the State and local demand occupations, other labor market information and the WIOA eligible training provider list.**
- **Perform an initial assessment, i.e., information gained through methods such as interviews, observations, surveys, etc., of knowledge, skills, and abilities. All individuals should be informed that such assessments are a necessity in order to protect their eligibility for future benefits of certain programs.**
- **Identify availability of suitable employment. "Suitable employment" means, with respect to a worker, work of substantially equal or higher skill level than the worker's past adversely affected employment. For Trade, it also means wages for such work at not less than that 80 percent of the worker's average weekly wage.**

After initial assessment, background information, labor market information, and identification of whether suitable employment is available, the one-stop must follow their normal procedures for processing participants for services, which includes job search services.

The Commonwealth is taking further steps to strengthen partnership for the provision of services across all WIOA programs. This will include emphasizing co-enrollment and eliminating duplicate services.

References: VBWD Policy 07-01, VWN Directive 07-01:Co-Enrollment of Eligible Individuals in Workforce Investment Act (WIA) Dislocated Worker and Trade Adjustment Act (TAA) Programs and Services, http://www.elevatevirginia.org/wp-content/uploads/2016/05/Policy07-01_WIATAAcoenroll.pdf

VWL 11-06, Service Delivery for Dislocated Workers in the One-Stop Environment, with Emphasis on WIA and Trade Coordination Efforts, http://www.elevatevirginia.org/wpcontent/uploads/2016/05/VWL11_06_WIA-Trade.pdf

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.

Rapid Response services will be delivered during all Trade Benefit Orientations to ensure compliance with TAA Section 221(a)(1)(A). 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.

VBWD Policy 01-04 communicates the Commonwealth's policy regarding the process for distribution of additional funding for dislocated worker services funded by Rapid Response and other non-local formula funding; and addresses when and how Rapid Response Funds will be made available to local workforce development areas impacted by plant closings and major dislocations. The process is as follows:

The Rapid Response Team will work with the LWDB in developing a plan/strategy to provide onsite services to the laid-off workers (including worker groups that files a TAA petition). 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 (WIOA Title I Administrator) staff will work with the local board to determine whether adequate resources exist with the currently available WIOA Title I Dislocated Worker funding and other resources (such as the resources of other programs that comprise the 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 the awarding of additional funding from state rapid response resources. The LWDB will provide a summary outlining the need for additional funds to the VCCS, addressing the points below. (More detailed instructions on submission requirements should be obtained from the WIOA Title I Administrator at VCCS).

1. The need for funds must be caused by either a plant closing or major layoff for which the company issued a WARN notification, the closing of an emergency nature where WARN notification was not possible, or be due to a significant increase in the number of unemployed individuals in the area that can otherwise be documented.

2. The need must occur at a time when the affected LWDBs formula funding and other accessible resources are not available or will not become available in the near future and the size of the dislocation must warrant additional funding. Efforts to secure other sources of funding sufficient to meet the need must be documented as unsuccessful.

3. The need must also be based on projections on the levels and types of services necessary, based in part on an assessment of the ability for the target population to be rapidly re-employed prior to intensive and training services and a determination that a large percentage of the affected workforce has barriers to employment.

The VCCS will review the information provided, as well as other relevant documentation including fiscal and participant reports. Factors such as the timing of the layoffs, the size of the dislocation, the needs of the affected workers and the amount of funds available will determine whether the project is funded with

Statewide Rapid Response [25%] funds, or a new National Dislocated Worker Grant (NDWG) funded under WIOA or some other federal funding. Once a decision has been made, the Local Workforce Development Board will be notified in writing. At that time, additional information and/or planning documents may be requested, as appropriate, based upon the selected source of funds.

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.

The Virginia Board of Workforce Development's Skills for Jobs and Business Growth Powering the New Virginia Economy 2015-2017 Strategic Plan emphasizes quality training for Virginia's job seekers that is tied to the needs of Virginia's businesses. Work-based training is addressed by Strategy 3.2: "Further refine and enhance state-level business services to ensure a consistent customer experience for firms, clearly communicate the workforce system's service array and benefits, and track engagement, activity, and customer satisfaction across the system." Specifically, the key performance indicators for this strategy are "Increase and increased satisfaction by business customers" and "Increase in incumbent worker training activities and on the job training (OJT) contracts with businesses." Additionally, quality is addressed by Strategy 4.3: "Ensure alignment of the state's investments in skills development, quality training outcomes and provide a transparent system of record regarding workforce training opportunities to the public in the form of a regular Training Alignment Report and web-based Consumer Report Card." The key performance indicator for this strategy is "Improve alignment of workforce funds to training that maximizes benefits to businesses & job seekers while improving transparency for consumers of workforce training in Virginia." These two strategies and their key performance indicators show the dedication of the Commonwealth to the achievement of high quality business-needs driven training activities; even specifically noting the importance of work-based training models as tools in the tool box to build a stronger economy.

In addition to the strategic direction provided in the VBWD Strategic Plan, the use of high quality work-based training models is supported throughout the Commonwealth's workforce policy and guidance documents. Virginia is pursuing

alternative, work-based training models in the form of OJT, IWT and customized training that meets the needs of high growth, in-demand industries and the needs of job seekers. Participants in work-based training hone existing skills, learn new skills and technologies and gain experience, resulting in the ability to earn higher wages and be promoted along a career pathway. Employers benefit from the value added that the work-based participant brings to the position. A win-win for the economy of Virginia.

In cases where WIOA ITAs are used, high quality training for both the participant and the employer is ensured by having an eligible training provider process (with eligibility criteria and an approval process to be on the State's Eligible Training Provider Programs List) that includes performance accountability and continuous improvement. The Eligible Training Provider Process is located in VBWD Policy 404-01 Identification of Eligible Training Providers. This policy states that eligible training provider program criteria are developed to ensure that programs on the ETPL meet the minimum quality standards and deliver industry-recognized skills and credentials that provide individuals with opportunity for career progression. The policy also describes that performance criteria must be met in order to receive funding under WIOA. VBWD Policy 404-01 Identification of Eligible Training Providers also details that the LWDBs are responsible for identifying their criteria for selecting work-based training contractors in local policy and any performance information required by the state will be specified in the specific policies for those types of training.

For example, VBWD Policy 403-04 Incumbent Worker Training, describes the use of Workforce Innovation and Opportunity Act (WIOA) statewide and local formula funding to create incumbent worker training programs. VBWD Policy 403-04 Incumbent Worker Training specifically addresses the means to achieve high quality training that meets the needs of both the participant and the employer. As stated in the policy, incumbent worker training is an important business services initiative that is designed to benefit business and industry by assisting with existing employees' skill development and by increasing employee productivity and company growth. LWDBs must detail incumbent worker training in the business services plan and incumbent worker training will be tracked in the business engagement report and will be reported to the VBWD. Strategies for developing new workforce skills in the existing workforce shall be designed to benefit business and industry in ways that encourage and support the integration of new technology and business processes, increase employee productivity and support the competitiveness of the company.

VBWD Policy 403-03 On-the-Job Training describes the use of WIOA funds for OJT. VBWD Policy 403-03 On-the-Job Training describes how OJT may be utilized to benefit business and industry in ways that encourage and support the integration of new technology and business processes, increase employee productivity, and support the competitiveness of the company. Performance measures the VBWD will be motioning including the number of participants engaged in OJT and other work based learning, number of companies participating in OJT or other forms of work based learning, number of workforce credentials earned, number of participants

still employed six months after the end of the OJT or other work based learning, and the number of participants with a change in wages after six months.

The WIOA Title I Administrator [Virginia Community College System (VCCS)] will be providing Customized training technical assistance and will issue guidance that supports high quality work-based training that benefits both the employer and the participant and that potentially also results in an industry-recognized credential. This guidance document and the previously mentioned policies and guidance documents will also support the Complete 2021 Educating for A Competitive Commonwealth VCCS Strategic Plan for 2021, which has as its goal that "Virginia's Community Colleges will lead the Commonwealth in the education of its people by tripling the number of credentials awarded for economic vitality and individual prosperity;" helping to ensure quality work-based and other training opportunities for Virginia's citizens and businesses.

Consistent follow-up by the LWDAs ensures that quality work-based training needs of both the employer and the participant are met. Each local WDA has a plan that recognizes the in-demand industries/occupations for the area. Quality delivery of business services is a principle tenant of the local efforts, in addition to providing job seekers with quality training that results in stackable credentials and career pathway progression. Additionally, the Commonwealth is continuously looking for ways to assist the LWDBs by providing professional training and technical assistance opportunities on leveraging relationships with employers, improving outreach, standardizing processes and ensuring participants are job ready before they enter the work-based employment opportunity. Finally, the VCCS is committed to incorporating work-based training strategies into Virginia's grant proposals. The Commonwealth has implemented four key grants, the Veterans Demonstration Project Grant, Job Driven National Dislocated Worker Grant, Disability Employment Initiative (DEI) Grant Round Four, and the Workforce Innovation Fund Grant, and continues to implement the next round of the DEI grant (Round Eight). Each of these grants allows for work-based training at the local level through OJT, incumbent worker training, and other models which address employer and job seeker needs simultaneously. Virginia continues to leverage these grants as an opportunity to learn to develop initiatives that enhance the quality and method of delivery of services. Additionally, these new 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 403-04, Incumbent Worker Training

http://www.elevatevirginia.org/wp-content/uploads/2016/12/Policy-403-04-Incumbent-Worker-Training-FINALSigned.pdf

VBWD Policy Number 404-01, Identification of Eligible Training Providers

http://www.elevatevirginia.org/wp-content/uploads/2016/12/Policy-404-01-Identification-of-Eligible-Training-Providers-FINALSigned.pdf

VBWD Policy Number 403-01 On-the-Job Training

http://www.elevatevirginia.org/wp-content/uploads/2017/07/VBWD-OJT-Policy-403-03-07.12.2017-Final.pdf

VBWD Skills for Jobs and Business Growth Powering the New Virginia Economy 2015-2017 Strategic Plan, http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-Strategic-Plan_final.pdf

Complete 2021 Educating for A Competitive Commonwealth VCCS Strategic Plan for 2021 http://www.vccs.edu/about/where-we-are-going/

2. Registered Apprenticeship

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

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 technical instruction to produce highly skilled workers to help Virginia's employers grow our economy.

Virginia will continue to incorporate Registered Apprenticeship into its services and strategies via increased collaboration with core partners, increased collaboration with core programs, establishing new policies and increased funding resources. The goal of these strategies is to increase the utilization of apprenticeship programs in the Commonwealth.

Increased Collaboration with Core Partners:

Virginia's Registered Apprenticeship programs are administered by the Department of Labor and Industry (DOLI) through a network of regional service offices and technical outreach staff. At the LWDB level, Business Service Teams are the organizing structure used to engage business and industry and deliver workforce services to industry partners. DOLI representatives are vital members of the LWDB Business Service Teams and also work in partnership with other system partners (e.g. Virginia Employment Commission, Department for Aging and Rehabilitative Services, Department of Education) to support their sponsor businesses and registered apprentices. DOLI and the LWDB Business Service Teams will collaborate and work in tandem identifying Registered Apprenticeship opportunities.

Additionally, Registered Apprenticeships are incorporated into its strategy and services via DOLIs participation on the State's Career Pathways Committee, the State's WIOA Implementation Team and other strategic Workforce Development Committees. The Commonwealth is taking further steps to strengthen partnership between Title I and DOLI Registered Apprenticeship programs. This will include

making each team aware of the programs offered and providing more coordinated services to businesses.

The DOLI Registered Apprenticeship staff will provide outreach to the LWDB to train/partner with business service teams on the benefits and promotion of apprenticeship as a viable training option for employers. Business service teams will use their training to inform employers about apprenticeship opportunities, and in turn business service team members will forward information from interested employers to DOLI Registered Apprenticeship staff, who will follow-up on the leads to help employers create or expand Registered Apprenticeship programs.

The LWDBs will strengthen and increase its partnership with the DOLI Registered Apprenticeship program through its collaboration with the business services team, the coordination of ITAs with Work Based Learning Programs, working with One-Stop Services team in providing supportive services with clients, and identifying opportunities to engage businesses about Workforce Development Services and Registered Apprenticeships.

Increased Collaboration with Core Programs:

Under the Coordinating Strategies Section of the State Strategy, Virginia stated it will "Employ Relevant and Effective Talent Development Strategies". Effective talent development strategies can take many forms. Virginia will expand, support and engage the business community in supported work-based learning efforts, like registered apprenticeship, on the job training and incumbent worker training.

The state workforce board has established policy (VBWD Policy 404-02) 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. 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. 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.

Provision of additional recruiting, placement, and support services is an area of opportunity to increase collaboration with Registered Apprenticeship. The workforce system can 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.

Virginia will work with the LWDBs to optimize the use of resources (ITA, support services) in implementing Registered Apprenticeships.

Policy:

The state workforce board recently (Dec 2015 and revised April 2017) adopted policy related to the inclusion of apprenticeship sponsors and related instruction on the state's eligible training provider list. This information is provided in the VBWD Policy 404-02, Registered Apprenticeship Programs. This policy provides eligibility criteria and procedures for implementing the Eligible Training Provider (ETP) requirements for the inclusion of Registered Apprenticeship programs in accordance with the Workforce Innovation and Opportunity Act of 2014. This policy is applicable to sponsors of Registered Apprenticeship training services for adults, dislocated workers and other populations as defined by WIOA, Title 1-B. To be included on the states Eligible Training Provider and Program List (ETPL), Registered Apprenticeship program sponsors must initiate interest and submit their Registered Apprenticeship information to the Local Workforce Development Boards. Having Registered Apprenticeship Sponsors on the State's ETPL will increase opportunities for Registered Apprenticeship Programs in the Commonwealth.

Increased Funding Resources:

Virginia has a stated goal of expanding 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 Commonwealth also 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).

Virginia has begun incorporating Registered Apprenticeships into its service strategy via two grants that it has received. 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. 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. These federal grants are opportunities for the Commonwealth to identify best practices and other strategies to incorporate RA into its services. Virginia will facilitate opportunities for these grant recipients to share information on effective strategies for registered apprenticeship development and other promising practices.

Reference:

VBWD Policy 404-02, Registered Apprenticeship Programs, http://www.elevatevirginia.org/wp-content/uploads/2017/04/VBWD-Policy-404-02-Registered-Apprenticeship-Programs.pdf

3. Training Provider Eligibility Procedure

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

The Commonwealth of Virginia maintains procedures for determining training provider initial and continued eligibility, including Registered Apprenticeship programs through several policy and guidance documents located on the Elevate Virginia website's practitioners page (http://www.elevatevirginia.org/practitioners-corner/resources/).

More specifically, the VBWD has issued Policy No. 404-01 Identification of Eligible Training Providers and Policy No. 404-02 Registered Apprenticeship Programs; and the VCCS Title I Administrator has issued the guidance documents Virginia Workforce Letter (VWL) No. 16-06 Change 1: Eligible Training Provider and Programs List under the Workforce Innovation and Opportunity Act (WIOA) of 2014 and Virginia Workforce Letter (VWL) No. 15-01, Change 2.

VBWD Policy No. 404-01 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. VWL No. 16-06 Change 1 provides the procedures and guidelines for determining training provider eligibility effective July 1, 2017. This policy applies to training programs provided by the Eligible Training Provider and Individual Training Account Services supported by WIOA Title I funds. Registered Apprenticeship programs are also addressed in these and other policy documents.

Initial Program Eligibility:

Per VBWD Policy No. 404-01, 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 I 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.

Programs and providers under category 3 will be granted approval, if requested, following confirmation by the Virginia Department of Labor and Industry (DOLI) that the sponsoring employer and apprenticeship related instruction have been recognized by the state and are active and in good standing. VBWD Policy No. 404-02 describes the eligibility criteria and procedures specific to Registered Apprenticeship programs.

Continued Program Eligibility:

Per VBWD Policy No. 404-01 after one full year of eligibility, approved Eligible Training Providers will be required annually to provide basic information for continued eligibility and will submit performance information for participants whose activities were funded through an ITA.

Local Workforce Development Boards that initially accepted application and approved that provider/program will request renewal verification and program performance reporting for providers/programs using a standard statewide template and procedure.

That provided data must be entered by the approving LWDB into the state reporting system to ensure transparency and support informed customer choice in the evaluation and selection of training providers. Providers of training who fail to provide the verification and performance information within 90 days of request will be removed from the state eligible training provider list.

A recognized Registered Apprenticeship program may remain on the ETPL as long as it remains registered and recognized by the Virginia Department of Labor and Industry (DOLI). Annually, the administrator of Title I funds will provide DOLI a list of approved providers in this category and verify the status of apprenticeship program.

Registered Apprenticeship Program:

VBWD Policy No. 404-02 Registered Apprenticeship Programs provides the process for adding Registered Apprenticeship programs to the state eligible training provider list. The Registered Apprenticeship process and supporting documents reflect the automatic eligibility of all approved Registered Apprenticeship programs to be included in the State Eligible Training Provider list.

Registered Apprenticeship program sponsors must initiate interest to be included on the state's Eligible Training Provider List (ETPL). The Virginia Department of Labor and Industry (DOLI) determines RA Sponsors Program eligibility. If DOLI recognizes the program and reports it in good standing, it is automatically included on the list and will remain as long as the program is registered or until the program sponsor notifies the State that it no longer wants to be included on the list.

RA Sponsors who are interested in being on the ETPL shall provide the following information to the LWDB: 1. Date of Registration; 2. Occupations included within the Registered Apprenticeship program; 3. Name and address of the Registered Apprenticeship program sponsor; 4. Name and address of the Related Apprenticeship Education Instruction provider, and the location if different than the program sponsor's address; 5. The method and duration of Related Apprenticeship Education Instruction; 6. The cost of the Related Apprenticeship Education Instruction; and 7. The number of active apprentices in the program

Following the receipt of the Registered Apprenticeship Sponsor information, the LWDB will request, in writing, verification from the DOLI that the program sponsor is active and in good standing. Following that confirmation, the LWDB will

add the Registered Apprenticeship program information to the State ETPL. Programs will remain on the list so long as the entity's registration status remains valid or until a program sponsor requests to have a program removed.

Per VBWD Policy No. 404-02, continued eligibility for Registered Apprenticeships is automatic unless the sponsor of the program no longer wants to be included on the list or the sponsored program is deregistered with the DOLI. Annually, the WIOA Title I program administrator will provide a list of the approved Registered Apprenticeship ETPs to the DOLI for verification of active status and good standing with the agency. DOLI will provide a quarterly report of any Registered Apprenticeship programs that are voluntarily or involuntarily deregistered with the agency to the WIOA Title I administrator. The administrator will notify the local workforce development boards in writing and immediately remove the provider from the state ETP list. Registered Apprenticeship programs are not subject to the state performance requirements.

References:

VWL No. 16-06 Change 1 Eligible Training Provider and Program List under the Workforce Innovation and Opportunity Act (WIOA) of 2014

http://www.elevatevirginia.org/wp-content/uploads/2017/07/VWL-16-06-Change-1-ETPL-7-13-2017Final.pdf

VBWD Policy No. 404-01 Identification of Eligible Training Providers ng

http://www.elevatevirginia.org/wp-content/uploads/2016/12/Policy-404-01-Identification-of-Eligible-Training-Providers-FINALSigned.pdf

VBWD Policy No. 404-02: Registered Apprenticeship Programs

http://www.elevatevirginia.org/wp-content/uploads/2017/04/VBWD-Policy-404-02-Registered-Apprenticeship-Programs.pdf

4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and 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.

Virginia is approaching the Priority of Service for individual Career and Training Services from several perspectives. Using the following conditions for Priority of Service:

134. Veterans and eligible spouses have priority of service for WIOA and other designated job training programs funded in whole or in part by the U.S. Department of Labor.

135. Individualized career and training services must be given on a priority basis, regardless of funding levels, to:

1. **Public Assistance Recipients; or**

2. **Other Low Income Individuals; or**
3. **Individuals who are Basic Skills Deficient.**

136. Applies to the WIOA Title I Adult programs.

Priority is given in the following order:

- **Veterans and eligible spouses who are public assistance recipients, or other low-income individuals or who are basic skills deficient.**
- **Non-covered persons (who are not veterans or eligible spouses) who are in the priority groups for Title I WIOA Title I Adult funds.**
- **Veterans and eligible spouses who are not included in the WIOA's priority groups.**
- **Priority populations established by the Governor/ or Local Workforce Development Boards.**
- **Non-covered persons outside the groups given priority under WIOA.**

The VCCS WDS Monitoring Group as part of the annual reviews of local workforce development areas will review locally developed Priority of Service policies and the implementation of the local policies. VCCS will develop additional program guidance on Priority of Service and will provide training to local workforce development areas and their service provider on a regular basis. In addition, VCCS WIOA Title I staff is developing a Local Area Quarterly Report Card that contains participant information on the progress in implementing the Priority of Service directives.

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

A Virginia Workforce Letter on Local Area WIOA Funds Transfer Procedures was issued in September 2016. This administrative guidance describes the procedure for initiating a request to transfer funds, up to 100%, between the adult and dislocated worker streams under a particular allocation cycle by Local Workforce Development Boards.

For purposes of the WIOA, LWDBs must submit on letterhead a written or electronic request to transfer funds between the adult and dislocated worker streams to Workforce Development Services of the Virginia Community College System (VCCS) for administrative review and approval on behalf of the Governor. Requests must be submitted to the WIOA Title I Administrator. The VCCS will communicate its determination on the request within 10 business days of receipt of the request.

Transfer requests must include:

- **WIOA program year affected,**
- **Amount of the proposed transfer, and**

- **An impact analysis indicating the anticipated impact to the program from which funds are being moved and to the program which will receive the funds.**

The impact analysis shall include 1) expenditures for the adult and dislocated worker programs for each of the last three years, 2) the number of adult and dislocated worker participants in each program for the last three years, 3) a narrative describing how the receiving program participants will benefit from the transfer as well as how the impact on the contributing program will be mitigated, including how the remaining participants will be served, and 4) an impact analysis statement by the LWDB indicating that the LWDB has assessed the potential program impacts of the transfer request prior to submission to the WIOA Title I Administrator.

In order to make a determination, the VCCS will also review the LWDB's most recent Monthly Expenditure Detail Report (MEDR) for the program year to confirm that sufficient unobligated funds in the source stream are available to fund the requested transfer.

Approved transfers will result in the requesting LWDB receiving a signed Transfer Authorization from the VCCS. The Authorization does not result in an actual change in the allocation by stream in the original Notice of Obligation. Authorization of transfers and transfer-funded expenditures to date shall be reported by the LWDB on subsequent WIOA Monthly Expenditure Detail Reports (MEDR) for the applicable program year.

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 or contracts 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 or contracts.*

*** Sec. 102(b)(2)(D)(i)(V)**

The Commonwealth will develop criteria to be used for the 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. 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.

Local areas are required to include youth service provider procurement criteria in their local plans. Criteria for selecting youth providers are described in TEGL 21-16, page 11: Competitive Procurement. To ensure quality, job-driven training programs are available for youth, Local Areas are also required to include criteria to be used in procuring youth training programs in their local plans, taking into consideration:

- **If the training program is related to an in-demand occupation, or career pathways identified in the state and local plans; and**
- **If the training program results in a recognized credential.**

2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

The Workforce Innovation and Opportunity Act (WIOA) defines the approach that the Nation's workforce should take in providing services to the out-of-school youth population. The seventy-five percent expenditure requirement related to services to the out-of-school youth population is part of the national strategy to address the needs of this population. Further, the U.S. Department of Labor has been emphasizing this shift since the inception of the Workforce Investment Act in 1998.

With WIOA increasing the out-of-school youth (OSY) expenditure requirement to seventy-five percent, there is a tremendous shift in resources to address the needs of this population. Due to the major shift in resources, a strategy the state will use to achieve improved outcomes for OSY is to establish a committee or work group at the state level focused on youth engagement and employment. One of the priorities or goals of this group will be to align core programs and leverage resources among core partners (such as the Department of Education, Department of Social Services) for OSY. In addition, this committee will identify strategies that can be implemented at the state and local level focusing on identifying OSY, enrolling OSY in program services and improving overall outcomes for OSY. For example, this committee will identify outreach and engagement strategies for opportunity youth, also known as disconnected youth and young adults that will result in recommendations around co-enrollment, partnerships, career pathways/sector strategies, retention, and performance measures.

In addition to the state level committee/workgroup, it is highly recommended that the local WDBs are to develop and adopt strategies to effectively serve their youth

population. These strategies are to include recruitment, outreach, and engagement of youth. The State's recommendation is that the local workforce development board will take into consideration the youth standing committee whose activities may include but are not limited to the following:

- **Provide information and assisting with planning, operational oversight, and other issues relating to the provision of services to youth.**
- **Recommend policy direction to the local board for the design, development, and implementation of programs that benefit all youth.**
- **Recommend the design of a comprehensive community workforce development system.**
- **Recommend ways to leverage resources and coordinate services among schools, public programs, and community-based organizations serving youth.**
- **Recommend ways to coordinate youth services and recommend eligible youth service providers.**
- **Provide on-going leadership and support for continuous quality improvement for local youth programs.**

The out-of-school youth population is different from the adult and dislocated worker population; and traditional strategies and service models may not be the solution to the needs of this group. Therefore the use of different assessment tools to improve the service decision process will assist local service providers in selecting the best path for the youth to follow. Customer engagement with a human centered design is critical to the success in attaining outcomes. Making the services and the delivery of those services relevant to the individual customer will enhance the overall success of the programs in attaining the WIOA performance outcomes.

This will mean working closely with youth organizations that serve runaways and homeless youth, pregnant and parenting youth, subjects of the adult or juvenile justice system, including Virginia Department of Corrections, juvenile justice and juvenile probation, foster care partners, and organizations that provide services to youth with disabilities. The State will be able to focus on serving youth most in need, and services provided will increase outcomes for these disconnected youth and young adults. These actions will increase referrals to and from the YouthBuild program and Adult Education programs.

Utilizing the fourteen program elements will provide a structure for youth programs to support customers in the attainment of their individual goals as well as WIOA program outcomes. During the assessment process, case managers should be planning the services that the customer needs, based on the assessment and eligibility processes, as well as how does the individual service plan support the attainment of the youth specific performance outcomes.

A structured and technical assistance process, where programs, performance, reporting in information system support will be provided on an ongoing basis by the State. There will be a training process to engage providers and State staff to

reinforce program goals and outcomes; and to encourage State and local collaboration to improve services and the associated program outcomes.

The State will continue to develop guidance and policy that enhances the service delivery and does not restrict local innovation, while still maintaining program integrity. The overall strategy for the state to improve outcomes for the youth is still under development and will be submitted when completed.

3. Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element.*

*** Sec. 102(b)(2)(D)(i)(I)**

The following fourteen program elements must be provided by each Local areas or made available through local area community partner organizations:

(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 above Youth Program elements will be an integral part of the LWDA Local Plan, the Youth Request for Proposal (RFP) process and 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.

The state will provide guidance to the local areas on pre-apprenticeship and the program design under the work experience component. As discussed in 20 CFR § 681.480, pre-apprenticeship training will be designed to prepare the local area to develop pre-apprenticeships programs that will prepare youth to enter and succeed in a registered apprenticeship program. Through this guidance, the state will ensure the local area understands the components of a registered apprenticeship program that includes the following elements: (a) training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved; (b) access to educational and career counseling and other supportive services, directly or indirectly; (c) hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career; (d) opportunities to attain at least one industry-recognized credential; and (e) a partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

4. 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). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.

State policy has been revised to provide language for youth requiring additional assistance to enter or complete an education program, or to secure and hold employment (VWL 16-11, Youth in Need of Additional Assistance Requirements and In School Youth 5% Limitation Barrier). VWL 16-11 requires each LWDA to define the eligibility criterion "requires additional assistance to complete an educational program or to secure or hold employment" in the LWDA's local plan and in local policies. Flexibility for LWDAs is required to ensure that program delivery is adapted to local needs addressing 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 additional requirements would need to be documented in the Youth Service Plan.

State guidance 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 the following VWLs:

- **VWL 15-02, Attachment C, WIOA Youth eligibility. See http://www.elevatevirginia.org/wp-content/uploads/2014/04/postVWL-15-02-WIOA-Youth-Eligibility-Attachment-C-UPDATED-10-27-2015.docx.pdf**
- **VWL 16-11 Youth in Need of Additional Assistance Requirements and In School Youth 5% Limitation Barrier http://www.elevatevirginia.org/wp-content/uploads/2017/03/VWL-16-11-Youth-in-Need-of-Additional-Assistance-5-Limitation-Barrier.pdf**

5. 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 and provide the state policy for determining whether a youth is attending or not attending school.

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 http://www.doe.virginia.gov/students_parents/private_home/home_instruction/compulsory_attendance_statutes.pdf. In addition, consult VAC 20-81-10 for information on age of eligibility for children with disabilities. http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va_guidance.pdf

For WIOA purposes and specified in Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i), attending school applies to both secondary and postsecondary school and individuals who are participating in Adult Education program. Job Corps and YouthBuild are not considered to be attending school.

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…. http://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-254.1/

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 has been made to incorporate this state guidance into existing eligibility policy documents. See VWL 15-02, Attachment C, WIOA Youth eligibility.

http://www.elevatevirginia.org/wp-content/uploads/2014/04/postVWL-15-02-WIOA-Youth-Eligibility-Attachment-C-UPDATED-10-27-2015.docx.pdf

6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an 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. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

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 8th 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).

d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

2. The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

3. A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)

Not Applicable

4. A description of the roles and resource contributions of the one-stop partners.

5. The competitive process used to award the subgrants and contracts for title I activities.

6. How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.

7. How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

8. Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.

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:

1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

4. Describes how the waiver will align with the Department's policy priorities, such as:

YYYYYY. supporting employer engagement;
ZZZZZZ. connecting education and training strategies;
AAAAAAA. supporting work-based learning;
BBBBBBB. improving job and career results, and
CCCCCCC. other guidance issued by the Department.

5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

6. Describes the processes used to:

DDDDDDD. Monitor the progress in implementing the waiver;
EEEEEEE. Provide notice to any local board affected by the waiver;
FFFFFFF. Provide any local board affected by the waiver an opportunity to comment on the request;
GGGGGGG. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
HHHHHHH. Collect and report information about waiver outcomes in the State's WIOA Annual Report

7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

None at this time

Title I-B Assurances

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes

2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. No

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. Yes

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes

9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

Program-Specific Requirements for Wagner-Peyser Program (Employment Services)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

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.

2. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program, and the

training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

Almost all Unemployment Insurance claims in Virginia are received by telephone (24%) and internet (75%) by VEC employees who receive regular training. These claims are processed by VEC employees who receive regular training. The Unemployment Insurance (UI) Division is committed to working with One Stop and Call Center staff to highlight prominent UI eligibility and qualification issues, and to keep staff apprised of the most efficient mechanisms in which to file 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.

Individuals may file claims via telephone by calling the customer contact center or online through the Virginia Workforce Connection, which seamlessly integrates the initial claims filing, the weekly claim certification, the Wagner-Peyser registration and the WIOA application processes. Information collected for any one of these processes is available to subsequent processes so that claimants do not need to "re-key" the same information multiple times.

Assistance is available through dedicated phone lines connecting directly with the customer contact center, an online chat feature and/or center staff assisting claimants using computers in each center's resource room.

When large groups of workers are impacted, the Rapid Response team, the Trade team and/or VEC staff provide "how to file your claim" information and demonstration sessions. VEC staff is available to work with claimants with specific assistance needs and may use the language line to assist non-English speaking claimants or TTY equipment to assist claimants that are deaf.

c. Describe the state's strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.

The Commonwealth uses multiple strategies to connect UI claimants and unemployed individuals to the workforce system for provision of reemployment

services, including Rapid Response activities, the RESEA program, the Trade program and the Jobs for Veterans State Grant.

Administered jointly by the Virginia Employment Commission (VEC) and Virginia's Community College System (VCCS), Rapid Response activities provide the earliest intervention for workers and businesses experiencing mass layoffs. The VCCS responsible for layoff aversion, and the VEC provides unemployment and re-employment services to workers who are laid off.

The Reemployment Services and Eligibility Assessment (RESEA) program identifies claimants exiting the military (UCX claimants) and claimants determined by the WPRS model as "most likely to exhaust." This early intervention strategy identifies and claimants within the first five weeks of their claim and schedules them for an initial RESEA session by the seventh week of their claim.

RESEA participants must report to the workforce center in person where they receive a review of their UI rights and responsibilities, an orientation to the workforce system and services available and labor market information relevant to their career choices, assistance completing their job service registration and locating suitable jobs through the Virginia Workforce Connection job matching (labor exchange) system, a UI Eligibility Assessment and review of the work search. Additional reemployment services, such as resume development and job search skills development (interviewing, networking, etc.) will be available based on each claimant's needs, along with referrals to training and supportive services as detailed in each claimant's reemployment plan.

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 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),3 and other eligible spouses as defined in 38 U.S.C. 4101(5),4 and to perform outreach to employers. JVSG funds pay for Disabled Veterans Outreach Program (DVOP) Specialists and s Local Veterans Employment Representatives (LVER) staff positions.

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:

1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

• 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;

When individuals file a UI claim, an electronic interface queries the Virginia Workforce Connection system and either updates the existing Wagner-Peyser registration (active accounts) or creates a new Wagner-Peyser registration (inactive and new accounts).

Claimants filing by phone are verbally advised to visit the Virginia Workforce Connection to complete and/or update their registration. Claimants filing online are directed to the "My Reemployment Strategy" page upon completion of the initial claim or weekly claim certification.

2. Registration of UI claimants with the State's employment service if required by State law;

Registration in this labor exchange of UI claimants is required by law with an additional report of work search provided weekly.

3. 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

• 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;

Administration of the work test and eligibility assessments are required components of each initial RESEA session and follow up session. The recent integration of the claims taking and weekly certification processes within the Virginia Workforce Connection gives the Commonwealth the foundation needed to expand these activities beyond the RESEA program.

Upon completion of the weekly certification process, claimants are directed to the "My Reemployment Strategy" page in Virginia Workforce Connection. This page identifies the number of job openings matching the claimant's desired occupation and recommends the number of applications to be completed based on the number of openings available.

In addition to the self-service job finding and placement services claimants access through their "My Reemployment Strategy" pages, workforce center business services staff match claimants to open jobs, conduct in-center hiring events and job fairs and refer claimants when working to meet specific employer's recruitment needs.

4. Provision of referrals to and application assistance for training and education programs and resources.

The partners receiving the referrals will perform the appropriate assessment to determine the specific route to obtain the skills needed.

Wagner Peyser staff will assist each UI claimant to ensure that their background, skills and interest information in the Virginia Workforce Connection are filled in completely. The staffed resource rooms in each of the one stop locations are available to assist those who need help and who need access to the Virginia Workforce Connection to find suitable employment. WP staff will determine the level of skills for each UI claimant (based on the information provided on their VWC record) to determine their employability. Depending on their marketability to open jobs in the Virginia Workforce Connection, WP staff will match them accordingly and/or offer various job fair opportunities to those individuals.

If there are no jobs available to match the skills of those UI claimants, they will be referred to appropriate partner agencies within the one stop center, including, but not limited WIOA Title I (Adult and Dislocated Worker), JVSG, Vocational Rehabilitation, and Adult Education. These partner programs are designed to determine other routes available to these UI claimants to obtain the skills needed in order to become competitive in demand-driven occupations.

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include--

1. Assessment of Need

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

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.

A. An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.

The top five labor intensive crops in Virginia are tobacco, apples, vegetables, Christmas trees and nursery stock. Tobacco is grown throughout Southside Virginia, apples are concentrated in the Shenandoah Valley and down the I-81 corridor, vegetables including tomatoes, are grown in large quantities on the Eastern Shore and in the Northern Neck, Christmas trees dominate in Southwest Virginia and nursery stock is grown in many areas across the state. The following tables list the agricultural activity and MSFW employment throughout the nine federally-designated crop reporting areas of the Commonwealth. Projections of

major labor intensive crop activity and MSFW availability have been indicated by location and crop.

EASTERN SHORE (ONLEY)

Crop Activity Period Total Employment MSFW Employment Labor Shortage Crop Changes MSFW Availability Tomatoes Apr-Oct 1710 1475 Yes Decrease Decrease Nursery Mar-Jun 300 270 Yes Stable Decrease Potatoes May-Jul 75 75 No Stable Stable Grapes Jul-Oct 30 30 No Stable Stable Aquaculture Mar-Oct 120 120 No Stable Stable

NORTHERN NECK (FREDERICKSBURG)

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 300 232 Yes Stable Stable Tobacco Apr-Nov 71 11 Yes Stable Stable Nursery Feb-Dec 60 60 No Decrease Decrease Peaches Apr-Aug 60 60 No Stable Stable Grapes Mar-Oct 30 30 No Stable Stable Vegetables Apr-Oct 40 27 No Decrease Decrease

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 235 150 Yes Stable Stable Melons Apr-July 75 75 No Stable Stable Grain Mar-Aug 75 55 Yes Stable Stable Sod Mar-Oct 40 20 Yes Stable Stable

SHENANDOAH VALLEY (WINCHESTER)

Crop Activity Period Total Employment MSFW Employment Labor Shortage Crop Changes MSFW Availability Apples July-Nov 812 196 Yes Stable Decrease Nursery Feb-Dec 246 216 Yes Increase Stable Grapes Aug-Oct 115 113 Yes Increase Decrease Peaches July-Sept 29 29 No Decrease Stable Vegetables Mar-Nov 105 41 Yes Increase Stable Peaches Jul-Sept 54 54 No Stable Stable Sod Feb-Nov 20 20 No Stable Stable

SHENANDOAH VALLEY (CHARLOTTESVILLE) Crop Activity Period Total Employment MSFW Employment Labor Shortage Crop Changes MSFW Availability Apples Sept-Nov 329 139 Yes Increase Decrease Peaches/ Nectarines July-Aug 198 75 Yes Stable Stable Nursery Oct-Jul 454 345 Yes Increase Decrease Vegetables May-Oct 20 20 No Stable Stable Grapes Aug-Oct 390 208 No Increase Decrease

SOUTHSIDE (SOUTH HILL)

Crop Activity Period Total Employment MSFW Employment Labor Shortage Crop Changes MSFW Availability Tobacco Mar-Nov 1675 650 Yes Stable 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

SOUTHSIDE (DANVILLE)

Crop Activity Period Total Employment MSFW Employment Labor Shortage Crop Changes MSFW Availability Tobacco April-Oct 1209 430 Yes Stable Stable Vegetable June-Aug 39 10 Yes Stable Stable Nursery Feb-Aug 60 60 No Stable Stable Apples Aug-Oct 50 25 Yes Increase Stable Sod Mar-Sept 14 4 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 Apples (Tree Fruits) June-Oct 150 100 No Stable Stable Tobacco May-Dec 50 50 No Decrease Decrease Nursery Mar-Oct 40 30 Yes Increase Stable Berries May-Aug 20 15 Yes Increase Stable

Summary of agricultural employers' needs in Virginia. Employer needs in Virginia vary by crop and location. In flue-cured tobacco, employers use a large H-2A workforce, primarily from Mexico. There is also a heavy concentration of H-2A workers in apples throughout the Shenandoah Valley and Piedmont region. The H-2A workforce in apples is made up of workers from Jamaica and Haiti, but over the past five years the number of H-2A workers from Mexico and Central America has increased significantly. The Eastern Shore and Northern Neck have large concentrations of migrant and seasonal farmworkers, many of Hispanic origins. However, over the past few years, some large employers in those areas have started to turn to the H-2A program to supplement their MSFW workforce, bringing in workers from Mexico. In Southwest Virginia, there are also large numbers of migrant and seasonal workers in Christmas trees, vegetables and burley tobacco. The nursery employers use both H-2A workers and migrant and seasonal farmworkers and are scattered across the state. The tables above detail agricultural activities in the 9 crop reporting areas of the Commonwealth.

B. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

Migrant and Seasonal Farmworkers face many challenges and barriers in relation to employment. They frequently find themselves unemployed or under-employed and many live in poverty. When they do have employment, they are often required to work long hours at labor intensive and physically demanding jobs for little pay.

According to Bureau of Labor Statistics data, agriculture is one of the most dangerous of industries. Most farmworkers do not have health insurance and often have limited access to adequate healthcare. It is estimated that at least 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 distant and remote places where housing is often expensive, over-crowded, and can be unsafe. Migrant families frequently struggle to find suitable, affordable childcare, and many migrant children suffer due to a lack of continuity in school. In order to address the many issues faced by migrant and seasonal farmworkers in Virginia, the Governor has established through the Employment Stabilization section of the Virginia Unemployment Compensation Act, an Interagency Migrant Worker Policy Committee. This committee, which is administered by the Virginia Employment Commission and chaired by the VEC Commissioner, is comprised of representatives from appropriate state agencies whose services and jurisdictions involve migrant and seasonal farmworkers and their employees. In Virginia, a large proportion of MSFWs are of Hispanic origin (Mexico and Central America) and speak only Spanish or in some cases, Central American Indian dialects. There are significant numbers of Haitian workers who speak Creole, Jamaicans, and there are still a number of Caucasian and African American seasonal workers in rural areas across the state.

2. Outreach Activities

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

For PY 17-18 the Virginia Employment Commission will utilize one full-time Farm Placement Specialist (FPS) in the local offices of Bristol, Charlottesville, Lynchburg, Petersburg, Emporia, Fredericksburg and Winchester. The Eastern Shore Local Office will use two full-time, bi-lingual Farm Placement Specialists, for a total of nine full-time Farm Placement Specialists. As the season develops, local office staff will conduct outreach activities. The State Monitor Advocate, in the course of visits to areas where MSFWs live and work, may also conduct outreach. Both the Eastern Shore and Winchester local offices, as MSFW significant local offices, utilize the Farm Placement Specialists full-time for outreach duties during the peak of the season. The outreach activities will be handled in accordance with the outline described herein.

To augment the VEC outreach efforts, staff from the State's WIA 167 Grantee, Telamon, under an interagency cooperative agreement, will supplement the agency's efforts to contact a majority of the MSFWs in Virginia during the peak of the agricultural season. The Map below shows the Virginia Employment Commission’s Agricultural Outreach Service Areas.

PY 16-20 OUTREACH PLAN SERVICE AREAS

BRISTOL OUTREACH SERVICE AREA

FARM PLACEMENT SPECIALIST- DEBORAH JOHNSTON, Deborah.Johnston@vec.virginia.gov OFFICIAL STATION-BRISTOL LOCAL OFFICE 200 Bob Morrison Blvd. Suite 100 Bristol, VA, 24201

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 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, Greene, Louisa, Madison, Nelson, Orange.

EASTERN SHORE OUTREACH SERVICE AREA **Federally Designated Significant, Bi-lingual Office**

FARM PLACEMENT SPECIALIST- LUIS ECHEVARRIA, 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, Northampton.

EMPORIA OUTREACH SERVICE AREA

FARM PLACEMENT SPECIALIST— EVE BAGLEY, eve.bagley@vec.virginia.gov OFFICIAL STATION-EMPORIA LOCAL OFFICE 1300 Greensville County Circle, Suite C Emporia, VA, 23847

CELL: (434) 774-6864 PHONE: (434)-634-2326 FAX: (434)-634-9943

COUNTIES: Amelia, Appomattox, Brunswick, Cumberland, Greensville, Lunenburg, Mecklenburg, Nottoway, Powhatan, Prince Edward.

FREDERICKSBURG OUTREACH SERVICE AREA FARM PLACEMENT SPECIALIST-SORAYA BUCKNER, soraya.buckner@vec.virginia.gov OFFICIAL STATION-FREDERICKSURG LOCAL OFFICE 10304 Spotsylvania Avenue, Suite 100 Fredericksburg, VA 22408

CELL: (757) 709-5218 PHONE: (540) 322-5757 FAX: (540) 891-4139

COUNTIES: Caroline, Essex, Gloucester, Lancaster, King and Queen, King George, King William, Mathews, Middlesex, Northumberland, Richmond, Spotsylvania, Stafford, Westmoreland.

LYNCHBURG OUTREACH SERVICE AREA

FARM PLACEMENT SPECIALIST- FRED MENDEZ, 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, Charlotte, Craig, Franklin, Halifax, Henry, Patrick, Pittsylvania, Roanoke.

PETERSBURG OUTREACH SERVICE AREA

FARM PLACEMENT SPECIALIST-MARLENE LARIOS, marlene.larios@vec.virginia.gov OFFICIAL STATION- PETERSBURG LOCAL OFFICE 22 w. Washington Street Petersburg, VA, 23803 CELL: (804) 720-5009 PHONE: (804) 862-6155 COUNTIES: Charles City, Chesterfield, Dinwiddie, Goochland, Hanover, Henrico, Isle of Wright, James City, New Kent, Prince George, Southampton, Sussex, Surry, York, Chesapeake, Suffolk, Virginia Beach, Norfolk.

WINCHESTER OUTREACH SERVICE AREA **Federally Designated Significant Bi-Lingual Office

FARM PLACEMENT SPECIALIST-KENIA BROOKS, kenia.brooks@vec.virginia.gov OFFICIAL STATION- WINCHESTER LOCAL OFFICE 419 N. Cameron Street, 2nd Floor Winchester, VA, 22601 CELL: (540) 532-6532 PHONE: (540) 722-3447 540 (540) 722-3418 COUNTIES: Augusta, Bath, Clarke, Fairfax, Fauquier, Frederick, Highland, Loudoun, Page, Prince William, Rappahannock, Rockbridge, Rockingham, Shenandoah, Warren.

Numerical Goals: During PY 17, 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 staff day. Actual VEC minimum staff contacts are listed below by individual local office. Also included is the state total outreach goal for PY 17. VIRGINIA EMPLOYMENT COMMISSION MSFW OUTREACH GOALS BY OFFICE PY 17 OFFICE PEAK SEASONAL PEAK MIGRANT PEAK TOTAL OUTREACH GOAL BRISTOL 675 610 1285 424 CHARLOTTESVILLE 534 75 609 201 EASTERN SHORE 445 1435 1880 621 FREDERICKSBURG 623 263 886 293 LYNCHBURG 397 143 540 179 PETERSBURG 468 184 652 216 EMPORIA 258 218 476 158 WINCHESTER 385 220 605 200 STATE 3785 3148 6933 2288

The WIA 167 Grantee, Telamon Corporation, under a cooperative agreement, will supplement the VEC outreach with approximately 1,300 MSFW contacts. Joint outreach activities may be arranged and conducted when possible. For PY 17, Telamon Corporation, and any other individual or organization, will be able to find VEC services to MSFWs listed on the agency web site at www.vec.virginia.gov and

search for employment opportunities through the Virginia Workforce Connection found at 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. This technological capability exposes MSFWs to more employment opportunities and they are better informed about the labor market. Through the self-service system now available, or with the assistance of Telamon Corporation staff, MSFWs can be registered for employment services before they even visit one of the VEC local offices. Joint collaboration, team building and staff training will ensure that MSFWs within the Commonwealth have full access to WIOA and Wagner-Peyser services. Personal meetings at any one-stop location can be facilitated by contacting FPS staff directly.

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 and with 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. In order to better assist MSFWs, we intend to strengthen current partnership agreements or develop them. Proposed Outreach Activities (20 CFR 653.107)

All VEC staff assigned responsibilities for MSFW outreach use a similar variety of techniques. Personal contact with at least one-third of the estimated peak number of MSFWs (as it develops during the growing season) is the primary outreach technique. Depending on the local circumstances, which include consideration of employer and MSFW preferences, outreach contacts may occur in agricultural fields during the work day. However, many MSFWs, especially those working on piece rate, prefer to continue to work rather than stopping to talk with an outreach worker. In that situation, VEC staff will meet with MSFWs during lunch or after work at their living quarters. During these meetings, VEC staff, in a language appropriate for the MSFW, present information on the services available from the local office and one-stop. They use written handout materials, which are specific for each location. These handouts contain a full listing of various partners, social service agencies, organizations and special groups with an interest in serving MSFW needs. The Farm Placement Specialist provides outreach materials in a language that the MSFWs in their area can understand. VEC outreach workers describe in detail farmworker rights and responsibilities and may also take complaints from MSFWs. The job service complaint system is fully described and business cards are provided to MSFWs with contact information for the Farm Placement Specialists and the State Monitor Advocate, who is responsible for the operation of the VEC's Job Service Complaint system at the state level. In all cases, outreach contacts are used to explain the benefits of coming into the local office to receive the full range of employment services available. These services include referrals to agricultural and nonagricultural jobs; information on training and supportive services with special emphasis on services available through Telamon Corporation, as well as career guidance, and job development services and partner services that are available at

one stop locations. Occasionally, VEC Farm Placement Specialist staff partner and conduct joint outreach with Telamon staff.

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 as appropriate.

B. Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

Staff training is an on-going process. Initial training for new Farm Placement Specialists staff serving in Virginia Workforce Centers has been and will continue to be conducted on outreach, the Job Service Complaint System, MSFW definitions, farmworker rights, working with partners and organizations who serve MSFWs, other regulatory requirements, and the Agricultural Recruitment System. All FPS staff are required to have a general knowledge and awareness across all core programs, including the unemployment insurance program. Internal training is provided both in person and through web-based and teleconferencing. Professional development opportunities are offered on an ongoing basis. 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 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. Technical assistance is available to all workforce centers on the JS Complaint system, the Agricultural Recruitment System and MSFW applications and services. The Virginia Employment Commission has also recently instituted Video Conferencing as an innovative training platform on a statewide basis. Formal training sessions are conducted, recorded and shared with agency staff and made available to One Stop partners and others as deemed appropriate.

C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

All FPS staff are required to have a general knowledge and awareness across all core programs, including the unemployment insurance program. They are initially trained as Workforce Services Representatives and are required to participate in all training activities that address core programs and basic unemployment insurance fundamentals. Internal training is provided both in person and through web-based and teleconferencing. Professional development opportunities are offered on an ongoing basis. 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 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. Technical assistance is available to all workforce centers on the JS Complaint system, the Agricultural Recruitment System and MSFW applications and services. The Virginia Employment Commission has also recently instituted Video Conferencing as an innovative training platform on a statewide basis. Formal training sessions are conducted, recorded and shared with agency staff and made available to One Stop partners and others as deemed appropriate.

D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

Professional development opportunities are offered on an ongoing basis. Additional training for selected staff, including local office and regional management, will be provided through attendance at regional training sessions conducted by VEC Training Consultants and Human Resources Staff, The Agency Equal Opportunity Officer, the State Monitor Advocate and the Foreign Labor Certification Manager.

E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

The WIA 167 Grantee, Telamon Corporation, under a cooperative agreement, will supplement the VEC outreach with approximately 1,300 MSFW contacts. Joint outreach activities may be arranged and conducted when possible. For PY 17, Telamon Corporation, and any other individual or organization, will be able to find VEC services to MSFWs listed on the agency web site at www.vec.virginia.gov and search for employment opportunities through the Virginia Workforce Connection found at 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. This technological capability exposes MSFWs to more

employment opportunities and they are better informed about the labor market. Through the self-service system now available, or with the assistance of Telamon Corporation staff, MSFWs can be registered for employment services before they even visit one of the VEC local offices. Joint collaboration, team building and staff training will ensure that MSFWs within the Commonwealth have full access to WIOA and Wagner-Peyser services. Personal meetings at any one-stop location can be facilitated by contacting FPS staff directly.

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 and with 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. In order to better assist MSFWs, we intend to strengthen current partnership agreements or develop them.

At the state level, the Governor has formed a MSFW interagency policy committee to coordinate overall services to MSFWs in Virginia. This committee, which meets quarterly, brings together agencies, including the VEC and Telamon, which serve the needs of MSFWs. Within this forum and by way of relationships developed as a result, substantial coordination is provided in order to respond to the local needs of MSFWs and agricultural employers.

3. Services provided to farmworkers and agricultural employers through the one-stop delivery system.

Describe the State agency's proposed strategies for:

A. Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

clxv. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;

clxvi. How the State serves agricultural employers and how it intends to improve such services.

The VEC will meet the minimum 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 MSFWs receiving job development In addition, as a significant MSFW state, at least four of the seven minimum service indicators listed below will be accomplished:

MSFWs placed 42.5% MSFWs placed .50 above minimum wage 14.0% MSFWs placed in long-term non-ag jobs 5.2% MSFW significant local offices reviewed 100.0% Field Checks conducted where JS placements were made 25.0% MSFWs

receiving outreach contact 5 per SDW Complaints remaining unresolved more than 45 days (Unless pending enforcement agency action or hearing)

Job Services Provided to Agricultural Employers • Approximately 4,400 agricultural job openings are expected. • Approximately 150 agricultural job orders are expected to be placed in the Virginia Workforce Connection System. • Approximately 115 interstate clearance orders (H-2A) are expected to be filed. • Approximately 3,800 H-2A job openings are expected. • Approximately 20 U.S. workers will be referred to H-2A job openings. • FPS and Agricultural Services Staff will be more engaged in job development efforts.

The VEC maintains an Agricultural and Foreign Labor Services Unit with a professional staff that coordinates all phases of the agency effort to provide job services to agricultural employers. Nine VEC Farm Placement Specialists are located in eight local offices to serve agricultural employers throughout the Commonwealth. They all work very closely with the state's major grower associations, the Virginia State Horticultural Society, the Virginia Cooperative Extension Service, Virginia Polytechnic Institute and State University, the Farm Bureau, the Virginia Department of Agricultural and Consumer Services, and other interested agencies. One of the objectives of these working relationships is to disseminate information to agricultural 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 the following topics: o Immigration Reform and Control Act (IRCA) of 1986 o Migrant and Seasonal Agricultural Worker Protection Act o Agricultural Recruitment System (ARS) o Farm Labor Contractor Registration o Fair Labor Standards Act (FLSA) o Child Labor Laws and Pesticide Safety o Agricultural Alien Labor Certifications (H-2A Program) o Unemployment Insurance for Agricultural Workers For PY 17, the Agriculture and Foreign Labor Services Unit will conduct several presentations and attend agricultural events around the state. During these meetings, potential agricultural employers are often identified and their need for MSFW labor discussed. The Unit will also attend several grower association conferences and trade shows to disseminate information to employers and plans to attend VA Cooperative Extension grower meetings. On a more technical level, the VEC uses various procedures to match agricultural employers and U.S. workers. During PY 17, the VEC will use the internet-based Virginia Workforce Connection System for matching jobseekers and employers. This system provides for staff assistance as needed, but also allows both jobseekers and employers to create their own files and find each other. Agricultural job orders, to include H-2A job orders, may be created by employers with final oversight by VEC Agriculture and Foreign Labor Services staff. As a result of the internet-based system, we have created a much wider dissemination of all agricultural job orders. This increase in access promotes the employment of U.S. workers in Virginia agriculture. Additional resources include the use of the 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. The VEC has a "Home Page" on the Internet, found at: www.vec.virginia.gov. This site contains a State Monitor Advocate Section and an Agriculture and Foreign Labor Services Section which has many useful forms, publications and links, a list of the Agricultural Services Staff, copies of active H-2A job orders and information of interest to Agricultural Employers and MSFWs. There are also links to Telamon and to other resources to assist farmworkers and agricultural employers. Organizations serving farmworkers may access these sites and make appropriate information available to job seekers. At the state level, the Governor has formed a MSFW interagency policy committee to coordinate overall services to MSFWs in Virginia. This committee, which meets quarterly, brings together agencies, including the VEC and Telamon, which serve the needs of MSFWs. Within this forum and by way of relationships developed as a result, substantial coordination is provided in order to respond to the local needs of MSFWs and agricultural employers. Virginia continues to be a significant user of the H-2A program. Although some agricultural employers have reduced the number of workers they need in certain crops, they continue to diversify in the varieties of crops grown. We continue to strive to match qualified workers to agricultural openings in Virginia, but this continues to be difficult due to the diminishing migrant population. We hope to expand the use of the Virginia Workforce System among agricultural employers and workers alike to better match applicants with job openings.

B. Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

All VEC staff assigned responsibilities for MSFW outreach are specifically trained on the employment service complaint system and describe it in detail to both MSFWs contacted during outreach and in the one-stop offices and to farmworker advocacy groups as needed. Personal contact with at least one-third of the estimated peak number of MSFWs (as it develops during the growing season) is the primary outreach technique. Depending on the local circumstances, which include consideration of employer and MSFW preferences, outreach contacts may occur in agricultural fields during the work day. However, many MSFWs, especially those working on piece rate, prefer to continue to work rather than stopping to talk with an outreach worker. In that situation, VEC staff will meet with MSFWs during lunch or after work at their living quarters. During these meetings, VEC staff, in a language appropriate for the MSFW, present information on the services available from the local office and one-stop. They use written handout materials, which are specific for each location. These handouts contain a full listing of various partners, social service agencies, organizations and special groups with an interest in serving MSFW needs. The Farm Placement Specialist provides outreach materials in a language that the MSFWs in their area can understand. VEC outreach workers describe in detail farmworker rights and responsibilities and may also take complaints from MSFWs. The employment service complaint system is fully described and business cards are provided to MSFWs with contact information for the Farm Placement Specialists and the State Monitor Advocate, who is responsible for the operation of the VEC's Employment Service Complaint system at the state

level. In all cases, outreach contacts are used to explain the benefits of coming into the local office to receive the full range of services available. These services include referrals to agricultural and nonagricultural jobs; information on training and supportive services with special emphasis on services available through Telamon Corporation, as well as career guidance, and job development services and partner services that are available at one stop locations.

C. Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

The VEC maintains an Agricultural and Foreign Labor Services Unit with a professional staff that coordinates all phases of the agency effort to provide job services to agricultural employers. Eight VEC Farm Placement Specialists are located in seven local offices to serve agricultural employers throughout the Commonwealth. They all work very closely with the state's major grower associations, the Virginia State Horticultural Society, the Virginia Cooperative Extension Service, Virginia Polytechnic Institute and State University, the Farm Bureau, the Virginia Department of Agricultural and Consumer Services, and other interested agencies. One of the objectives of these working relationships is to disseminate information to agricultural 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 the following topics: o Immigration Reform and Control Act (IRCA) of 1986 o Migrant and Seasonal Agricultural Worker Protection Act o Agricultural Recruitment System (ARS) o Farm Labor Contractor Registration o Fair Labor Standards Act (FLSA) o Child Labor Laws and Pesticide Safety o Agricultural Alien Labor Certifications (H-2A Program) o Unemployment Insurance for Agricultural Workers For PY 16, the Agriculture and Foreign Labor Services Unit will conduct several seminars around the state for employers who use temporary agricultural labor. During these meetings, potential agricultural employers are often identified and their need for MSFW labor discussed. The Unit will also attend several grower association conferences and trade shows to disseminate information to employers and plans to attend VA Cooperative Extension grower meetings. On a more technical level, the VEC uses various procedures to match agricultural employers and U.S. workers. During PY 16, the VEC will use the internet-based Virginia Workforce System for matching jobseekers and employers. This system provides for staff assistance as needed, but also allows both jobseekers and employers to create their own files and find each other. Agricultural job orders, to include H-2A job orders, may be created by employers with final oversight by VEC Agriculture and Foreign Labor Services staff. As a result of the internet-based system we have created a much wider dissemination of all agricultural job orders. This increase in access promotes the employment of U.S. workers in Virginia agriculture. Additional resources include the use of the 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. The VEC has a

"Home Page" on the Internet, found at: www.vec.virginia.gov. This site contains a State Monitor Advocate Section and an Agriculture and Foreign Labor Services Section which has many useful forms, publications and links, a list of the Agricultural Services Staff, copies of active H-2A job orders and information of interest to Agricultural Employers and MSFWs. There are also links to Telamon and to other resources to assist farmworkers and agricultural employers. Organizations serving farmworkers may access these sites and make appropriate information available to job seekers.

4. Other Requirements

A. Collaboration

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

The Virginia Employment Commission has had a cooperative agreement with the WIOA 167 Grantee, Telamon since 2008. Telemon Staff are utilized to assist with the development of statewide MSFW estimates, to conduct collaborative outreach activities and to assist in serving the employment related needs of MSFWS. The Virginia Employment Commission also has cooperative agreements with the U.S. Department of Labor, Wage and Hour Division, and the Virginia Department of Labor and Industry. Through the MSFW Interagency Policy Committee, we have developed a forum for addressing issues that may arise related to MSFWs or agricultural employment within Virginia.

B. Review and Public Comment.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

The state solicited information and suggestions from WIOA 167 National Farmworker Jobs Program grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. Before submitting its final outreach plan, the State provided a proposed plan to the organizations listed below and allowed 30 days for review and comment. The State considered any comments received in formulating its final proposed plan, informed all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore.

The organizations listed below assisted in the development of this plan and/or were provided a complete copy of it for review and comment:

Ms. Sharon L. Saldarriaga State Director, Telamon Corporation 808 Moorefield Park Drive, Suite 106, Richmond, VA 23230

Ms. Christianne Queiroz, Program Director Virginia Farm Workers Program Central Virginia Legal Aid Society 1000 Preston Avenue, Suite B Charlottesville, VA 22903

Frederick County Fruit Growers Association P.O. Box 2735 Winchester, VA 22604

Mr. Kenny Annis, Agricultural Consultant 2148 Clearview Road Exmore, Virginia 23350

Ms. Eloise Wilder, Executive Secretary Virginia Agricultural Grower's Association P.O. Box 857 South Boston, VA 22592

Ms. Michelle Phillips, District Director U.S. Department of Labor Wage and Hour Division 400 N. 8th Street, Room 416 Richmond, VA 23219-4815

Mr. Micah Raub Virginia Department of Agriculture and Consumer Services Pesticide Services, Worker Protection Standards 102 Governor Street, 1st Floor Richmond, VA 23219

Ms. Julie Henderson, Director. Division of Food and Environmental Services Office of Environmental Health Services Virginia Department of Health 109 Governor's Street, 5th Floor Richmond, VA 23219

Mr. Ed Rossmooore, Executive Director Rural Family Development The Virginia Council of Churches 1214 West Graham Road Richmond, VA 23220

Ms. Elizabeth Whitley Fulton, President MAS Labor P.O. Box 507 Lovingston, VA 22949

Ms. Jane Brown, Director for Community Partnerships Virginia Department of Social Services 730 East Broad Street Richmond, VA 23219

Ms. Denise Goode, Special Assistant Virginia Department of Rehabilitative Services 8004 Franklin Farms Drive Richmond, VA 23218

C. Data Assessment.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

ETA LEARS Reporting System data reflects the following: PY 2011 Statewide outreach goals were met. Total equity indicators met: 5 out of 5. Total number of minimum service level indicators met: 5 out of 7. PY 2012 Statewide outreach goals were met Total equity indicators met: 5 out of 5. Total number of minimum service level indicators met: 5 out of 7. PY 2013 Statewide outreach goals were met Total equity indicators met: 5 out of 5. Total number of minimum service level indicators met: 5 out of 7.

D. Assessment of progress

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

The below tables reflect the PY16 performance as outlined in the Commonwealth of Virginia's PY 16 Agricultural Outreach Plan:

VIRGINIA EMPLOYMENT COMMISSION MSFW OUTREACH PERFORMANCE BY OFFICE PY16 OFFICE OUTREACH GOAL PY 16 OUTREACH ACHIEVED PY 16 RESULTS PY 16 BRISTOL 526 551 MET CHARLOTTESVILLE 173 178 MET EASTERN SHORE 690 1581 MET SOUTH BOSTON 338 521 MET LYNCHBURG 227 380 MET TRI-CITIES 434 502 MET WINCHESTER 208 204 DID NOT MEET STATE 2593 3917 MET

INDICATORS OF COMPLIANCE AND CORRECTIVE ACTIONS: 20 CFR 653.100 AND 20 CFR 653.112

Virginia Employment Commission MSFW Indicators PY16 STATEWIDE PERFORMANCE FIVE EQUITY COMPLIANCE PERFORMANCE COMPLIANCE INDICATORS REQUIREMENTS ACHIEVED STATUS

MSFWs referred 30.4 % 62.35% In to jobs.

MSFWs referred 2 % 9.8 % In to support services.

Career Guidance. 1.2 % 2.5 % In MSFWs for whom .2 % 4.8 % In job development contacts were made.

MSFWs for whom 52.1% 64.3 % In Staff Assisted Services were provided.

For PY 16, the VEC met all of the five Equity Indicators for service to MSFWs. Information that is reported on the LEARS Report, and described therein, is a result of an extrapolation using available data from the reports of the Farm Placement Specialists, the Virginia Workforce Connection reports on services to MSFWs, and longstanding historical service trends of the Virginia Employment

Commission. The discrepancy between the LEARS and 9002 reporting schemes are still in need of reconciliation at the Federal Level.

Virginia Employment Commission MSFW Minimum Service Level Indicators PY16 STATEWIDE PERFORMANCE MINIMUM SERVICE COMPLIANCE PERFORMANCE COMPLIANCE LEVEL INDICATORS REQUIREMENTS ACHIEVED STATUS

MSFWs placed 42.5 % 18.64 % Out in a job.

. MSFWs placed 14 % 18.18 % In in a job exceeding minimum wage by at least $.50 an hour.

MSFWs placed 3% 5.23 % In in long-term non-agricultural jobs. Field checks conducted. 25% 100% In

Virginia Employment Commission MSFW Minimum Service Level Indicators PY14 STATEWIDE PERFORMANCE Continued MINIMUM SERVICE COMPLIANCE PERFORMANCE COMPLIANCE LEVEL INDICATORS REQUIREMENTS ACHIEVED STATUS

Number of 5 16 In MSFWs contacted by JS outreach staff per staff day worked.

Complaints 90% 100% In remaining unsolved for more than 45 working days.

Significant 100% 100% In MSFW local office review.

E. State Monitor Advocate

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

This plan for agricultural services in Virginia was prepared by and approved by the State Monitor Advocate. The preparation was completed 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.

Wagner-Peyser Assurances

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes

2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes

3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser

services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The Unified or Combined 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)).

VDOE 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, and by extension the CCRS, with SOL as indicated on the Virginia Department of Education Web site.

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 students for success in obtaining secondary credentials, 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 their implementation underscore the need for extensive staff development around the standards. The CCRS and the Virginia English for Speakers of Other Languages (ESOL) Standards are presented to

instructors in an integrated manner with the English Language Proficiency Standards to support the shift in ELA instruction to that which supports college and career readiness.

Virginia participated in the College and Career Readiness Standards-in-Action (CCR SIA) initiative and, after piloting training and implementation roll-out in two regions, CCR SIA materials and approaches informed the basis of SIA-VA training offered to all Virginia regions.

Standards-based instruction is integrated into training opportunities provided by VDOE, and is featured prominently in annual state meetings, on-demand online courses, webinars, the summer Adult Education and Literacy conference, and statewide communications. The general goal of standards-based instruction is to ensure that all 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 SBI approach to instruction readily applies to instruction in all settings and contexts.

Committing to full implementation of standards-based instruction by July 2019 was a key requirement in the provider competition, described in section B. Local Activities. Each applicant was required to describe how instructors and administrators would meet this requirement through professional development and local professional learning communities. In the fall of 2017, the VDOE and the Virginia Adult Learning Resource Center (VALRC) published *Implementing Standards-based Instruction in Virginia: A Technical Assistance Roadmap*. This technical assistance guidance document has been shared in face-to-face trainings as well as online and in electronic newsletters to practitioners across the state. The Roadmap provides a common definition for full implementation and focuses technical assistance resources on three key areas of implementation: program design, instruction, and professional development. The definition states:

Full implementation of standards-based instruction means that all adult education programs are prepared to deliver instruction aligned to and addressing all levels of state-adopted instructional standards. Standards-based instruction demonstrates College and Career Readiness key advances and meets the expectations set by the core actions of the Standards-in-Action observation tools. Organizational leadership, policies, and practices support the conditions necessary for the effective and sustainable implementation of standards-based instruction to maximize student learning in adult education classrooms across the Commonwealth.

Continued focused investments of state leadership funds and strategic assistance through monitoring and evaluation, both described in F. Assessing Quality, will support providers as they continue to make progress toward full implementation by July 2019.

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

any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these 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.**

VDOE awarded grants in 2017 on a three-year cycle with a continuation application expected annually. Three separate application processes were held for adult education, correctional education, and integrated English literacy and civics education funds. As part of the application process, VDOE collected updated information from the applicants about the proposed service area including the demographics, economic and labor market data, educational attainment, and unique challenges or strengths of the geographic area. Applicants also described proposed data collection and fiscal management procedures, and responded to the thirteen considerations outlined in Sec. 231(e).

Twenty-two regional programs serving all localities of the Commonwealth were awarded funds under Section 231 and 225 and state matching funds, and were required to be full-service adult education programs providing instruction at all six adult basic education (ABE) and adult secondary education (ASE) educational functioning levels (EFLs) plus English language acquisition (ELA) activities and IELCE education where there was a demonstrated need. Programs providing ELA and/or IELCE services were required to demonstrate that they would support the transition of those students to ABE or ASE instruction. Fourteen awards were made to programs under Section 243 funds (competed separately), including a mix of regional providers, local educational agencies, and community-based literacy organizations. All awards were made with the condition that key staff participate in technical assistance and professional development provided by VDOE or the Virginia Adult Learning Resource Center (VALRC). Of particular concern was that programs offering integrated education and training (IET) understand the federal guidance (OCTAE Program Memo 17-2) on rigorous postsecondary credentials and that the program be developed in consultation with the Local Workforce

Development Board(s) (LWDB), employers, and training providers. Technical assistance on this topic has been ongoing since awards were issued.

VDOE will require that programs receiving AEFLA funds deliver workforce preparation activities concurrently with adult education, correctional education, and English language acquisition activities. This emphasis on integrated workforce preparation activities will increase the college and career readiness and employability of participants by engaging them in activities of deeper learning and application of practical skills, such as teamwork, communication, problem-solving, and understanding systems. Training for instructors on how to integrate workforce preparation activities with standards-based instruction and for administrators and instructional leaders on how to support and recognize this enhanced instruction will be ongoing.

Each year's renewal award will be based on evidence of success and continuous improvement in relations to their stated three-year program goals for the provision of the contracted services and partnership with the workforce development system, monitored as described below, and subject to the availability of funds.

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.

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.

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 under Section B, Local Activities, VDOE has ensured that there is at least one eligible provider offering corrections education and/or the education of other institutionalized individuals in each adult education region throughout the state. Entities funded to provide these services provide at least one of the allowable activities listed in Section 225 and are 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. Programs funded for program year 2017-2018 are offering educational services in local and regional jails, state institutions, and community reentry programs. Innovations proposed include enhancing workforce readiness curricula and career and technical opportunities for incarcerated individuals, increasing access to computers and offline technology-based instructional resources, and strengthening collaborations with local re-entry councils and other community partners to serve individuals in work-release situations and upon their release. A number of new community partners have been recruited through the renewed focus on reentry services.

d. Integrated English Literacy and Civics Education Program

1. 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.

VDOE conducted a competition in 2017, described above, to establish and operate the Integrated English Literacy and Civics Education (IELCE) programs under Section 243 of WIOA for adult English language learners (ELL), including professionals with degrees and credentials in their native countries. The competition for the IELCE program adhered to all requirements of Subpart C. Eligible applicants applied directly to the state and all applications were treated in the same manner and used the same grant announcement and process to apply for funding. All applications were evaluated using the criteria as found in Section 231(e) of WIOA.

Applications required:

• Extensive data to demonstrate the need and potential for success of IELCE activities in combination with integrated education and training in the proposed

jurisdiction, including regional immigration trends, demographics of the English language learners in the geographical area where the program would be provided, and employment and labor market statistics for the area.

• Evidence that the applicant had developed, or would develop in a timely manner, partnerships that support the purpose of the program.

• Evidence of standards-based instruction and the quality of that instruction.

• Assurances that the occupational training is an integral part of the program and would be delivered by qualified trainers.

• Strategic plan that demonstrates continuous improvement toward attaining the performance goals over the next three years, including enrollment and completion in the IET programming.

• Budget with narrative based on the needs of ELLs in the geographical area.

All applications for IELCE funding were evaluated by independent review teams and the applications assigned the highest scores were funded. All awards were made with the condition that key staff participate in technical assistance and professional development provided by VDOE or the Virginia Adult Learning Resource Center (VALRC). Of particular concern was that programs offering IET understand the federal guidance (OCTAE Program Memo 17-2) on rigorous postsecondary credentials and that the IET be developed in consultation with the Local Workforce Development Board(s) (LWDB), employers, and training providers. Technical assistance on this topic and on methods to increase the recruitment for IET, particularly among professionals with degrees and credentials in their native countries, has been ongoing since awards were made.

As with the Section 231- and 225-funded programs, Section 243-funded programs shall be required to submit an annual continuation application that demonstrates that their goals have been achieved and that they are on track to make continuous program improvements. Programs that have not achieved their goals shall be required to develop an improvement plan and revise their strategic plans accordingly. Programs that achieved their goals and/or submit an approved improvement plan will receive funding for the following year.

Providers are expected to design IET program that deliver adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement to eligible English language learners, and technical assistance is provided regularly to support this work.

2. 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.

IELCE providers funded under Section 243 are required to deliver integrated English literacy activities, civics education, and integrated education and training services that are made accessible to interested and eligible individuals in the

program. VDOE has not mandated a specific model and applicants proposed a variety of models based on local and regional partnerships and labor market needs. Providers are encouraged to identify alternative funding opportunities, such as the Workforce Credentials Grant or WIOA title I training funds, to cover the costs of the occupational training of the IET; however, use of Section 243 funds for such training are allowable. Technical assistance has been ongoing to assist providers in establishing these new service delivery methods.

Applicants provided evidence of communication with and input from the LWDB and local businesses and employers in identifying the occupational training opportunities to be the focus of the "in-demand" training for the region and occupations with the potential to lead to economic self-sufficiency. In program year 2017-2018, providers are training students in healthcare, manufacturing, information technology, hospitality and tourism, and early childhood education. Extensive technical assistance is being delivered to increase providers' capacity to offer English literacy acquisition and workforce preparation activities that can support students' success in rigorous occupational training programs.

Providers are utilizing a number of partnerships to fulfill the requirement to place adults in unsubsidized employment, including co-locating at the One-Stop center where workforce development colleagues assist with job search and placement, working directly with employers to design training to fill immediate needs and secure commitments to interview students for job openings, and using career coaches or navigators to assist students. Technical assistance is ongoing to identify common challenges and provide opportunities for providers to share solutions with their peers.

e. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

VDOE will provide directly and through contract, opportunities to practitioners throughout the Commonwealth for professional development and technical assistance. Through its access to research and development projects, it will disseminate research-based best practices to the field in the areas of adult education and literacy, English language acquisition, IELCE, career pathways, workforce preparation activities, secondary completion, high school equivalency credential attainment, standards-based instruction, and technology integration.

In support of the requirement Sec. 223(1)(A), alignment of adult education and literacy activities with other core programs and one-stop partners, the vision of VDOE 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 family-sustaining wage jobs. To carry out this vision, VDOE uses state leadership funds to continue to develop and expand the PluggedInVA career pathways program and other IET programming. 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, and updated labor market information will

be used to inform the occupational clusters that are the subject of the training components.

Funds will be used to continue to implement the PluggedInVA model to lower literacy levels. The two lower levels are called *PluggedInVA Pathways* for adult learners at the lowest literacy levels, and *PluggedInVA Workforce* for adult learners at the intermediate 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, employability 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. VDOE uses state leadership funds to provide technical assistance and training to eligible providers on how to implement these expanded PluggedInVA models in regional program areas. VDOE also provides technical assistance and training to eligible providers that have partnered with other core partners. In particular, the Virginia Department of Social Services (VDSS) is partnering with adult education providers to offer PluggedInVA programming through the Supplemental Nutrition Assistance Program, Employment and Training (SNAP E&T) project and Temporary Assistance to Need Families (TANF) VIEW, and 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) features information about PluggedInVA.

In support of the requirement Sec. 223(1)(B), the establishment or operation of high-quality professional development programs, the vision of the VDOE is for the continuous improvement of instruction in adult education and literacy and the support of practitioners in all roles to provide high-quality instruction and programming. VDOE, through a cooperative agreement with the Virginia Adult Learning Resource Center (VALRC) at Virginia Commonwealth University, supports both required and permissible state leadership activities as part of a high-quality professional development program.

VALRC uses the national Literacy Information and Communication System (LINCS) components and features of high-quality professional development programs, training, and resources as a structure for development and evaluation. Components of high-quality professional development programming include using a collaborative, data-driven planning and evaluation process that supports continuous improvement and effectively managing communication, coordination and dissemination of training and resources. Features of high-quality professional development include activities that are intensive, ongoing, and connected to practice; focused on specific content; collaborative; differentiated to address varied needs; and provide opportunities for feedback on practice.

VALRC demonstrates high-quality programming that supports instruction by using state leadership funds to design, develop, and facilitate online courses, on-site training, and webinars in the areas of the essential components of reading; writing; numeracy; basic and multilevel ELA classes; teaching adults with disabilities; and

content-specific and contextualized instruction using standards-based practices and integrated education and training (IET) best practices. These courses are available to title II-funded personnel as well as community-based literacy organizations that partner with title II-funded regional programs. State leadership funds are also used to hold conferences and institutes to ensure ongoing professional development in standards-based instruction and other priority areas.

VALRC's support for the professional development priority of Standards-based Instruction, using state-adopted CCRS standards and English Language Proficiency standards, exemplifies its use of high-quality professional development features. Professional development for SBI has been scaffolded over several years, providing in-depth, intensive, ongoing training for the implementation of SBI in English language arts, mathematics, and English language acquisition. Webinars, Professional Leaning Communities (PLCs) that support SBI, and standards-oriented observation tools support implementation in adult education classes. VALRC trained adult educators on how to conduct PLC's and Critical Friends' Groups to support instructional staff, and these activities continue among local providers.

Professional development programming provided by VALRC is evaluated through the use of participant surveys completed at the conclusion of each event. The questions and evaluation methodology relate to Guskey's Five Levels of Data. Surveys for Guskey level 1 and level 2 are used for all professional development provided by VALRC in order to achieve a comparative analysis. This information is important for planning and improving future professional development experiences and developing a standard by which to assess the quality professional development activities.

In support of the requirement Sec. 223(1)(C), the provision of technical assistance, VDOE's vision is to use state leadership funds under this combined state plan to provide technical assistance and guidance to eligible providers by sharing promising practices on high-quality, research-based instruction and programming, and on how to partner effectively for regional sector strategies and career pathways as a one-stop partner. Technical assistance topics are also drawn from the results of VDOE's monitoring and evaluation efforts, described in section F.

VALRC is a partner is providing this technical assistance. VALRC's website and listservs disseminate resources in the form of publications, CCRS implementation guidance, distance education, digital media, topical links to career pathways information, program management, high school equivalency, ELA, numeracy, and learning disabilities. On-site professional development is available to all AEFLA funded programs upon request. Additionally, VDOE will continue to use state leadership funds to support the web-based Virginia Learning Center (VLC) learning management system. The VLC was adopted several years ago to improve the process of registering for and tracking adult education activities, trainings, and workshops conducted by VDOE and VALRC. Self-paced, non-facilitated tutorials and modules in fundamental skills for adult educators such as policy and assessment

training, introduction to CCRS, and career pathways are delivered through this platform.

In support of the requirement Sec. 223(1)(D), monitoring and evaluation of quality, VDOE plans to use state leadership funding to support monitoring and evaluation activities (described in Section F: Assessing Quality), which include not only evaluating the quality of and improvement in local adult education activities but also the effectiveness of efforts by VALRC, and the dissemination of information about models and proven or promising adult education practices within the state.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

VDOE invests state leadership funds to support permissible activities, including the following initiatives.

Support regional literacy resource center (Sec. 223(2)(A)). As described above, VDOE supports a statewide literacy resource center through a cooperative agreement with the VALRC at Virginia Commonwealth University. VALRC functions as both a source of training, technical assistance and professional development, as well as an online and on-request resource center.

Distance education (Sec. 223(2)(B)). Distance education programming has the potential to address common barriers that eligible learners face in the Commonwealth: lack of public transportation to classrooms and childcare and full schedules for those who are employed. VDOE, through VALRC and state membership in the national IDEAL Consortium, will support professional development for program managers, instructional leaders, and instructors to develop and support high-quality distance education, exploring regional solutions to the challenges such as Internet availability and affordability, lack of devices in homes, and the provision of live technical support. This work will also include identification of appropriate curricula that demonstrates best practices in adult online learning and that aligns with the priorities of standards-based instruction, permissible activity Sec. 223(2)(C).

Development of curricula (Sec. 223(2)(C)), integration of adult education activities with occupational skills training (Sec. 223(2)(G)), and identification of curriculum frameworks that align with SBI and occupational and industry skill standards (Sec. 223(2)(I)). VDOE is supporting the development of curricula for a "Bridge to IT" coursework and credentials at the community college level in support of the U.S. Department of Labor, Disability Employment Initiative grant awarded to Virginia. This project is a joint venture between DARS, VCCS, VDOE, and the local workforce development entities in Northern Virginia. This curriculum will be created as an open educational resource so that it can be shared, used, and modified throughout the state.

Development of content and models for IET and career pathways (Sec. 223(2)(D)), and development and implementation of programs and services to meet the needs of adult learners with disabilities (Sec. 223(2)(K)). VALRC, through its cooperative

agreement with VDOE, is developing content, resources, and technical assistance to support PluggedInVA and IET career pathways programming. Additionally, in partnership with DARS, VALRC has produced and will continue to offer a facilitated online course, *Teaching Adults with Disabilities* to adult educators. A promising model that VDOE will help disseminate has been developed through the Career Pathways for Individuals with Disabilities (CPID) federal grant, which has been a partnership between DARS and local adult education programs, and which has drawn from and contributed to the PluggedInVA model and resources. The lessons learned from the CPID partnerships can inform adult education practitioners of instructional and supportive methods for serving adults with disabilities and assisting in their successful completion of occupational training and transition to postsecondary education. Replication of these models in new localities can increase the number of successful individuals across the state.

Assistance with performance accountability requirements and in achievement of the State adjusted levels of performance (Sec. 223(2)(E)). VDOE will continue to invest state leadership funds to support professional development on performance accountability for practitioners in all roles. VDOE, along with VALRC, created online modules in program year 2016-2017 to explain the new National Reporting System accountability requirements and data responsibilities. More asynchronous modules will be created and posted as data are released and new features are added to the state data system. Data-specific in-person trainings, such as data summits, will be held to provide hands-on experiences. Data use and interpretation is emphasized across all professional development trainings in order to assist practitioners in understanding their role in achieving the state-adjusted levels of performance.

Linkages with postsecondary institutions and the transition of students to further education (Sec. 223(2)(F)). Through professional development and technical assistance on IET and PluggedInVA programming, VDOE emphasizes coordination with and students' transitions to postsecondary education and training, including postsecondary career and technical centers.

Linkages with employers and promotion of workplace adult education and literacy activities (Sec. 223(2)(H)) and outreach to instructors, students, and employers (Sec. 223(2)(L)). In collaboration with core partners, VDOE will continue to invest leadership funds for awareness-building among community members, especially employers, of the opportunities that adult education offers for incumbent worker training through workplace adult education and literacy activities. The Adult Education and Literacy Advisory Committee to the Board of Education, which meets twice a year, is a key stakeholder forum for shaping this outreach strategy. Adult education is a visible partner in the comprehensive one-stop centers, and VDOE technical assistance efforts will continue to train program administrators to leverage the business services assets in the region to help disseminate the message.

Developing and piloting strategies for improving teacher quality and retention (Sec. 223(2)(J)). VALRC provides six and eight-week non-credit, facilitated, online courses through Blackboard on an on-demand basis, three times a year. These

courses offer in-depth explorations of evidence-based best practices in a variety of essential adult education topics such as working with adults with disabilities, teaching English to Speakers of Other Languages, and teaching reading, writing, and numeracy skills. The Virginia Adult Educator Certification Program (VAECP) for instructors is offered at Level 1 for ABE/ASE or ESOL instructors and at Level 2 for all instructors. These eight-week courses are offered in an interactive online setting consisting of individual work, group work, formative assessment, and reflection with a cohort from various geographical and classroom experience perspectives. Each week's lesson addresses a topic related to effective instruction, and includes policy, procedures, standards, and lesson planning. In addition, the School of Education at Virginia Commonwealth University has partnered with The Virginia Association for Adult and Continuing Education (VAACE) and VALRC to establish a six-course, graduate-level online certificate in adult literacy and offer it at a significantly reduced rate of tuition for Virginia's adult educators. The program covers foundations of literacy, adult learning theory, assessment and instruction, and curriculum design and meets the requirements for an adult education endorsement on a Virginia Teaching License.

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.

VDOE's system for monitoring and evaluating adult education service delivery is conducted according to three purposes: 1. Regulatory compliance, 2. Risk assessment, and 3. Provider effectiveness, including state leadership activities.

Regulatory Compliance: As the state adult education agency, the VDOE 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: VDOE has developed and implemented several practices and tools 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. By incorporating a component focused on assessing program risk, VDOE is 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, VDOE will also be able to evaluate risk beyond whether a program meets its performance targets or spends all of its funding.

Provider Effectiveness: Under WIOA, VDOE is expected to meet federal accountability standards. In addition, the Virginia Board of Workforce

Development, working in conjunction with the Governor's office, has identified state workforce performance standards that the state workforce agencies, including VDOE, are responsible for meeting. VDOE has incorporated both the federal and state accountability standards in its evaluation of provider effectiveness and as an element of professional development and technical assistance.

VDOE will continue to improve provider effectiveness by planning, implementing, and evaluating quality professional development opportunities to both volunteers and contract instructors and program administrators designed to improve programming, teaching, and learning. These offerings increasingly include virtual options, thus reducing travel and time costs, but do continue to include significant in-person opportunities such as an annual, statewide conference and a New Program Managers training to ensure full understanding of program requirements. These services are coordinated and provided by VDOE staff in collaboration with the VALRC. Professional development is described more fully under State Leadership above.

VDOE's Monitoring and Evaluation System: VDOE's approach to monitoring and evaluating program quality is based on four major activities throughout the grant cycle: 1. A program self-assessment completed by each provider, which includes both program quality and compliance questions. 2. Ongoing data monitoring of information entered by each program in the state Management Information System (MIS) and Online Management of Education Grant Awards (OMEGA) fiscal system throughout the program year. 3. The distribution and review of an annual risk rubric for each program. 4. Selection of four to five programs for on-site reviews, based on information collected in activities 1-3 above.

Program Self-assessment: VDOE has introduced a self-assessment into the monitoring and evaluation annual cycle as a tool to support programs' full understanding of the requirements, expectations, and priorities of WIOA. The program self-assessment piloted in the 2017-2018 monitoring cycle included both program quality questions as well as those related to compliance. VDOE and VALRC staff read all responses and used this information to inform decisions about technical assistance needs for the coming year. Programs reported using the self-assessment as the basis of very productive staff retreats, advisory council meetings, and stakeholder input.

Data monitoring: VDOE monitors both data and fiscal management throughout the life of the grant term, noting financial spending, timeliness and accuracy of reimbursement requests, and required data reporting. Programs are oriented to the benchmarks the state office is tracking so that they, too, can monitor their performance. Direct technical assistance is provided as needs are identified.

Risk Rubrics: VDOE has updated its former program performance report card to an annual risk rubric to reflect the measures that comprise the state workforce and federal WIOA accountability standards. Unlike data monitoring, the annual risk rubric is designed to provide programs with a report of their performance at the end of the year and will be used to identify programs for on-site full and targeted monitoring visits. The risk rubrics were introduced to programs in 2017, and results

were discussed at length with program managers to ensure full understanding of how the data were collected and interpreted.

Site Visits: VDOE has updated its site-visit protocols to reflect the priorities identified in WIOA and in the combined state plan. VDOE will use the site visits to gather data and information about a program's activities that cannot be gleaned from submitted data alone. Site visits typically involve VDOE staff traveling to a site to conduct an extensive document review, faculty and staff interviews, and class visits, as well as interviews with select workforce partner agency staff and the local Workforce Development Board director(s) to determine progress toward alignment of services among the local work force agency partners. Peer reviewers will be sought from the pool of regional program managers who meet set criteria, and will be oriented to serve as an integral site team member. Reports and corrective action plans, if needed, will be drafted and shared with programs in a timely manner to facilitate continuous program improvement.

The purpose of VDOE's monitoring and evaluation is not only to ensure compliant programming and practices, but to learn of solutions to common challenges and promising models and practices that can be shared and scaled across the Commonwealth. Through all monitoring and evaluation activities, VDOE staff looks to identify areas of success that can be shared through technical assistance, professional development, and communication channels, through leadership activity Sec. 223(a)(1)(B), Dissemination of models and practices.

Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes

2. The State agency has authority under State law to perform the functions of the State under the program. Yes

3. The State legally may carry out each provision of the plan. Yes

4. All provisions of the plan are consistent with State law. Yes

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes

8. The plan is the basis for State operation and administration of the program. Yes

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization Virginia Department of Education

Full Name of Authorized Representative: Dr. Steven M. Constantino

Title of Authorized Representative: Acting Superintendent of Public Instruction

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be 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; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education

Provisions Act (GEPA), consistent with the instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

Providers will be asked to respond to the GEPA requirements in annual continuation applications, and the practices attested to in these responses will be incorporated into the VDOE monitoring and evaluation tools and cycle. Programs are required to include GEPA assurances with their continuation awards. An item on the GEPA requirements will be added to the annual (autumn) Program Self-Assessment, and technical assistance will be provided to help programs understand how to evaluate their equity targets by using student demographic and outcome data as well as through the monitoring of program access. Evidence of achieving equity goals will also become a criterion included on the on-site monitoring protocol.

The state meets its GEPA equity requirements by monitoring subpopulation enrollment and outcomes and by directing technical assistance resources and professional learning opportunities to practitioners to improve access and services. In addition, the state adult education office and the Virginia Adult Learning Resource Center support programs to establish and extend local service partnerships to offer adults more comprehensive supportive services and culturally-responsive programming. For example, several regions work closely with community service partners to offer wrap-around services and specific outreach to adults with disabilities or other barriers. Highlighting these types of partnerships helps other regional programs forge partnerships in their areas.

Program-Specific Requirements for Vocational Rehabilitation (General)

The Vocational Rehabilitation (VR) Services Portion of the Unified or 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:

*** Sec. 102(b)(D)(iii) of WIOA**

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must 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;

SRC Recommendation 1: Continue to be advised on a quarterly basis about the status of the Order of Selection and establish a more consultative role with DARS on

its implementation, especially plans for the opening and closing of priority categories.

SRC Recommendation 2: Receive reports on DARS activities to build and increase partnerships, particularly with the business community, and how DARS works to address workforce needs.

SRC Recommendation 3: Fully realize new services for students with disabilities, including as appropriate authorized services that would help educate educators and others, under Pre-Employment Transition Services, and report to the SRC regularly over the next year regarding DRS and WWRC implementation and performance.

SRC Recommendation 4: DARS will provide services in line with career pathways - work experiences, internships, stable credentials - that will keep individuals employed and successful, while building stronger partnerships with key stakeholders to advance competitive placement.

SRC Recommendation 5: DARS will continue to work on improving wages earned by consumers, with a special focus on increasing the number of hours of work.

SRC Recommendation 6: DARS should explore and perform data analysis to determine the cause in the increase in supported employment and job coach training services costs. Results of this analysis should be presented to the SRC and explained.

2. the Designated State unit's response to the Council's input and recommendations; and

DARS Response 1: DARS will continue to provide the SRC with information on Order of Selection at the SRC's quarterly meetings and as needed between meetings as priority categories are opened or closed. With categories periodically opening or remaining closed and an increased demand for services, DARS continues to maintain a waitlist for services. DARS has been diligently working to reduce the number of people on the waitlist as well as their time spent on the waitlist. DARS' goal continues to be to limit time on the waitlist to help clients move forward toward employment as quickly as possible. DARS will continue to consult with the SRC to outline and implement plans for the opening and closing of priority categories.

DARS Response 2: DARS has been working to integrate current labor market trends with strategic assessment/evaluation services for job candidates with disabilities. DARS has also been working with business partners to promote the Self-Employment Enterprise program, which helps DARS' candidates establish and operate their own businesses. Efforts are also focused on identifying and customizing services to employers and creating strategic partnerships to support workforce needs. DARS will update the SRC on these efforts and include SRC members when possible.

DARS Response 3: DARS has been collaborating with students with disabilities, their families, schools and community-service providers to support transition beginning at age 14. Pre-employment transition services include job exploration and counseling, work-based learning experiences, apprenticeships, counseling regarding

opportunities on enrollment in transition or secondary education programs, workplace readiness training, and instruction in self-advocacy. DARS has hired a Pre-Employment Transition Coordinator and converted VR Counselor positions to Pre-Employment Counselors who will be located across the Commonwealth. DARS has also revived the statewide Community of Practice in which. representatives from DARS, local education agencies (LEAs), and the Department for the Blind and Vision Impaired (DBVI) are conducting trainings across the Commonwealth to discuss transition and vocational services available to students with disabilities. DARS will update the SRC on the progress of these efforts.

DARS Response 4: DARS will continue to promote career pathways and build partnerships to achieve this goal. Virginia has convened a Career Pathways Workgroup, comprised of senior staff from eight different agencies administering workforce or workforce-related programs. DARS, along with the Department of Blind and Vision Impaired (DBVI) also oversees the Career Pathways for Individuals with Disabilities (CPID) grant. This grant will assist Virginians with disabilities, including young adults and veterans, gain new skills and credentials through career pathways and help these individuals obtain employment in competitive, high-demand, high-quality occupations.

DARS Response 5: DARS is committed to improve wages earned by consumers. Since FFY, 2016, the average hourly wage for all DARS clients increased to $10.77 from $10.24. For clients 24 years of age or older, hourly wages increased to $11.42 from $10.86. For clients ages 14 to 24 at application, wages increased to $9.90 from $9.50. Hours worked also increased slightly in FFY 2017. The greatest gain was seen in clients employed in the manufacturing sector. DARS and Wilson Workforce and Rehabilitation Center (WWRC) are implementing initiatives to help fill industry skills gaps. These initiatives include: Manufacturing Technology and Manufacturing Production partnerships with the Manufacturing Skills Institute (MSI) and the Virginia Manufacturing Association (VMA); and, an evolving partnership with Microsoft Imagine Academy through a recently signed agreement with disAbled Persons, Inc.

DARS Response 6: DARS concurs with this recommendation. DARS will be conducting an analysis regarding the increase in costs for supported employment and job coach training services. DARS also hopes to gain further enlightenment regarding this issue upon completion of the Comprehensive Statewide Needs Assessment.

3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

DARS did not reject any of the Council's input or recommendations.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

DARS is not requesting a waiver of the statewideness requirement.

2. the designated State unit will approve each proposed service before it is put into effect; and

NA

3. All State plan requirements will apply

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

NA

c. 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 development system with respect to:

1. Federal, State, and local agencies and programs;

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 (VR) 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.

The 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 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 CSB 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 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 to overcome the functional limitations created by disability through the VR 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.

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

The Virginia Assistive Technology Systems (VATS) is housed at DARS and has a highly collaborative relationship with the VR Program. VATS regularly assists with training and technical assistance to enhance the knowledge of VR professionals in the use of Assistive Technology (AT) with VR consumers. During the FFY 2017, VATS provided 110 high-impact assistive technology trainings to targeted audiences with a total of 810 participants. With the passage of WIOA, trainings were conducted at Virginia Workforce Centers in order to increase staff and employer knowledge of AT resources and improve programmatic access for Virginians with disabilities. Trainings were conducted across Virginia. VATS also has been instrumental in ensuring that WWRC and DARS AT Labs have a comparable compliment of AT equipment for demonstration and/or short-term loan to meet the needs of consumers. The agency made several purchases to improve the inventory of both WWRC and DARS AT labs. Currently, there are full service Durable Medical Equipment reuse program services available to VR consumers in all of the DARS regions/districts.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

AgrAbility Virginia assists individuals and their families who farm, and have illnesses, injuries or disabilities that are impeding their ability to work safely, effectively, and productively. DARS is a member on the Advisory Committee for AgrAbility Virginia. In addition, the DARS Rehabilitation Engineers and Assistive Technology Specialists are actively involved in collaborating with the program on behalf of individuals with disabilities who seek employment in the farming sector. Currently, DARS does not have any agreement with the US Department of Agriculture. If it were determined that an agreement is necessary to benefit the vocational rehabilitation of DARS consumers and the program, then this would be considered. However, at this point, the cooperative relationship is working well.

4. Noneducational agencies serving out-of-school youth; and

DARS collaborates with Brain Injury Clubhouses, Centers for Independent Living, and other non-profit organizations serving individuals with disabilities with referrals and services to out-of-school youth leading to their employment and independence.

5. State use contracting programs.

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.

d. Coordination with Education Officials

Describe:

1. DSU's plans

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 VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

DARS has an entire Goal/Priority with strategies dedicated to service 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 in 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:

(1) Cooperating and coordinating with the Department of Education and Local Education Agencies (LEAs) to facilitate effective transition services for students with disabilities to engage in competitive, integrated employment, post-secondary education, and community living.

(2) Supporting the Post-Secondary Education Rehabilitation and Transition (PERT) and Life Skills Programs at the Wilson Workforce and Rehabilitation Center.

(3) Producing transition-related products (e.g., newsletters, brochures, power point presentations, and posters) with examples of current legislative information, best practices and problem solving.

(4) 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.

(5) Collaborating with Employment Service Organization staff to increase awareness of local vendor programs that could provide services to schools and transition age youth.

(6) Expanding the number of Project SEARCH sites in Virginia, as appropriate.

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. 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;

DARS Cooperative Agreement with the Department of Education and annual review of agreements with the Local Education Agencies (LEAs) reflect the ongoing collaboration as it relates to providing consultation and technical assistance for transition services.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

In this Plan, DARS has an entire Goal and Priority and strategies dedicated to transition planning. DARS initiates an Annual Review, a survey of VR counselors and their respective 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. Follow-up services are offered and provided based on results of the Annual Review.

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 VR 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.

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 statewide Community of Practice. Representatives from DARS, local education agencies (LEAs), and the Department for the Blind and Vision Impaired (DBVI) are planning statewide trainings to discuss transition and vocational services available to students with disabilities. Both activities provide 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 Community of Practice 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 Department's Transition Coordinator and Pre-Employment Transition Coordinator provide 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 (Post-Secondary Training Comparable Benefits & Financial Assessment)

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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 post-secondary 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 time saving 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 Transition Coordinator or Pre-Employment Transition Coordinator 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 and may address specific points of the transition process and encourage VR Counselors and school partners to more clearly establish partner roles and responsibilities.

For multiple years, the Commonwealth of Virginia has been invited to bring a team to participate in the National Summit - Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary Education to Post-Secondary Options. This was the fourth out of four Summit activities sponsored by pep net 2, which focused on improving post-secondary outcomes for individuals who are deaf or hard of hearing, including those with co-occurring disabilities. The focus of the Summit has been on critical issues in deaf education that address positive student outcomes, graduation, and transition to post-secondary education and training. The Department's State Coordinator of Deaf and Hard of Hearing Services and the Department of Education (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. In 2016, 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).

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

DARS and DOE have had a formal agreement to provide cooperation and coordination among the two agencies to facilitate effective transition services for students with disabilities to engage in competitive, integrated employment, post-secondary education, and community living. This Agreement is being updated and will contain the following provisions:

(1) 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:

(1) 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; and 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.

(2) 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 LEAs to students with disabilities in accordance with federal and state laws, regulations, agency policies and guidelines.

(3) DOE shall commit financial resources to: (a) teaching positions for Occupational Skills Training and Life Skills at WWRC; (b) training and technical assistance in secondary transition programming; and (c) 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: (a) 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; (b) the Postsecondary Education Rehabilitation and Transition Program at the Wilson Workforce and Rehabilitation Center; and (c) activities of the Community of Practice and Transition Practitioners' Council.

D. procedures for outreach to and identification of students with disabilities who need transition services.

Specific activities related to outreach to address needs of students in transition include:

(1) providing 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;

(2) Providing 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, 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;

(3) Promoting 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;

(4) Aligning all current and future transition activities, when appropriate, with the WIOA system;

(5) Collaborating 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;

(6) Producing transition-related products (e.g., newsletters, brochures, power point presentations, and posters) with examples of current legislative information, best practices and problem solving;

(7) Collaborating with staff of the Personal Assistance Services (PAS) Program at DARS to increase awareness of PAS services for students in transition, especially in post-secondary institutions;

(8) Collaborating with Employment Services Organizations (ESO) staff to increase awareness of local vendor programs that could provide services to schools and transition age youth;

(9) 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;

(10) Encouraging disability professionals, consumers and advocacy groups to submit applications for appointment to the local Youth Councils; and

(11) Continuing to provide the Youth in Transition service line to supplement and enhance services to high school youth enrolled at WWRC.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

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:

(1) 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;

(2) fostering close working relations between agency staff and ESOs; and

(3) utilizing the ESO Outcome Report to assist ESOs, VR counselors and VR consumers in ensuring appropriate service provision.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts 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.

Mechanisms to cooperate with private non-profit VR services providers include:

(1) Receiving and utilizing stakeholder input from the Employment Services Organization (ESO) Steering Committee that provides the DARS Commissioner counsel on funding and policy issues related to community-rehabilitation programs and allocation of Long-Term Employment Support Services (LTESS) state funds, and fostering close working relations between agency staff and ESOs;

(2) Providing 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;

(3) Conducting 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;

(4) Continuing to provide technical assistance in the maintenance of ESOs meeting CARF (Commission on Accreditation of Rehabilitation Facilities,) standards. DARS establishes and maintains written minimum standards for the ESOs used by the agency in providing VR services. The CARF standards in Virginia include requirements regarding accessibility, physical plant, 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 national standards also emphasize integrated community employment and quality program outcomes;

(5) Ensuring 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;

(6) DARS, working closely with the Virginia Commonwealth University (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: (a) Supported Employment Web-based Certificate Series (ACRE-certified); (b) Supported Competitive Employment for Individuals with Mental Illness (ACRE-certified); (c) Customized Employment; and (d) 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;

(7) Implementing the ESO Outcomes Report to provide information to VR counselors and their consumers on the performance of each ESO to inform decisions regarding service provision; and

(8) Obtaining stakeholder insights and assistance through the ESO Steering Committee. The Committee represents a cross-section of stakeholders and meets quarterly to: (a) provide ideas and recommendations regarding program changes and procedures; (b) identify and address special regional needs, unique needs of rural, suburban and urban communities, and needs of different populations of individuals with disabilities; and (c) 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.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). 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

The DARS Workforce Development Unit coordinates and participates in activities to meet business needs. Activities include, but are not limited to, the 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. The 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 is 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. The DARS Workforce Unit will assist with identifying work experiences, paid internships, job shadowing, and mentoring opportunities. The Unit also will work with the Department of Human Resource Management in identifying the skill set needed for many hard-to-fill positions within Virginia state employment and assist with recruiting qualified persons with disabilities to fill the positions. The Unit currently 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.

In 2017, legislation was enacted by the Virginia General Assembly to promote and increase the employment of individuals with disabilities employed at all levels and occupations by state agencies, institutions, boards, and authorities. The legislation also made it the goal of the Commonwealth by state fiscal year 2023 to increase by five percent the level of employment of individuals with disabilities in state government. Virginia is also placing a strong emphasis on the employment of individuals with disabilities with the "Model the Way" initiative. The goal of this initiative is to increase employment of people with disabilities in state and local government to ensure that the Commonwealth is setting the highest example of what it means to be an equal opportunity employer.

2. transition services, including pre-employment transition services, for students and youth with disabilities.

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 them for employment as they exit the school system or previously exited. 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.

h. 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;

In Virginia, the Department of Medical Assistance Services (DMAS) is the agency responsible for the State Medicaid Plan under Title XIX of the Social Security Act. DARS is finalizing a Cooperative Agreement with DMAS. 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; and (4) procedures for outreach to and identification of potential VR consumers to receive services.

2. the State agency responsible for providing services for individuals with developmental disabilities; and

In Virginia, 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 is finalizing a Cooperative Agreement with 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; and

(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.

3. the State agency responsible for providing mental health services.

DBHDS also is the state agency responsible for providing mental health services. Accordingly, the Cooperative Agreement elements are the same as those noted in Section 2.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
The information below shows the number of personnel who were employed by the Department in the provision of VR services as of September 30, 2017 in relation to the number of individuals to be served, which is projected to be as high as approximately 19,000 in FFY 2018 if the categories are opened under the Order of Selection.

VR Counselors - 166; Program Support - 95; Managers- 21; Placement Counselors - 28; Vocational Evaluators - 10; Other Service Staff - 42

Of note, since September 2017, 47 Vocational Rehabilitation Counselor positions have been realigned to provide a greater focus on Pre-Employment Transition services.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
The following is the number of personnel currently needed by personnel category:

VR Counselors - 200; Program Support - 93; Managers - 23; Placement Counselors - 29; Vocational Evaluators - 18; Other Service Staff - 31

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services 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 anticipates that its consumer base will remain constant at around 19,000 in the coming years. It is anticipated that approximately 88 staff will retire or leave the field over the five-year period. The following is the projection of needed personnel broken down by personnel category: VR Counselors - 200; Program Support - 91; Managers - 23; Placement Counselors - 29; Vocational Evaluators - 18; Other Service Staff - 31

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
Virginia Commonwealth University - Masters in Rehabilitation Counseling Norfolk State University - Masters in Severe Disabilities

ii. the number of students enrolled at each of those institutions, broken down by type of program; and
In July of 2016, Virginia's State Council of Higher Education (SCHEV) approved a substantive change to Virginia Commonwealth University's (VCU) program by modifying the program from 48-credit hours to 60-credit hours to allow for dual accreditation by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). As of July 1, 2017 VCU's program has dual accreditation in "Clinical Rehabilitation and Mental Health Counseling" through October 31, 2023. In addition, VCU has a Post-Masters Certificate program with two tracks. One track is the Licensed Professional Counselor (LPC) track. The other track is aligned with standards established by the Commission on Rehabilitation Counselor Certification (CRCC).

During the 2018 spring semester, the number of students enrolled at Virginia Commonwealth University was 82 students. Of these, 66 students were enrolled in the Masters of Science in Rehabilitation and Mental Health Counseling and 16 students were enrolled in the Post-Master's Certificate in Professional Counseling. Data was not available from Norfolk State University.

iii. 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.
In December of 2016, Virginia Commonwealth University (VCU) graduated two students in the 48-hour credit Master of Science in Rehabilitation Counseling program and five in 60-hour credit Master of Science in Rehabilitation and Mental Health Counseling program.

In May of 2017, VCU graduated four students in the Master of Science in Rehabilitation Counseling program and nine in the Master of Science in Rehabilitation and Mental Health Counseling program.

In August of 2017, VCU graduated eight in the Master of Science in Rehabilitation and Mental Health Counseling program.

In December 2016, there were no graduates from the Post-Masters Certificate Program from the same time frame in either the Licensed Professional Counselor (LPC) track or the track aligned with standards established by the Commission on Rehabilitation Counselor Certification (CRCC). In May 2017, there was one graduate from the CRCC-aligned track and two LPC graduates. In August, 2017, there was one graduate from the CRCC-aligned track and two LPC graduates.

This section does not include information from Norfolk State University.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development 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.

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 2017, eleven practicum experiences/internships were initiated, with eight concluding during that same year. Of those who completed their internships, three 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 the District of Columbia, Norfolk State University, 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, University of Maryland/Eastern Shore 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, 2017 to participate in a student intern seminar/career fair to recruit rehabilitation counseling graduate students to Virginia. Similarly, the DARS Training Manager attended a recruitment seminar at Virginia Commonwealth University to speak with graduating students about employment with the Commonwealth's VR program.

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 DARS will annually review newly refined performance standards to determine if they continue to meet requirements and needs, and will recommend revisions as appropriate.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

The personnel standard that is used to comply with the qualified personnel requirement of the Rehabilitation Act is that prospective VR counselors are required to possess "a master's or doctoral degree in a field of study such as vocational rehabilitation counseling, law, social work, psychology, disability studies, business administration, human resources, special education, management, public administration, or another field that reasonably provides competence in the employment sector, in a disability field, or in both business-related and rehabilitation-related field…" (34 C.F.R. § 361.18 (c)(1)(ii)(B).

DARS operates a tiered structure for VR counselors' qualifications. This leveled approach seeks to address challenges in hiring and retaining qualified and effective VR counselors. VR Counselors 1 are required to hold a Master's Degree in a field that reasonably provides competence in the employment sector, in a disability or human services field, or in both business-related and rehabilitation-related field. VR Counselors 2 hold a Master's Degree, as previously noted, and possess the Certified Rehabilitation Counselor (CRC) credential. To recognize and reward the highly valued CRC credential, DARS will implement an incentive plan, if feasible, to encourage staff to obtain and maintain their CRC credential.

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

Training opportunities through professional associations, including the Virginia Rehabilitation Association and Virginia Rehabilitation Counselor Association and Virginia ACCSES (Certified Rehabilitation Provider professional association), are open to VR staff as applicable. Through these associations and training opportunities offered by other entities (i.e., George Washington University and Virginia Commonwealth University), VR counselors are kept informed of the latest developments in the field of vocational rehabilitation, evolving labor force and the needs of individuals with disabilities.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

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, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

DARS has provided a comprehensive in-service training program for VR staff with the use of VR funds earmarked for training purposes. The training programs planned in a given year are identified from training needs assessments, information from the VR consumer satisfaction survey, and discussions with agency management and the State Rehabilitation Council. DARS utilizes the training funds for training activities to include, but not limited to, professional and leadership development, assistive technology, caseload management, job development and placement, and pre-employment 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.

B. Acquisition and dissemination of significant knowledge

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Through training opportunities offered by other entities (i.e,. George Washington University and Virginia Commonwealth University), VR counselors are kept informed of the latest developments in the field of vocational rehabilitation.

In addition, DARS has a Human Research Review Committee (aka Institutional Review Board) that reviews and approves, if appropriate, human subjects research involving staff and/or consumers of the VR program, Employment Service Organizations, Wilson Workforce and Rehabilitation Center, and Centers for Independent Living. This allows staff to participate in VR research activities and the results of the research are posted on the DARS' website.

VR staff also acquire knowledge of research activities with their involvement with the National Rehabilitation Association. Newly hired VR counselors are provided with a one-year membership to NRA, paid for by DARS, in order to acquaint them with this association, as well as the Virginia Chapter.

5. 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 appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

DARS continues to address the communication needs of consumers 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 nine "dedicated" Regional Vocational Counselors for the Deaf and Hard of Hearing across the Commonwealth, including several Vocational Counselors who are Deaf or Hard of Hearing. In addition, a position was converted to a statewide Pre-Employment Transition Counselor for the Deaf and Hard of Hearing. WWRC also has sign language interpreters for consumers and employees in need of these services. Sign language and foreign language interpreters and translators are also contracted as needed for employees and consumers in need of these services. 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 are posted on the Internet for public use.

There are also 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 Wilson Workforce and Rehabilitation Center (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.

The agency is always reviewing evolving communication technology and continues to work 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 have been utilizing iPads to test and demonstrate various Apps utilized for communication (video and text to speech) to share with consumers and employers.

The agency 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.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, 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 Act.

The Virginia Department of Education (DOE) is the state agency responsible for implementing the Individuals with Disabilities Education Act (IDEA) 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

Agencies (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. Follow 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 have revived the statewide Community of Practice. Representatives from DARS, local education agencies (LEAs), and the Department for the Blind and Vision Impaired (DBVI) will be conducting trainings across the Commonwealth to discuss transition and vocational services available to students with disabilities. This flow of communication allows for improved responses to identified needs, as well as recommendations for future efforts.

The Transition Coordinator and Pre-Employment Transition Coordinator provide 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 Transition Coordinator and Pre-Employment Coordinator 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.

The Commonwealth of Virginia has been invited for multiple years to bring a team and 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. The focus of the Summit has been 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. In 2016, 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).

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

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 the most significant disabilities, including their need for supported employment services;

DARS conducted the most recent Comprehensive Statewide Needs Assessment (CSNA) of the rehabilitation needs of individuals with disabilities from January 2015 through February 2016. The process included: a review of pertinent literature; data analysis of internal DARS data; analysis of statewide educational, business and demographic data; and staff and stakeholder surveys. The CSNA is conducted triennially and DARS will be updating the CSNA in 2019. DARS is currently in the planning phases for the upcoming CSNA. Accordingly, data on the rehabilitation needs of individuals with disabilities residing in the Commonwealth is derived from the 2016 CSNA.

Stakeholder comments were accepted until one week prior to the final submission. 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 VR 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.

Information from the ACS 2012-2016 American Community Survey 5-year Estimates (the most recent data available) shows that in Virginia, among the civilian noninstitutionalized population, 11.8% reported a disability. The likelihood of having a disability varied by age, from 3.8% of people under 18 years old, to 9.2% of people 18 to 64 years old, and to 33.3% of those 65 and over.

The disability rate for females was only slightly higher at 11.8% versus 11.7% for males.

The 2016 employment rate for all disabled persons 18 to 64 years of age in Virginia was 39% compared to 78.7% among people without disabilities according to the 2017 Annual Disability Statistics Compendium. The employment gap, which is the difference between the employment rate of persons without disabilities and those without disabilities, was 39.7%. Within the disability groups identified by the ACS as employed, 59.8% had hearing disabilities, 47.8% had vision disabilities, 27.5% had ambulatory disabilities, 26.8% had cognitive disabilities, 19% reported independent living disabilities and 19.1% with self-care disabilities.

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%).

Approximately, 89% of DARS consumers are most significantly disabled. DARS supplements its Title VI Supported Employment funds with Title I funds to ensure that every consumer who needs Supported Employment services receive this service.

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.

B. who are minorities;

The racial breakdown for Virginians with disabilities is shown below:

Blacks/African Americans: 12.7%

Whites: 11.4%.

Race and Hispanic or Latino Origin:

One Race: 7,723,476 (11.10%)

White alone: 5,537,795 (11.40%)

Black or African American alone: 1,511,500 (12.70%)

American Indian and Alaska Native alone: 22,174 (17.40%)

Asian alone: 471,813 (5.00%)

Native Hawaiian and Other Pacific Islander alone: 4,855 (7.60%)

Some other race alone: 175,339 (3.90%)

Two or more races: 249,449 (8.00%)

In the DARS Stakeholder Survey, 57% of the respondents believed Blacks to be underserved/unserved, followed by Hispanics (52%), Asians (27%) and American Indians (21%).

A review of DARS internal data shows that 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 2% of the DARS clients. There was not a large increase in any ethnic population from 2010 to 2015.

C. who have been unserved or underserved by the VR program;

The issue of underserved/unserved populations was addressed in the Stakeholder 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%),

As stated earlier, 57% of the respondents believed Blacks to be underserved/unserved followed by Hispanics (52%), Asians (27%) and American Indians (21%).

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.

D. who have been served through other components of the statewide workforce development system; and

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 Board 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 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.

No mechanism has been identified to track jointly enrolled Title I and VR clients. DARS is currently in the process of "on-boarding" VR RSA 911 information to the Virginia Longitudinal Data System (VLDS) to create a process to identify jointly enrolled clients.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

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", 9% "fair" and 13% 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 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 continues to reserve and expand 15% of its VR grant funds on pre-employment transition services for youth and 50% of its Supported Employment (SE) funds for youth with the most significant disabilities.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

Questions regarding Employment Services Organizations (ESOs) were included in the stakeholder survey. Seventy-nine percent of the respondents believed that there was a significant need to enhance the ESOs. Seven percent did not believe there was a need to enhance ESOs and 14% did not know. In addition, 86% of the respondents believed that there was a significant need to expand supported employment options provided by the ESOs. Six percent did not see a need to expand ESOs options and 9% did not know about expanding options.

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 Supported Employment (SE) services and consumer choice in the selection of SE vendors and services.

3. Include an assessment of the needs of individuals with disabilities 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 Education Act .

As previously stated, the DARS survey shows that 2% of the respondents gave DARS an excellent rating regarding students' experience with DARS. Twelve percent rated DARS as "good", 9% "fair" and 13% 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%).

Through the Cooperative Agreement between DARS and DOE and the annual review of local agreements, transition career services and pre-employment transition services are coordinated under IDEA.

k. Annual Estimates

Describe:

1. The number of individuals in the State who are eligible for services;

Information from the 2012-2016 American Community Survey (ACS) 5-Year Estimates shows that in Virginia, among the civilian noninstitutionalized population, 11.8% reported having a disability. The likelihood of having a disability varied by age, from 3.8% of people under 18 years old, to 9.2% of people 18 to 64 years old, and to 33.3% of those 65 and over.

The disability rate for females was 11.8% versus 11.7% for males. The racial breakdown for Virginians with disabilities is presented in an earlier section.

Of all Virginians, 4.7% had a cognitive disability, 6.4% had ambulatory disability, 2.4% had self-care disability, 5.3% had independent living disabilities 2.2% had a vision disability and 3.2% had a hearing disability.

Data from the Virginia Department of Education identified 56,920 students between the ages of 14-18 having a disability in Virginia as of December 1, 2016.

The 2016 employment rate for individuals with disabilities between 18 to 64 years of age in Virginia was 39% compared to 78.7% among people without disabilities according to the 2017 Annual Disability Statistics Compendium. The employment gap, which is the difference between the employment rate of persons without disabilities and those without disabilities, was 39.7%. Within the disability groups identified by the ACS as employed, 59.8% had hearing disabilities, 47.8% vision disabilities, 27.4% ambulatory disabilities, 26.8% cognitive disabilities, 19% reported independent living disabilities and 19.1% with self-care disabilities.

The ACS estimated that out of 409,505 Virginia civilian veterans in 2016, 13.8% or 56,365 civilian veterans have disabilities.

2. The number of eligible individuals who will receive services under:

A. The VR Program;

In FFY 2017, DARS served 28,892 Virginians with disabilities under the VR program. In FFY 2018, it is estimated that DARS will serve 18,476 individuals with disabilities. In FFY 2019, it is estimated that DARS will serve 15,921 individuals with disabilities.

B. The Supported Employment Program; and

In FFY 2017, DARS served approximately 500 individuals in the Supported Employment Program. The Department projects that it will serve this number of individuals in FFY 2018 and FFY 2019.

C. each priority category, if under an order of selection;

DARS will continue in Order of Selection in FFY 2018. The following 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. Most Significantly Disabled: 17,689; Significantly Disabled: 787; All Other Eligible Individuals: 0. The following shows the estimated number of consumers to be served under each Priority Category in FFY 2019. The estimated number to be served is all clients receiving services under

an Individualized Plan for Employment. Most Significantly Disabled: 15,219; Significantly Disabled: 701; All Other Eligible Individuals: 1.

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

As of February 1, 2018, there were 1,134 individuals who were eligible for VR services, but were not receiving VR services due to Order of Selection.

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.

The following 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 for FFY 2018. Most Significantly Disabled: $20,105,488; Significantly Disabled: $894,512; All Other Eligible Individuals: $0; Total: $21,000,000.

The following 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 for FFY 2019. Most Significantly Disabled: $21,000,000; Significantly Disabled: $711,648; All Other Eligible Individuals: $0; Total: $21,711,648.

Please note that the provided numbers for all categories are estimates and are difficult to predict accurately with the opening and closing of priority categories.

l. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

The Goals and Priorities have been jointly developed and agreed to by the agency and the State Rehabilitation Council.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

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.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

The Goals and Priorities are based on an analysis of the following areas:

A. The most recent comprehensive statewide assessment, including any updates;

The Goals and Priorities reflect the information contained in the latest Comprehensive Statewide Needs Assessment (CNSA), including the emphasis on transition services for the large population of VR consumers who require these services to become employed in integrated and competitive settings and a continuing

focus on consumers who are most significantly disabled and their need for Supported Employment Services.

DARS conducted the most recent CSNA of the rehabilitation needs of individuals with disabilities from January 2015 through February 2016. The process included: a review of pertinent literature; data analysis of internal DARS data; analysis of statewide educational, business and demographic data; and staff and stakeholder surveys. The CSNA is conducted triennially and DARS will be updating the CSNA in 2019. DARS is currently in the planning phases for the upcoming CSNA.

It should also be noted that the CSNA includes information on the DARS Consumer Satisfaction Survey. In partnership with the State Rehabilitation Council (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). Highlights from the FFY 2016 survey are provided below. Percentages are similar to the previous two-year average (FFY 2014, 2015) and indicative of real-time assessment (i.e., what was happening at the time of survey completion).

Counselors kept in contact: 71%

Have agreed with counselors on plans for reaching job goal: 75%

Counselors were doing what they said they would do: 74%

Counselors were helpful in connecting with people and services: 73%

Believed everyone was working together to help: 74%

Counselors were meeting timetables: 64%

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 2016 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.

This information is utilized to help DARS achieve its goal of "providing services that result in meaningful and measurable outcomes through objective assessment of performance and ongoing innovation and process improvement."

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

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.

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.

The State Rehabilitation Council (SRC) issued its 2017 Annual Report in December, 2017. Information in this Report included DARS' performance on selected indicators for Federal Fiscal Year 2017 and the Council's recommendations regarding areas of interest and enhanced performance.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

The established Order of Selection priority categories are as follows (implementation will occur after state regulatory action is complete and upon review by the State Rehabilitation Council):

Priority Category I: An individual with a most significant disability

Priority Category II: An individual with a significant disability

Priority III: 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.

B. The justification for the order.

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, DARS has been unable to provide services to all eligible individuals for approximately 10 years. It is anticipated that Category 1 may be opened in spring of 2018. DARS Order of Selection ensures that eligible individuals with the most significant disabilities receive priority.

C. The service and outcome goals.

The following provides information on the service and outcome goals for individuals in the three Priority Categories: (1) Most Significantly Disabled; (2) Significantly Disabled; and (3) all other Eligible Individuals. Please note that the provided numbers for all categories are estimates and are difficult to predict accurately with the opening and closing of priority categories.

Priority Category 1: Individuals to be served: 17,689 Individuals in FFY 2018; who will exit with employment after receiving services: 3,255. In FFY 2019, 15,219 individuals will be served; 3,400 will exit with employment after receiving services. Individuals who will exit without employment after receiving services in FFY 2018: 2,557. Individuals who will exit without employment after receiving services in FFY 2019: 2,671. Cost of services: $20,105,488 in FFY 2018; $21,000,000 in FFY 2019.

Priority Category 2: Individuals to be served: 787 in FFY 2018; In FFY 2019, 701 individuals will be served. Individuals who will exit with employment after receiving services: 145 in FFY 2018; 378 in FFY 2019. Individuals who will exit without employment after receiving services: 114 in FFY 2018; 297 in FFY 2019. Cost of services: $894,512 in FFY 2018; $711,648 in FFY 2019.

Priority Category 3: Individuals to be served: 0 in FFY 2018; 1 in FFY 2019. Individuals who will exit with employment after receiving services: 0 in FFY 2018; 0 in FFY 2019. Individuals who will exit without employment after receiving services: 0 in FFY 2018; 0 in FFY 2019. Cost of services: $0 in FFY 2018; $0 in FFY 2019.

D. The time within which these goals may be achieved for individuals in each priority category within the order.

Priority Category 1: 558 days in FFY 2018; 575 days in FFY 2019 Priority Category 2: 564 days in FFY 2018; 957 days in FFY 2019 Priority Category 3: 0 days in FFY 2018; 0 days in FFY 2019

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

Depending upon agency resources, the categories are closed for services in order beginning with Priority Category 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.

2. 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.

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 elected to alter its existing Order of Selection policy to allow the provision of services to eligible individuals, whether or not receiving VR services, who require specific services or equipment to maintain employment.

n. Goals and Plans for Distribution of title VI Funds.

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

The Rehabilitation Act of 1973 defines Supported Employment (SE) 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 FFY 2017, 500 individuals with most significant disabilities

received services through SE programs funded by Title VI. The Department projects that it will serve at least this number of individuals in FFY 2018.

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:

(1) Continuing to improve the quality of SE services to individuals with the most significant disabilities through training and technical assistance. The Department will continue its efforts to deliver quality SE services to individuals with the most significant disabilities by: (a) providing ongoing training and technical assistance to VR staff and Employment Services Organizations (ESOs) 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; and (c) developing guidance for, and training, counselors to use the annual ESO Outcomes Report as an effective tool to assist clients in making ESO choices.

(2) Providing training to ESO staff and VR counselors and other staff. The Department will continue to strengthen the skills of SE 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 Performance Report, stakeholder feedback and program evaluations. Training will include an increased emphasis on community integration and raising average hourly wages of consumers.

(3) Expanding services to areas across the Commonwealth that have limited choice of provider options. (a) Identify areas of the Commonwealth where SE services are not readily accessible; (b) establish a system to assist existing ESOs to expand into areas of the Commonwealth that are underserved.

(4) Assure a full range of choices are available in order to meet the vocational needs of consumers requiring SE services. Virginia uses all SE models, including the individual placement model, the enclave model, the entrepreneurial model, and mobile work crews as long as the employment fits the definition of Competitive Integrated Employment. 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.

(5) Explore alternative funding mechanisms for long-term follow along supports for consumers needing SE services, including Social Security Work Incentives.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

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.

B. 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 will continue to explore alternative funding mechanisms for long-term follow along supports for consumers needing Supported Employment (SE) services, including Social Security Work Incentives. This includes working with the Governor's Office and the General Assembly to receive more funding for Long-Term Employment Support Services and Extended Employment Services and working collaboratively with other agencies, community partners and Employment Service Organizations to leverage these funds.

o. 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 the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities.

Innovation and expansion activities designed to expand and improve services iInclude:

(1) 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 program and expanding the program to all seven DARS' districts, continuing utilization of Autism Spectrum Disorder Specialists to manage and integrate the Autism Speaks Comprehensive Integrated Service model.

(2) Collaborating with the state's Assistive Technology (AT) Act program, the Virginia Assistive Technology System, to share resources and expertise. This collaboration helps improve VR and Employment Service Organizations (ESOs) access to a large variety of assistive technology equipment including handheld technologies, computer access, communication devices, personal listening devices, mobility devices, ramps and accessible pathways. Routine communication and

information is shared among VR, ESO, and State AT Act program partners to improve services to individuals with disabilities.

(3) Creating new Project SEARCH sites in the Commonwealth to benefit the employment of transition-age youth as appropriate. In Virginia, 137 high school students with developmental and intellectual disabilities participated in internships at 20 host sites during the 2016-17 school year to gain valuable work experience and skill development leading to competitive employment. In spring 2017, 125 students graduated from Project SEARCH. Of those who participated in the 2016-17 academic year, 82 students gained employment. Other participants continue to work with their counselors and job coaches to find employment. Project SEARCH measures employment outcomes 11 months after the end of each school year. At the 2017 annual conference, 11 of the 15 programs that operated in the 2015-16 school year received awards for exceptional employment outcomes for their participants.

(4) Increasing the use of Aztec learning software to enhance the career readiness certificate attainment for VR consumers.

(5) 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 (ESOs) and local secondary schools.

(6) 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.

(7) 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.

(8) 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.

(9) Providing additional driver's education instruction at WWRC to work in the Life Skills program and integrate into transition services.

(10) Providing iPad Pro tablets 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 including consultations with clients. This tele-rehabilitation service is providing improved access to agency services as well as improving field AT Specialists ability to provide services.

(11) Providing training and implementing 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, 2018, 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 CE best practices into our menu of services for these targeted populations. Options for self-employment will also be explored under this approach.

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.

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 Commonwealth and three rehabilitation engineering technicians. Rehabilitation Engineering (RE) staff use engineering, scientific and mathematical principles to develop, adapt, test, evaluate, apply, and distribute technological solutions to problems confronted by individuals with disabilities. Staff work out of Rehab Engineering shops hubs strategically placed across the Commonwealth. RE staff work with VR clients to determine appropriate "off the shelf" and custom Assistive Technology (AT) solutions. RE staff services include: worksite modifications: home modifications; vehicle modifications; and custom fabrication.

There are also four AT Specialists strategically located across the state and provide statewide services. The AT Specialists are licensed Occupational Therapists. These individuals provide AT evaluations and equipment trials. AT Specialists use their training to understand VR client's functional skills and how to accommodate individuals with disabilities. AT Specialists examine activities of daily living as they relate to employment and tasks that support employment. The AT Specialist looks for AT solutions that remove barriers to employment. Their goal is to work with the individual to identify equipment and accommodations to help VR clients obtain and maintain employment. These services include: AT assessment; at trials; computer accommodations; ergonomic work solutions; and handheld technology. AT services are provided in a variety of settings to accommodate VR client needs to include the home, school or training program, and worksite. AT Specialists also offer college preparation workshops which include strategies, assistive technology devices and applications to assist students as they prepare for post-secondary education.

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.

Data regarding minorities with disabilities was derived from the 2016 Comprehensive Statewide Needs Assessment (CSNA). The CSNA is conducted

triennially and DARS will be updating the CSNA in 2019. 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 2% 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 and 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 717. 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 recipients of Temporary Aid for Needy Families (TANF) 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.

4. The methods to be 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).

During FFY 2017, 50.7% of the 28,892 cases were students with disabilities (age 14-24). This represents a slight increase from 50.5% from the previous year. . Since September 2017, DARS has converted a total of 47 Vocational Rehabilitation Counselor positions to Pre-Employment Transition Counselors. Of these positions, 23 are dedicated Pre-Employment Transition Counselors and 24 are dual Pre-Employment Transition Counselors/VR Counselors. Other means to improve and expand VR services for students with disabilities include:

(1) Cooperating and coordinating with the Department of Education and Local Education Agencies (LEAs) to facilitate effective transition services for students with disabilities and to engage in competitive, integrated employment, post-secondary education, and community living.

(2) Supporting the Post-Secondary Education Rehabilitation and Transition (PERT) and Life Skills Programs at the Wilson Workforce and Rehabilitation Center.

(3) Producing transition-related products (e.g., newsletters, brochures, power point presentations, and posters) with examples of current legislative information, best practices and problem solving.

(4) Collaborating with staff of the Personal Assistance Services (PAS) Program at DARS to increase awareness of PAS services for students in transition, especially in post-secondary institutions.

(5) Collaborating with Employment Service Organization (ESO) staff to increase awareness of local vendor programs that could provide services to schools and transition-age youth.

(6) Expanding the number of Project SEARCH sites in Virginia, as appropriate.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

There are approximately 85 Community Rehabilitation Programs (known as Employment Service Organizations 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 (SE) services, particularly the impact of SE on post-VR employment outcomes. The ESO Performance Report provides valuable information to VR counselors, their consumers, and ESO staff on the quality of SE 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 SE 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 SE options provided by the ESOs. DARS will continue to work with the ESO Steering Committee and individual ESOs in examining these issues.

6. 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.

7. 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 Chief Workforce Advisor's Office on the Workforce System issues and participates on the Combined State Plan Implementation Team. A memorandum of understanding is in place with each Local Workforce Development Boards and DARS works closely with the American Job Centers (AJCs) to assure access to individuals with disabilities. The VR program currently is co-located as a One-Stop partner in Martinsville, Danville and South Boston. DARS also has a physical presence in other Workforce Board AJCs. DARS is directly involved with both the state Workforce partners and local AJCs 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 (CE) for our workforce partners.

8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

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.

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 post-secondary 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 (CE) 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.

DARS is working with the Governor's Chief Workforce Development Adviser, 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. In 2017, legislation was enacted by the Virginia General Assembly to

promote and increase the employment of individuals with disabilities employed at all levels and occupations by state agencies, institutions, boards, and authorities. The legislation also made it the goal of the Commonwealth by state fiscal year 2023 to increase by five percent the level of employment of individuals with disabilities within state government. DARS is a lead partner in this initiative in coordinating applicant screening, assessing job site accommodations, conducting disability awareness training to staff and managers of state agencies, and providing other services as needed to assist state agencies meet their business needs.

Expand workforce driven training options at WWRC.

Priority 3: Partnering with the Wilson Workforce and Rehabilitation Center (WWRC), other state agencies, Supported Employment (SE) 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 SE 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 2018-2020 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 Mangers 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 Post-Secondary Education Rehabilitation and Transition (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.

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 Pre-Employment Transition Services.

Expend 50% of the Supported Employment (SE) funds on students with disabilities.

By instituting these strategies to achieve DARS' Goals and Priorities, DARS plans to meet or exceed its performance metrics which include:

The development of 5,950 Individualized Plans for Employment

3,400 successful employment outcomes

100% competitive employment rate

$10.50 median hourly earnings of consumers achieving successful employment at closure. This is an increase from $9.00 in FFY 2016 with the median hourly wage for transition-age clients being $9.00 and $10.00 for non-transition age clients.

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

In FFY 2017, 84.2% of consumers who graduated from WWRC training programs achieved a successful employment outcome.

B. support innovation and expansion activities; and

These strategies also support DARS' Innovation and Expansion planned activities by identifying and addressing areas that will enhance services to unserved and underserved populations to include, but not be limited to, consumers with Autism,

other transition-age youth, and individuals with intellectual and developmental disabilities.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

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.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

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.

The following are the Goals and Priorities for the 2018 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 3,400 or more VR consumers will achieve a successful employment outcome. There were 4,037 successful employment outcomes in FFY 2017.

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. DARS achieved a 55.3% rehabilitation rate in FFY 2017.

1.3 The median hourly earnings of our consumers will equal or exceed$10.50 and $11.50 in the northern region. In FFY 2017, the median hourly wage was $10.00. This was an increase from $9.00 in FFY 2016.

1.4 100% or more of consumers who achieve successful employment upon completion of their VR programs will be competitively employed. 99.7% of consumers achieved competitive employment in FFY 2017.

1.5 In 95% or more of the cases, consumer eligibility will be determined within 60 calendar days of application. In FFY 2017, 95% of cases were determined eligible

within the 60-day time frame. This did not include cases placed in trial work that had a waiver of the 60-day eligibility requirement.

1.6 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 2017, 88.3% of Employment Plans were developed within 90 days of eligibility. This was a 1.2% increase from the previous year.

1.7 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 with CVS Health was expanded in 2016 to include customized training through the Wilson Workforce and Rehabilitation Center (WWRC) with an integrated CVS Health Mock Store. The regional DRS Business Development Manager, WWRC Director, and CVS Executives negotiated a formal corporate level agreement allowing CVS internships and Unpaid Work Experiences for qualified VR consumers, thus enhancing access to job opportunities. The corporate CVS Office tracks these agreements, as well as applications for employments across Virginia. The CVS Partnership will be further expanded in 2018-2020 with the implementation of a new CVS Pharmacy Technician Training Program through WWRC. Other business engagement initiatives currently in progress that build WWRC's capacity to fill industry skills gaps for VR consumers include: Manufacturing Technology and Manufacturing Production partnerships with the Manufacturing Skills Institute (MSI) and the Virginia Manufacturing Association (VMA); and, an evolving partnership with Microsoft Imagine Academy through a recently signed agreement with disAbled Persons, Inc. This year, the Business Development Managers worked 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.

1.8 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.

1.9 Of the total number of VR consumers who achieve a successful employment outcome, 600 or 15% will receive comprehensive services through WWRC. During FFY 2017, 647 (16.0%) of VR consumers who achieved a successful employment outcome received comprehensive services at WWRC.

1.10 74% or more of VR consumers who graduate from WWRC training programs will achieve a successful employment outcome. In FFY 2017, 84.2% 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 is projected to be as high as approximately 19,000 if the categories are open under Order of Selection. In FFY 2017, DARS served 28,892 consumers.

2.2 Client average daily census at WWRC will be 300 or greater. During FFY 2017, the average daily census at WWRC was 359.

2.3 Annual number of Individualized Plans for Employment developed will be approximately 6,000. During FFY 2017, 7,492 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 2017, 177 consumers obtained a Career Readiness Certificate.

3.3 Increase the number of VR consumers jointly receiving services from the Work Force Centers and DARS. No mechanism has been identified to track jointly enrolled Title I and VR clients. DARS is currently in the process of "on-boarding" VR RSA 911 information to the Virginia Longitudinal Data System (VLDS) to create a process to identify jointly enrolled clients.

3.4 Provide 7 Disability Resource Coordinators/Disability Program Navigators to increase access to programs and services for vocational rehabilitation consumers. DARS currently provides three Disability Resource Coordinators to two local American Job Centers (AJCs) as a part of DOL Disability Employment Initiative Round IV grant project efforts in collaboration with the VCCS/Workforce Services Division (Title I Administrator). In addition, through an Innovation and Expansion project, DARS has co-located a previous Disability Program Navigator as a VR Counselor housed in an AJC and providing VR services. Also, three workforce areas previously participating in DOL DPN/DEI grant efforts have retained three DARS staff to provide services to individuals with disabilities in AJCs. 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%.

3.5 DARS has entered into administrative Employment Network (EN) agreements with a third Administrative EN. This has increased the choices for potential EN partners in Virginia. This model has proven to be a viable option for smaller organizations that do not have the administrative capacity to become their own

employment network. The three administrative ENs are collaborating with 12-organizations in Virginia. This includes Centers for Independent Living, Community Rehabilitation Programs, Brain Injury Service providers and other DARS vendors3.6 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 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. During FFY 2017, there were 2,737 total WISA authorizations. These services were provided through over 98 different WISAs around the state, which was a significant increase which allowed DARS to significantly increase the number of authorizations. DARS has added additional WISA services to include Section 301 protection, ABLEnow accounts, and Financial Health Assessments. This brings the total number of available WISA services to 14. DARS has also facilitated increased efficiency with the WorkWORLD for the Web tool. It is now four-times faster. The rehabilitation rate for DARS clients who receive WISA services is 60% compared to a rehabilitation rate of 40% for the same population when no WISA services are provided. This growth in WISA authorizations has resulted in an opportunity to partner with the Social Security Administration on a proof of concept pilot for obtaining Benefit Planning Query's for DARS clients. Previously, this process had to be completed through the local SSA field offices and took over four weeks. Now the turnaround is three to five business days using a secure email exchange with SSA. During the 2017 FFY, DARS affiliates which includes Partnership Plus Employment Networks and WISAs requested a total of 3,129 Benefit Planning Query's to provide work incentive services to their clients. This includes 30 requests from WWRC. In addition, DARS counselors requested 2,730 Benefit Planning Query's for a total of 5,859 across the Commonwealth. Thus far, DARS affiliates have requested 1,148 Benefit Planning Query's and an additional 20 have been requested by WWRC. The average turn-around time over the span of this pilot have changed but is currently less than five-business days for the majority of requests. This is a significant difference in the processing time and has resulted in more accurate information available to both clients' and counselors to increase informed choice related to earned income and SSA benefits.

3.8 Implement a pilot program to enhance the reassignment "handoff" process for the Partnership Plus Employment Network Partners. The Partnership Plus handoff pilot program has been completed and with the release of Social Security's enhanced portal, Ticket To Work handoffs are achieved within three business days in the majority of cases and the planning begins while clients are in employed status. DARS partnership plus Employment Networks generated more ticket to work revenue and exceeded the national average for growth in ticket payments. The national growth rate in ticket revenue was 73% between FFY 2015 and 2016. There are 15 DARS Partnership Plus Employment Networks that were active during this reporting period and all grew in revenue by over 100%. 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 2017. A total of 37 DARS staff were trained on Assistive Technology services offered at WWRC during 2017..

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 110 high-impact assistive technology trainings to targeted audiences with a total of 810 participants. 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 2017, 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 2017, DARS met this goal with 1,502 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 2017 with a rehabilitation rate of 56%.

5.3 450 or more VR consumers will be served through the PERT Initial Evaluation Services. In FFY17, 476 consumers were served through the PERT Initial Evaluation Services.

Pre-employment Readiness and Education Program (formerly known as the Life Skills Transition Program) is a 9-week program at WWRC. In 2017, 474 consumers were served through the Pre-employment Readiness and Education Program at WWRC.

5.4 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.

5.5 Of the total number of VR consumers of transition age who achieve successful employment, 30% or will have received services at WWRC. 30.7% transition age consumers who achieved successful employment received services at WWRC (SFY17).

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 FFY2017, DARS exceeded the goal, with the number of veterans being served increasing by 6.9% 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 FFY2017, DARS fell short of this goal with increasing the number of consumers from different ethnic backgrounds by 2.4% from 2016.

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 autism services across 14-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 or approximately 120 VR consumers. During this time, ASME carried out a range of case service, community training, case consultation, and capacity development activities that have resulted in expansion of ASME coverage into new offices, development of new autism program service options, and an increase in cases served via Autism program services within their districts. These ASME positions are currently housed in the Portsmouth, Williamsburg, Henrico, Charlottesville, Christiansburg, and Fairfax field offices. 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. As a result of targeted train-the-trainer strategies DARS ASME's, and provider teams are coordinating technical assistance and training activities in their local areas. These local team activities were implemented in coordination with other DARS training initiatives that include a mix of modalities to support knowledge dissemination across the Commonwealth. Some examples of activities and outputs include training being delivered to more than 300 stakeholders (ex. VR staff, DSPs, WWRC staff, other community partners) on resources, effective practices, and evidence-based interventions for working with youth and adults with Autism Spectrum Disorders.

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%. There were 2,616 referrals in FFY 2017, there were 2,597 in FFY 2016.

7.2 Expand WWRC's medical outreach to increase access for potential VR consumers with an emphasis in 'return to work'. WWRC continues to build its capacity for statewide referral development to Rothrock Hall's medical rehabilitation services. In FFY 2017, 24 potential VR consumers were admitted to Rothrock Hall from the DRS Specialty Caseload developed to coordinate continued therapy services for consumers close to completing acute rehabilitation but in continued need for medical services and recovery before returning to the workforce or continuing their VR Program through training at WWRC or in their home community. In FFY 2017, 27 consumers from the DRS Specialty Caseload were successfully transferred to other VR caseloads to pursue employment goals after successfully completing their medical rehabilitation services. Of those VR consumers originally served through this DRS Specialty Caseload, sixty-six (66) have been successfully closed since 2011, working an average 29 hours/week at an average hourly rate of $19.70.7.3 WWRC's vocational training programs and occupational family offerings will reflect workforce trends and current/projected VR consumer employment goals. DARS employs five Business Development Manager 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 Manager Team to connect classrooms to workplace standards and expectations and to 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. Current business engagement initiatives targeting WWRC's Workforce Training Programs include: manufacturing technology and manufacturing production partnerships with the Manufacturing Skills Institute (MSI) and the Virginia Manufacturing Association (VMA) resulting in relevant skills development and credentialing for careers in advanced manufacturing; CVS Health partnership for implementation of a new pharmacy technician training program in addition to the CVS Mock Store curriculum resulting in direct employment and career pathway options for VR consumers within the CVS Health System across Virginia; and planned implementation of the Microsoft Imagine Academy for WWRC's Business and Information Technology Training Programs in SFY 2018. WWRC is also currently evolving potential partnerships for Registered Apprenticeships with the federal Department of Labor; in 2018, WWRC's Manufacturing Technology Training Program was designated as a registered pre-apprenticeship program. During the 2018-2010 Biennium, WWRC will continue to partner with the DARS Business Development Team, the Virginia Workforce Council, and relevant workforce/education/business/professional networks to prepare VR consumers to fill industry skills gaps within Virginia's economy and to document compliance with WIOA Core Performance Accountability Measures for graduates of its workforce training programs.

7.4 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 FFY 2016 and 2017, WWRC continued to use exit surveys and Focus Groups to formally measure and analyze consumer satisfaction with services received and with their transition back to the home community and employment options. During the 2018-2020 biennium, WWRC plans to continue to strengthen its Customer Satisfaction policies and procedures through the following key activates:

Provide orientation for managers and supervisors in access to and use of a new SharePoint site serving as a repository of Focus Group and Exit Survey feedback from WWRC consumers and facilitate systems and business processes for ongoing review and use of the data to improve the quality of services and programs.

Prioritize the "Take Care of Customers" element of WWRC's Vision as an area for targeted quality improvement, based on thematic findings of recent Customer Satisfaction data compiled to-date.

Develop and implement an ongoing written plan and related business processes to address common themes identified through WWRC's Customer Satisfaction System.

Establish and implement a system for an annual review of Focus Group and Exit Survey questions and refine/adjust as indicated.

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; and 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 AT 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 Agency (LEA) 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 PERT Program.

Continuing to offer a 9-week Pre-employment Readiness and Education Program (formerly known as the Life Skills Transition Program) 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.

B. Describe the factors that impeded the achievement of the goals and priorities.

DARS continued to operate with all Priority Categories closed under our Order of Selection policies. DARS' 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 median hourly wage for transition-age consumers during FFY 2017 was $9.00 as compared to $10.00 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. In addition, the implementation of WIOA-related policy and funding changes has created challenges as the Commonwealth works to realign systems, policies, and staff.

2. An evaluation of the extent to which the 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.

Each year, DARS supplements its Title VI funding for Support Employment (SE) 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 SFY 2017, over 4,000 individuals with most significant disabilities received services through SE programs of DARS. DARS spent 67.5% of its Title 1 case service funds ($15.2 million) on SE services for consumers. In addition, DARS continued its collaborative relationship with the more than 80 ESOs 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 SE program. With the assistance of this

Committee, DARS has begun to examine the effectiveness of SE services, particularly the impact of SE 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.

B. Describe the factors that impeded the achievement of the goals and priorities.

DARS is satisfied with its performance as relates to its Supported Employment (SE) program. Accordingly, no factors that may have impeded performance have been identified.

3. 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.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

During FFY 2017, the funds reserved for Innovation and Expansion were used for the following activities: (1) 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. (2) Partnering with the Virginia Assistive Technology System (VATS) to support tele-rehabilitation services. Tele-rehabilitation is the delivery of rehabilitation services of telecommunication/internet networks. Staff utilizes handheld technology to increase the reach of DARS' Assistive Technology staff in providing vocational rehabilitation services. (3) Continuing and creating new Project SEARCH sites in the Commonwealth to benefit the employment of transition-age youth. (4) Enhancing the coordination of business development activities. (5) Providing additional driver's education instruction at WWRC to work in the Life Skills program and integrate into transition services. (6) Collaborating with the Virginia Department of Education to Increase use of Aztec learning software to enhance the Career Readiness Certificate (CRC) attainment for VR consumers. This collaboration will increase preparation of Special Education/VR Transition students and other VR consumers in attaining the CRC or other workplace credentials. (7) Providing training and implementing seven (one per District) teams to pilot and implement Customized Employment (CE) across Virginia. DARS is selecting and training VR staff and stakeholders 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.

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

DARS requires that each of Virginia's ESOs approved to provide Employment 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 2017, these organizations provided Support Employment (SE) services over 4,000 individuals, including youth with the most significant disabilities.

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 SE services, vocational skills training, and vocationally related transportation services.

2. The timing of transition to extended services.

Transition to extended services from DARS supported time-limited services is accomplished after the consumer reaches stability in employment. During the 90 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 and 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; and 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.

Stability for those placed in competitive integrated group employment 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.

Certifications

Name of designated State agency or designated State unit, as appropriate Virginia Department for Aging and Rehabilitative Services

Name of designated State agency Virginia Department for Aging and Rehabilitative Services

Full Name of Authorized Representative: Kathryn Hayfield

Title of Authorized Representative: Commissionier

States must provide written and signed certifications that:

1. The designated State agency or designated State unit (as appropriate) listed above 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. Yes**

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the designated State agency listed above 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; Yes

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* , the Rehabilitation Act, and all applicable regulations , 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; Yes**

4. 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; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The Authorized Representative listed above 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; Yes

8. The Authorized Representative listed above has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

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. Yes

Footnotes

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Certification 1 Footnotes

*** Public Law 113-128.**

**** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.**

Certification 2 Footnotes

*** All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.**

**** No funds under title 1 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.**

***** 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.**

Certification 3 Footnotes

*** 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.**

**** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes**

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Department for Aging and Rehabilitative Services**

Full Name of Authorized Representative: **Kathryn Hayfield**

Title of Authorized Representative: **Commissioner**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

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the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization Department for Aging and Rehabilitative Services

Full Name of Authorized Representative: Kathryn Hayfield

Title of Authorized Representative: Commissioner

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

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 (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.

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.

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.

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? See Section 2 of this VR services portion of the Unified or Combined State Plan. No

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.

4. 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?

Agency will provide the full range of services described above 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 Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

clxxxiii. 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**

clxxxiv. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. 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. Financial Administration of the Supported Employment Program:

a. 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. Provision of Supported Employment Services:

a. 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:

clxxxv. 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

clxxxvi. **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.**

Additional Comments on the Assurances from the State

Program-Specific Requirements for Vocational Rehabilitation (Blind)

The Vocational Rehabilitation (VR) Services Portion of the Unified or 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:

*** Sec. 102(b)(D)(iii) of WIOA**

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must 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;

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 February and March 2018, DBVI developed an update to the 2018 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.

During FFY 2017, DBVI determined to close all three agency Order of Selection categories. SRC members and other stakeholders were provided with the opportunity to provide comment regarding DBVI's Order of Selection during a special Order of Selection Public Meeting conducted August 16, 2016; this meeting was conducted using virtual meeting technology and included sites in Richmond, Norfolk, Fairfax, Roanoke, Staunton, and Christiansburg. Additionally, as part of preparation and planning for the closing of categories on October 1, 2017, the DBVI Commissioner and other administrators communicated with the SRC Chairwoman throughout the spring and summer of 2017 and then initiated formal discussions with the SRC during the quarterly SRC meetings in June and September 2017. DBVI provided information regarding VR funding levels, associated costs for serving individuals with all categories open, the need to close categories due to insufficient funds, and various options that had been considered prior to deciding to close categories. The SRC expressed understanding and agreed that closing all categories seemed reasonable. The SRC made no specific recommendations regarding the closing of the Order of Selection Categories.

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.

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.

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.

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).

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.

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 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.

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 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).

8. DBVI develop and distribute 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, and ensure that all materials are available in alternate format, to include large print, Braille, and electronic media.

2. the Designated State unit's response to the Council’s input and recommendations; and

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.

During this state plan cycle DBVI collaborated with the SRC to implement new agency practices to inform individuals of their 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 the 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, 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.

In 2016 the SRC decided to begin holding their quarterly meetings on Friday's in order to better facilitate opportunities for DBVI staff from across the agency to share information with the council. Instead of holding an annual retreat council members decided that meeting during regular business hours and allowing time on the agenda each quarter to identify projects and focus areas will provide better engagement and opportunities to learn about DBVI and Vocational Rehabilitation Services.

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 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 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, 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.

The SRC determined to strike the committee structure and move to SRC focus areas including Annual Reports, State Plan, employment, marketing and legislative issues. DBVI's liaison continues working with the SRC to facilitate effective communication regarding its previously existing and newly identified work.

3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

Within the context of responding to the SRCs recommendations, there were no areas where DBVI rejected the Council's input or recommendations. There were, however, areas where the SRC made recommendations regarding actions they felt the agency should take where the agency clarified practice that already exists related to those recommendations.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

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.

2. the designated State unit will approve each proposed service before it is put into effect; and

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.

3. All State plan requirements will apply

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

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.

c. 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 development system with respect to:

1. Federal, State, and local agencies and programs;

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

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

During this State Plan cycle, DBVI will develop or update formal and informal agreements with the Virginia Assistive Technology System which is a state program carried out under section 4 of the AT Act of 1998.

The Virginia Assistive Technology System (VATS) programs and services are delivered in one central and three regional sites in Virginia. The mission of the VATS is to ensure that Virginians of all ages and abilities can acquire the appropriate, affordable assistive and information technologies and services they need to participate in society as active citizens. At the community level, these sites provide information and referral on devices, services, funding options and other activities specific to each region's needs.

VATS provides Information and Assistance through their Information and Assistance (I & A) system where individuals have access to a considerable amount of information on assistive technology products, funding options, and resources that range from therapists to service providers to assistive technology vendors.

Regarding Advocacy services, VATS has a collaborative relationship with the disAbility Law Center of Virginia (dLCV) whose charge is to protect individuals with disabilities from discrimination and to serve as their advocate to resolve such issues. VATS can help individuals to learn about their rights concerning assistive technology and can assist individuals by advocating on their behalf.

VATS provides demonstrations of AT devices and equipment are offered by VATS regional sites, giving individuals the opportunity to try before purchasing equipment. Each site keeps a range of devices and staff will demonstrate how devices work and assist in decision making process.

VATS also facilitates reuse of Assistive Technology. VATS has built a statewide network of Assistive Technology (AT) reuse programs. Gently used durable medical equipment (DME) is donated by the public to the Virginia Reuse Network (VRN) where the equipment is then sanitized, repaired, matched, and redistributed at no cost to the consumer. The VRN provides reused DME to qualifying Virginians with disabilities. In general, the VRN serves persons who are uninsured, underinsured, or lack resources to purchase appropriate DME (mostly mobility and bathroom safety equipment) on their own. VRN partners include: the Foundation for Rehabilitation Equipment and Endowment (F.R.E.E.); the Virginia Department for Aging and Rehabilitative Services (DARS): Virginia Assistive Technology System (VATS) and Wilson Workforce Rehabilitation Center (WWRC); and an informal or "Virtual" network comprised of various human services agencies, healthcare organizations, healthcare professionals, churches and others interested in helping persons have access to quality DME. The Virginia Reuse Network (VRN) is administered by Virginia Assistive Technology System (VATS) and is currently supported by several funding sources, including the Commonwealth Neurotrauma Initiative (CNI) Trust Fund, and the federal Assistive Technology Act.

The VATS AT Equipment Exchange provides a means for anyone to post assistive technology (AT) equipment and services they wish to donate or sell to Virginians with disabilities at a reduced price. Individuals may also request assistive technology items needed. The Equipment Exchange functions like a classified advertisement, connecting individuals with one another to exchange equipment. Exchange activities do not involve warehousing inventory and do not include repair, sanitation or refurbishing of used devices. VATS is not directly involved in the transaction; VATS only provides contact information of the potential "buyers" and "sellers". The Equipment Exchange is managed using an email distribution list of statewide partners participating in the Virginia Reuse Network. The exchange is intended to provide statewide access to and acquisition of AT products and services.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

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

4. Noneducational agencies serving out-of-school youth; and

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:

• Non—educational agencies serving out—of—school youth

5. State use contracting programs.

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.

d. Coordination with Education Officials

Describe:

1. DSU's plans

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 VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

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.

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. 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;

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.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

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.

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

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.

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.

D. procedures for outreach to and identification of students with disabilities who need transition services.

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 phone call and provided with general information regarding VR services and Pre-Employment Transition Services. The name and contact information of interested individuals is sent to the intake worker in the regional office. The VR counselor follows up within three business days to schedule a face to face appointment 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

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

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.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts 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.

DBVI and the Department of Behavioral Health and Developmental Services (DBHDS) will update and maintain an interagency agreement during this state plan cycle 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; this agreement is also addressed in Section C of this State Plan 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.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). 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

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 DBVI Business Relations 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 Business Relations 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 employer 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 Business Relations Unit strategy, DBVI will use a model that assigns a Single Point of Contact to a business partner who ensures that roles are clearly defined between the employers and other workforce partners. The Single Point of Contact 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 information 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. Employers get a, 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 Business Relations 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 Business Relations 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.

Beginning in Program Year 2017, Virginia workforce agencies, including DBVI, are required to report on the number of businesses served by their workforce programs, as well as the industry and size category of each business served and the types of services that were provided. DBVI's Business Relations Unit will provide this information to an agency program analyst for DBVI tracking and quarterly reporting. This information will be used to report to the Governor on Virginia's

progress toward meeting annual goals for serving businesses. This information will also be used to report performance for the Effectiveness in Serving Employers measure, and for determination of the employer penetration rate, for WIOA performance reporting to the U.S. Departments of Labor and Education. The intent of this report is not to measure workforce program productivity, but it is instead to determine the number of unique businesses served. Several types of business services will be tracked and reported according to the following definitions:

• Assessments — Provide the business with an assessment service that may include the following: Individual client assessments, Work Keys Profiles, Career Readiness, Foundational Skills Assessment, Assistive Technology assessments, and Ergonomic Assessments. • Recruitment Services — Provide the business with recruitment services that may include developing job descriptions, job postings, candidate screenings, job fairs, and other recruitment events (such as Commonwealth Workforce Network Meetings), job matching, individual job placement, work experiences, internships, and rapid re-employment recruitment. • Labor Market Information (LMI) — Provide the business with an LMI service that may include conducting economic impact analysis, developing targeted labor market information, and conducting NAICS (North American Industry Classification System) and SOC (Standard Occupational Classification) Code searches for employers and economic development. • Consulting Services — Provide the business with a consulting service that may include pre-event preparation for hiring events, initial engagement with employers for registered apprenticeship, diversity consultations, business plans, rehabilitation engineer services, assistive technology, assistance in creating 503 employment/outreach plans for targeted employers that hire persons with disabilities, and initial rapid response consultation. • Tax Incentives and Credits — Provide the business with a service pertaining to the Work Opportunity Tax Credit (WOTC) and other tax incentives and credits for hiring individuals defined in the authorizing program. • Layoff Aversion — Provide the business with layoff aversion services that assist employers in retaining their business or jobs that may include early intervention for firms assessed at risk to help avoid layoffs; feasibility studies; incumbent worker training resulting in workers maintaining a current job or moving to other positons to avoid layoffs (this specific instance may be double-counted with training for incumbent worker training); a business connection to private loan program, or other local, state, or federal government resources that helps business remain open, reorganize under new ownership, or be purchased by a new owner, resulting in jobs being maintained; connection to economic development resources resulting in business assistance; and referrals to business focused organizations such as MATAAC (Mid-Atlantic Trade Adjustment Assistance Center) or GenEdge resulting in business assistance.

• Training — Provide the business with a training service that may include Pre-Employment Training, On-the-Job Training, Incumbent Worker Training, Training in Employment Issues (i.e. ADA, Workplace Diversity, Wage Misclassification, Employers' Conferences, Assistive Technology training to business on how to use AT equipment), and other related services.

• Registered Apprenticeships — Provide the business with a registered apprenticeship service that may include business enrollment into the registered apprenticeship program, holding a business development meeting, business registration, occupation registration, apprentice registration, apprentice completion, quality assurance assessment, and EEO evaluations.

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, Business Relations 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.

2. 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 of 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 Business Relations Specialists and to Community Rehabilitation Providers (CRPs) (also known in Virginia as Employment Services Organizations (ESOs)). Business Relations 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.

h. 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;

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.

2. the State agency responsible for providing services for individuals with developmental disabilities; and

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.

3. the State agency responsible for providing mental health services.

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 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.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
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 2018 and FFY 2019, 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 training needs assessment to assist VR staff and supervisors in identifying training areas.

Customer-centered design and becoming an effective partner in the State's Workforce System continue to be the priority 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 Business Relations 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 2016-2017.

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 2018-2019. Staffing will include:

• One Deafblind Program Director and one Deafblind Specialist; • Five full-time Rehabilitation Technology Specialists; • One Senior Managers and five 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 Director of Business and Corporate Initiatives and four Business Relations Specialists; • Eighteen VR counselors (currently three positions

are vacant); 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.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
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 2018-2019. Staffing will include:

• One Deafblind Program Director and one Deafblind Specialist; • Five full-time Rehabilitation Technology Specialists; • One Senior Manager and five 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 Director of Business and Corporate Initiatives and four Business Relations Specialists; • Eighteen VR counselors (currently three positions are vacant); 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.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services 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.

Qualified Personnel Needs

DBVI annually conducts a training needs assessment to assist VR staff and supervisors in identifying training areas.

Customer-centered design and becoming an effective partner in the State's Workforce System continue to be the priority 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 Business Relations 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 2016-2017.

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.

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

In Virginia, there are two universities preparing VR professionals in graduate level programs, Virginia Commonwealth University (VCU) and George Washington University (GWU).

ii. the number of students enrolled at each of those institutions, broken down by type of program; and
For the spring of 2018, VCU has 66 students in the Master of Science in Rehabilitation and Mental Health Counseling and 16 students in the Post-Master's Certificate in Professional Counseling programs. Currently, the GWU program has 61 individuals in its Master of Arts in Rehabilitation Counseling.

iii. 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.
At VCU, the Master of Science in Rehabilitation and Mental Health Counseling that requires 60 credit hours, (formally a Master of Science in Rehabilitation Counseling, which required 48 credit hours) contains coursework for an individual to become a Licensed Professional Counselor (LRC) as well as course work for the Certified Rehabilitation Credential (CRC). In December of 2016, VCU graduated two students with a Master of Science in Rehabilitation Counseling and five with a Master of Science in Rehabilitation and Mental Health Counseling. In May of 2017, VCU graduated four students with a Master of Science in Rehabilitation Counseling and nine with a Master of Science in Rehabilitation and Mental Health Counseling. In August 2017, VCU graduated eight students with a Master of Science in Rehabilitation and Mental Health Counseling. There were no graduates from either the Master's program in December 2016.

In the VCU Post-Master's Certification Program, one individual holding a master's degree in another discipline completed additional coursework required by the Council on Rehabilitation Counselor Certification for the CRC credential and graduated in May 2017 and two additional students graduated who had completed coursework leading to the LPC credential during that same time period. In August 2017, one individual graduated who had a master's degree in another discipline and completed coursework for the CRC and two who competed coursework for the LPC.

In the 2017 academic year, 21 individuals graduated with a Master of Arts in Rehabilitation Counseling from the GWU Graduate School of Education Counseling, eight of whom were enrolled in GWU's online program and 13 who attended the on campus program. During 2018, GWU anticipates graduating 15 individual(s) in the Master of Arts in Rehabilitation Counseling from the GWU Graduate School of Education Counseling with eight from the online program. Seven 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 61 individuals in its Master of Arts in Rehabilitation Counseling.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development 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.

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. 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. Currently, fifteen Counselors, one Senior Regional Managers, four Regional Managers, and one Assistant Director of the VRCBVI are Certified Rehabilitation Counselors.

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.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

DBVI recognizes the importance of having a 21st 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 fifteen member VR staff, fifteen Counselors have the Certified Rehabilitation Counselor (CRC) credential. The Senior Regional manager and 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.

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

See section 3 A

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

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, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

In 2018-2019 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 2018-2019, DBVI will engage in ongoing succession planning activities incorporating management skills and knowledge development. DBVI will conduct a monthly training program designed to ensure that all vocational rehabilitation staff have a 21st Century understanding of the evolving labor force and the needs of individuals with disabilities. To facilitate this learning, DBVI will continue its monthly Video Teleconferencing- based program which is conducted 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 programs, 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.

Additionally, during this State Plan cycle, DBVI will continue to provide 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.

B. Acquisition and dissemination of significant knowledge

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

DBVI administration and senior staff will continue its current practice of sharing research articles, journal offerings, webinars, and other resources designated for vocational rehabilitation professionals and paraprofessionals.

5. 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 appropriate modes of communication

with or in the native language of applicants or eligible individuals who have limited English speaking ability.

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.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, 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 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.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

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 the most significant disabilities, including their need for supported employment services;

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, 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.

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.

Currently, DBVI and the SRC are in the process of conducting a new comprehensive statewide needs assessment (CSNA) For FFY 2015 -2017. DBVI has again contracted with an outside consultant, the Interwork Institute of San Diego State University, to conduct the CSNA which will be completed by August 31, 2018.

B. who are minorities;

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.

C. who have been unserved or underserved by the VR program;

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.

D. who have been served through other components of the statewide workforce development system; and

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.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

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.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

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.

3. Include an assessment of the needs of individuals with disabilities 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 Education Act .

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.

k. Annual Estimates

Describe:

1. The number of individuals in the State who are eligible for services;

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.

2. The number of eligible individuals who will receive services under:

A. The VR Program;

During FFY 2017, 1,579 individuals were eligible for and received VR services. During FFY 2018 — 2019, an estimated 1,450 individuals will be served annually by the DBVI VR program.

In FFY 2017 (October 1, 2016 to September 30, 2017), DBVI liquidated all of its remaining carry-over Title I federal grant funds. The combined available funds in FFY 2017 for Title I and Title VI-B were projected at $13,052,000 (FFY 2017 grant plus adjusted agency actual match and program income). The total projected costs for serving individuals in the Titles I ($6,157,000) and VI-B ($77,000) and administrative costs ($6,818,000) which liquidated all of the carry over funds.

The combined available funds in FFY 2018 for Title I and Title VI-B are estimated at $12,587,281 (FY 2018 grant plus adjusted agency actual match and program income). Total projected costs for serving individuals in the Titles I ($6,102,925) and VI-B ($0.00) and administrative costs ($6,981,027) is $13,083,952. DBVI's projected deficit in FY 2018 will be approximately $496,671. DBVI did not have sufficient resources to serve all eligible individuals in the Commonwealth of Virginia beyond October 1, 2017. These deficits are currently attributed to increased costs associated with the implementation of the Workforce Innovation and Opportunity Act (specifically Pre-Employment Transition Services) and the general increase in the cost of providing services in Virginia. These deficits and are projected to continue throught FFY 2018 and FFY 2019.

As indicated above, DBVI estimates serving over 1,450 individuals per year during this state plan cycle with all categories for services remaining closed and projects a minimum of 3,000,000 in case service expenditures for all categories annually, including the 15% set aside for Pre-Employment Transition Services and supported employment federal and non-federal funds.

B. The Supported Employment Program; and

During FFY 2017, twenty-four individuals received supported employment services provided under Title VI of the Rehabilitation Act, as amended.

During FFY 2018-2019, an estimated thirty—five individuals are expected to receive supported employment services in some form

C. each priority category, if under an order of selection;

DBVI's OOS, was revised in 2016 and includes the following three categories:

Category I: Individuals with a Most Significant Disability (MSD) 1. The individual meets the definition of an individual with a significant disability and;

2. The severe vision impairment and/or any secondary disabilities, seriously limits two or more life activities (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome and;

3. The individual's vocational rehabilitation must also be expected to require multiple core VR services over an extended period of time (6 months or longer).

Category II: Individuals with a Significant Disability (SD): 1. The severe vision impairment and/or any secondary disabilities, "seriously limits" one life activity (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome.

2. The individual's vocational rehabilitation must also require multiple core VR services over an extended period of time (minimum of six months).

Category III: All Other Eligible Individuals

Goals for individuals to be served during this State Plan cycle:

DBVI estimates serving over 1,450 individuals per year during this state plan cycle. With all categories currently closed, monitoring of available funds will continue; one or more categories will be opened as soon as possible. It may be that DBVI is only able to open category one and serve individuals that are on the wait list within a certain timeframe based upon the individual's eligibility date. DBVI's goal will be to serve as many individuals as possible. The agency projects a minimum of 3,000,000 in case service expenditures for all categories annually, including the 15% set aside for Pre-Employment Transition Services and supported employment federal and non-federal funds.

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

As of March 19, 2018, 89 individuals were eligible for VR services but are not receiving services due to an Order of Selection.

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.

DBVI estimates serving over 1,450 individuals (most of whom are individuals with most significant disabilities) per year during this state plan cycle with all categories for services remaining closed and projects a minimum of 3,000,000 in case service expenditures for all categories annually, including the 15% set aside for Pre-Employment Transition Services and supported employment federal and non-federal funds.

l. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

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 this state plan cycle. 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 during FFY 2016 & 2017.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

The six goals and priorities established in FFY 2016 continue for the state plan cycle:

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.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

A. The most recent comprehensive statewide assessment, including any updates;

Development of these goals included analysis and consideration of recommendations from the 2015 DBVI Comprehensive Statewide Needs Assessment. Currently, DBVI and the SRC are in the process of conducting a new comprehensive statewide needs assessment (CSNA) For FFY 2015 -2017. DBVI has again contracted with an outside consultant, the Interwork Institute of San Diego State University, to conduct the CSNA which will be completed by August 31, 2018.

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

Development of these goals included a review of Virginia's performance requirements under the performance accountability measures of section 116 of WOIA.

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.

Development of these goals included consideration of Section A, Input of the State Rehabilitation Council, 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).

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

In compliance with 34 CFR 361.36 (Ability to serve all eligible individuals; order of selection for services) the Department for the Blind and Vision Impaired (DBVI) Vocational Rehabilitation (VR) program maintains an order of selection (OOS) that ensures that blind, vision impaired, or deafblind individuals, including students and youth, with most significant disabilities are given priority for services. DBVI's OOS includes three service categories with a goal that individuals in all categories will enter into or maintain competitive integrated employment and individuals having the most significant disabilities being served first if it is necessary for DBVI to close categories due to lack of available resources.

DBVI closed all three service categories effective October 1, 2017. DBVI will continue to set aside sufficient funds to purchase services necessary to determine eligibility and to provide services, including assistive technology, to individuals who are being served under an Individualized Plan for Employment prior to October 1, 2017. Additionally, services will continue to be provided to individuals who require job retention services and to students receiving pre-employment transition services.

During the next two years of this plan, DBVI will continue to assess the availability of resources and anticipates having the ability to move individuals off of the waiting list. As resources become available, individuals will be placed into an active service status based on the priority category of their case and the date of application.

Definitions for OOS: Extended period of time means a period of six (6) months or longer from the date of the Individual Plan for Employment (IPE) and could include extended support services provided through an entity other than DBVI. Functional Capacities refers to specific life activities such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills.

Seriously Limits means the individual's disability (or disabilities) has a significant functional impact on their life activities. Significant Disability (SD) means: 1. The severe vision impairment and/or any secondary disabilities, "seriously limits" one life activity (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome. 2. The individual's vocational rehabilitation must also require multiple core VR services over an extended period of time (minimum of six months).

Most Significant Disability (MSD) means:

1. The individual meets the definition of an individual with a significant disability and;

2. The severe vision impairment and/or any secondary disabilities, "seriously limits" two or more life activities (such as mobility, communication, self-care, interpersonal

skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome and;

3. The individual's vocational rehabilitation must also be expected to require multiple core VR services over an extended period of time (6 months or longer). Multiple core vocational rehabilitation services means two or more ongoing VR services, such as guidance and counseling, placement assistance, and other services which address the serious limitations.

DBVI OOS requirements include: 1. Implementing the OOS on a statewide basis. 2. Closing categories if limited resources prevent DBVI from providing the full scope of services to individuals who are eligible for VR services. 3. Providing written notification, through the Director of Workforce Services, to regional offices regarding the date for closing or opening an OOS service category or otherwise moving individuals from the waiting list. 4. Continuing to provide to eligible individuals all needed services listed on the Individualized Plan for Employment if the individual had begun receiving those services prior to the effective date of the closing of OOS categories. 5. Accepting applications for VR services without restrictions and providing assessments for individuals to determine their eligibility for VR services. 6. Ensuring that individuals who are determined eligible but are not being served due to OOS service category closure are provided with resources and referral information about other appropriate federal and state programs, including components of the Virginia workforce development system. 7. With the exception of assessment to determine eligibility for VR services, accommodations that are required for individuals to participate in assessment for eligibility determination, provision of pre-employment transition services to students who were receiving those services prior to being determined eligible for VR services, and assistive technology for individuals who require those services in order to maintain employment, no services will be provided to individuals who do not meet the criteria of the OOS service category(ies) being served. 8. Maintaining a waiting list based upon the individual's VR services application date when DBVI cannot serve all eligible individuals in a given service category. Individuals eligible for VR services that do not meet the criteria for the OOS service 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 been determined eligible for VR services. 9. Ensuring individuals remain on the waiting list until they either meet the criteria of the OOS service category being served, the service category they are in is being served, or they request their DBVI case be closed. 10. Placing individuals in the most appropriate OOS service category based on the individual's vision impairment and secondary disabilities, serious limitations in two or more life activities, and the expectation that the individual will require multiple core services over an extended period of time. 11. Ensuring that individuals understand that they may appeal their OOS service category classification or reclassification decisions in accordance with the DBVI's standard appeal procedures.

DBVI's OOS includes three service categories as identified in the DBVI VR Policy Manual; DBVI is revising its state regulations to align with current business practice.

Category I: Individuals with a Most Significant Disability (MSD) 1. The individual meets the definition of an individual with a significant disability and;

2. The severe vision impairment and/or any secondary disabilities, seriously limits two or more life activities (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome and;

3. The individual's vocational rehabilitation must also be expected to require multiple core VR services over an extended period of time (6 months or longer). Category II: Individuals with a Significant Disability (SD): 1. The severe vision impairment and/or any secondary disabilities, "seriously limits" one life activity (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome.

2. The individual's vocational rehabilitation must also require multiple core VR services over an extended period of time (minimum of six months).”

Category III: All Other Eligible Individuals

Goals for individuals to be served during this State Plan cycle:

DBVI estimates serving approximately 1450 individuals per year during this state plan cycle with all service categories for services closed. DBVI projects a minimum of $3,000,000 in case service expenditures annually, including supported employment federal and non-federal funds.

B. The justification for the order.

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 under 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’s initial OOS was established in 2004 in consultation with the SRC; input from interested stakeholders was obtained through public comment in that same year. In 2016, DBVI revised its OOS categories in order to further ensure that individuals with most significant disabilities would be served first if adequate funding was not available to serve all eligible individuals. The agency conducted a special OOS Public Meeting to gather input from the SRC and other interested stakeholders in August 2016 using virtual meeting technology. DBVI conducted one meeting with participation sites in Richmond, Bristol, Fairfax, Norfolk, Christiansburg, and Staunton.

DBVI has been experiencing a regular increase in expenditures since FFY 2013, but has been able to meet expenses with its Federal and State budgeted allotment together with its unexpended Title I federal grant funds carried over through FFY 2017. During FFY 2017 (October 1, 2016 to September 30, 2017), DBVI liquidated all of its remaining carry-over Title I federal grant funds.

The combined available funds in FFY 2017 for Title I and Title VI-B were projected at $13,052,000 (FY 2017 grant plus adjusted agency actual match and program income). The total projected costs for serving individuals in the Titles I ($6,157,000) and VI-B ($77,000) and administrative costs ($6,818,000) which liquidated all of the carry over funds. The combined available funds in FFY 2018 for Title I and Title VI-B are estimated at $12,587,281 (FY 2018 grant plus adjusted agency actual match and program income). Total projected costs for serving individuals in the Titles I ($6,102,925) and VI-B ($0.00) and administrative costs ($6,981,027) is $13,083,952. DBVI's projected deficit in FY 2018 will be approximately $496,671. DBVI did not have sufficient resources to serve all eligible individuals in the Commonwealth of Virginia beyond October 1, 2017. These deficits are currently attributed to increased costs associated with the implementation of the Workforce Innovation and Opportunity Act (specifically Pre-Employment Transition Services) and the general increase in the cost of providing services in Virginia and are projected to continue through FFY 2018 and FFY 2019. DBVI's projected FFY 2018 regular grant funds and matching non-federal funds of approximately $12,587,281.00 for basic vocational rehabilitation services will not be sufficient to cover the cost of all individuals receiving services, to provide assessment services to all individuals who applied for services, and to provide services to all individuals determined eligible..

During 2017, DBVI made the decision to close all three categories on October 1, 2017 due to insufficient funds available to serve all eligible individuals. The only individuals that will be served outside of the order are those who have an immediate need for equipment and/or specific services to maintain current competitive integrated employment.

In the fall of 2017, DBVI conducted general public meetings and comment was obtained regarding OOS.

Moving forward, DBVI will continue to take comments regarding OOS during the agency's annual public meetings. To ensure OOS is addressed, a minimum of ten minutes will be established at each public meeting to provide the SRC, individuals receiving services, and other interested stakeholders with the opportunity to provide input into DBVI's OOS policy and the opening and closing of categories.

C. The service and outcome goals.

DBVI's goal is that individuals in all categories enter into or maintain competitive integrated employment goals with individuals with the most significant disabilities being served first under the Order of Selection. 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.

Goals for individuals to be served during this state plan cycle: DBVI estimates serving over 1,450 individuals per year during this state play cycle with all categories for services remaining open and projects a minimum of $3,000,000 in case service expenditures for all categories annually, including supported employment federal and non federal funds. 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 Director of Workforce 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 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.

D. The time within which these goals may be achieved for individuals in each priority category within the order.

DBVI has historically not closed Order of Selection Categories. Subsequently, the agency does not have sufficient data to estimate the time within which these goals may be achieved in each priority category at this time. Information captured in DBVI's case management system will be considered as a source to address time frames for individuals in each category

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

Individuals within DBVI's OOS Category I are individuals with most significant disabilities. These individuals meet the definition of an individual with a significant

disability; have severe vision impairment and/or any secondary disabilities, seriously limits two or more life activities (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome; and, their vocational rehabilitation must also be expected to require multiple core VR services over an extended period of time (6 months or longer).

2. 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.

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.

n. Goals and Plans for Distribution of title VI Funds.

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

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 twenty-five 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.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

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 and when necessary to meet an individual's specific needs, DBVI also may purchase supplemental services.

B. 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.

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.

o. 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 the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities.

Goals 1 and 2 of DBVI's six goals identifies strategies and measures that apply to methodologies to be used to expand and improve services to individuals who are blind, vision impaired, or deafblind. 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 Business Relations Unit to implement business support and outreach services. Personnel in the Business Unit include one Director of Business and Corporate Initiatives, four Business Relations Specialists and one Director of Workforce/ Vocational Rehabilitation.

Measure: Personnel from DBVI's Business Relations 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, Business Relations 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 Business Relations 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 Business Relations 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 Business Relations 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 Business

Relations 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.

Measure: Business Relations Unit staff will report monthly on the number of businesses served by their workforce programs, as well as the industry and size category of each business served and the types of services that were provided. This information will be used to generate quarterly reports for the Workforce Development Board and the Governor's Office. This information will also be used to report performance for the Effectiveness in Serving Employers measure, and for determination of the employer penetration rate, for WIOA performance reporting to the U.S. Departments of Labor and Education.

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, Business Relations 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 continue to 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: The DBVI/DARS CPID 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: Continue to work 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: DBVI will continue to utilize the Virginia Manufacturers Association (VMA) model for manufacturing academies by implementing academies and curriculum in identified high demand occupations. 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 Relations Business 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.

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 2016and 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 continue to 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.

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.

Goal 4 of DBVI six goals addresses assistive technology services and devices to blind, vision impaired, or deafblind individuals at each state of the rehabilitation process and on a statewide basis.

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 this state plan cycle personnel from the Rehabilitation Technology Services Unit and VRCBVI Computer Instructors will jointly conduct a minimum six regional rehabilitation technology seminars.

Measure: During this state plan cycle 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 compliance reviews 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.

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.

Goal 6 of DBVI's six goals identifies strategies and measures that apply to outreach procedures that will be used to identify and serve individuals who are blind, vision impaired, or deafblind, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR Program.

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 Business Relations Unit Personnel will each develop and implement a minimum of three activities annually.

Measure: DBVI VR Counselors and Business Relations 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 Business Relations Unit will continue to utilize its webpage to help establish relationships with employers and interested stakeholders.

Strategy 6.3: During this state plan cycle, 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 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.

4. The methods to be 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).

Goal 5 of DBVI's six goals identifies strategies and measures that apply to the methods to be 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).

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 begin implementing the Strategic Transition Plan for delivery of services to students and youth.

Measure: The Director of Workforce Services and the Director of Services for Children and Youth will educate the VR staff on the strategic plan for transition services for Virginia's students and youth that are blind, deafblind, and vision impaired.

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 summers of this state plan cycle. 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 a fee for service model to provide pre-employment transition services to students

Measure: DBVI will enter into vendor agreements with qualified providers to provide 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 eligibly 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: DBVI staff will follow-up with 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.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

Not applicable

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

Goal 3 of DBVI's six goals identifies strategies and measures to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA. 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: During this state plan cycle, two hundred individuals annually 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.

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

Sections of Goals 1 and 4 of DBVI six goals identify strategies and measures for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

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, Business Relations 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 continue to 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: The DBVI/DARS CPID 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: Continue to work 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: DBVI will continue to utilize the Virginia Manufacturers Association (VMA) model for manufacturing academies by implementing academies and curriculum in identified high demand occupations.

Strategy 4.3: DBVI will provide assistive technology services, including technical assistance, to partners in Virginia's Workforce Development system.

Measure: DBVI will conduct compliance reviews 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.

8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

DBVI strategies to achieve goals and priorities consistent with the CSNA are addressed throughout all six of DBVI goals, strategies, and measures. These strategies are outlined in other portions of section O as documented in this plan.

B. support innovation and expansion activities; and

DBVI's Innovation & Expansion Activities include three goals:

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 will be available during this state plan cycle.

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.

Goal 2. To enhance existing rehabilitation technology services available to persons with visual disabilities. These strategies will help address barriers to assistive technology services that were identified by VR consumers in public meetings and the comprehensive needs assessment.

Strategy 2.1: Funds will be made available 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 2.2 : Funds will be made available 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.

Goal 3: To enhance guidance, counseling and career planning techniques for students and youth to increase employment in high demand occupations.

Strategy 3.1: Funds will be made available for staff to develop partnerships and career pathways for students and youth to enter into high demand occupations. DBVI will target staff development opportunities that provide current information on education and credentialing.

Measure: Staff will develop strategies on how to effectively communicate to students and youth being served by VR the required credentials, skills and certifications necessary to be competitive in today's job market.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

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.

DBVI strategies to achieve goals and priorities consistent with the CSNA are addressed throughout all six of DBVI goals, strategies, and measures. These strategies are outlined in other portions of Section O as documented in this plan.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

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.

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.

Agency Report: The Director and staff of the Business Relations Unit, formally known as the Workforce Unit, have developed a strong and viable unpaid and paid work experience program. Numerous individuals being served by the agency are now engaged in work experiences, which are leading to employment.

Numerous relationships have been developed with business so that DBVI is becoming known as a viable resource to business, for both filling the business's human resource needs and providing information to the business on reasonable accommodations, the Americans with Disabilities Act, and federal contract requirements.

DBVI continues to provide information to business on assistive technology and assist in determining what is accessible and what can be done to make a business accessible for individuals served by DBVI.

Because of the Career Pathways for Individuals with Disabilities grant, obtained jointly with the Department for Aging and Rehabilitative Services, DBVI is focused more on helping individuals obtain credentials. DBVI and DARS have hosted one week academies which are focused on high demand occupations within the Commonwealth. One of these academies was held at the agency's Rehabilitation Center during the summer of 2017. The focus was in the area of information technology. The students built a robot individually and programmed it to do various tasks.

Nearly all of the VR Counselors, Business Relations Specialists, Regional Managers, and administrative staff have received training on utilizing motivational interviewing.

Because of the work being done by all of the agency's VR staff, effective relationships with all of the core workforce partners, are being built, which is leading to effective usage of the various resources offered to individuals seeking employment, including those with a visual disability.

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. Agency Report: All VR Counselors have received training on how to utilize the agency's unpaid and paid work experience. This is a program being utilized across the state in all six regional offices.

When appropriate, staff continue using employment service organizations throughout the state to provide supported employment and extended support services when necessary to assist individuals on the VR caseloads to find and maintain employment. During this reporting cycle, all supported employment funds were utilized.

The Business Relations Unit has provided to all VR Counselors relevant labor market information to assist in the development of vocational goals that have led to employment in all six regions of the Commonwealth.

During FFY 2017, the average hourly wage for individuals closed to the VR program as being employed was $16.65. The minimum hourly wage was $7.25 and the average state hourly wage during this same time was $25.53.

DBVI has begun to gather information on apprenticeship programs and plan to share this information with the VR staff in the upcoming months.

The strategic plan for the Virginia Rehabilitation Center for the Blind and Vision Impaired has been developed and shared with the VR staff across the state. Attendance is up at the Center and there is definitely a much stronger employment focus. Work experiences for students at the Center will begin taking place in the near future.

3. Reviewing and monitoring the SRC Resource Plan quarterly and as needed.

Agency Report: During this reporting cycle, DBVI came close to closing nearly 200 individuals as being employed annually. This represents three consecutive years of having some of the highest successful closures in the agency's history for competitive integrated job settings.

DBVI began over a year ago reporting to the Governor's office on credentialing and measureable skill gains. In the last quarter of 2017, DBVI also began reporting to the Governor's office on the agency's effectiveness on serving business. In a recent release of the agency's case management system, a mechanism for tracking credentialing and measureable skills gain has been added. In addition to these new

enhancements, the agency's case management system can also now track other common performance measures for DBVI.

During FFY 2018, the agency is gathering baseline data information to know what actual numbers will be needed to add to the staff's employee work profiles.

A new instrument has been developed by the agency to assist in quality control in regards to case documentation. Managers are being trained on how to use the new instrument.

4. Evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year (FFY 2017) were achieved. Agency Report: Members of the Rehabilitation Technology unit, in all six regions across the Commonwealth, have provided technical support to DBVI and VRCBVI staff, individuals receiving services, and current or prospective employers. It is because of these services, that individuals receiving VR services were able to find employment or maintain their employment.

Public awareness on the use of assistive technology for the blind, deafblind, and vision impaired has been increased due to the multiple workshops held in each region for business and workforce partners. Training on new and emerging technology has been provided for DBVI staff, business, and workforce partners across the Commonwealth.

At VRCBVI, students are now provided with a laptop once they have demonstrated some basic computer skills. Students will use this computer while receiving training at VRCBVI. Once completing their program at the Center successfully, they are able to take the computer with them and continue using it in their vocational rehabilitation program.

The Deputy Commissioner for Services has participated, with other workforce partners, in a compliance review of Virginia's America's Job Centers to determine whether they are physically and programmatically accessible for eligible individuals.

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.

Agency Report: The Director of Services for Children and Youth, in conjunction with the Director of Workforce Services / Vocational Rehabilitation and the Deputy Commissioner for Services, have developed a strategic plan for transition services. This plan will be shared with the appropriate VR staff in the near future.

During this reporting cycle, DBVI has seen a significant increase in students participating in a summer work program. This is due to the agency's focus on all students obtaining a work experience while still in high school.

During this reporting cycle, VRCBVI has filled their summer transition program and had to place students on a waiting list. For the students on a waiting list, options in their local community have been researched and utilized. Several key components

to the Center's summer training program included self-advocacy training and a three week work experience.

DBVI used the RFP process to identify a vendor that could provide pre-employment transition services. In addition to this vendor, a university was also identified. These two vendors have had some success in providing these services to students. However, DBVI is now implementing a fee for service process which will enable more vendors to provide these services to students across the state in all six regions.

All six regions of the state have had multiple transition information sessions where pre-employment transition services are explained to students and their parents.

DBVI has developed a case type in the agency's case management system that identifies potentially eligible students to track and follow-up with students that could benefit from pre-employment transition services.

DBVI has hired a part-time person to contact by phone all individuals known to DBVI that could potentially benefit from pre-employment transition services.

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.

Agency Report: Vocational Rehabilitation Counselors and Business Relations Specialists have participated, in all six regions of the state, in technology and job fairs, workforce related open houses and seminars. It is because of their participation, DBVI is much greater known and is considered an effective partner within Virginia's workforce system.

The agency's presence on Facebook and other social media has dramatically increased. The Facebook page now has over 1,000 followers and is increasing weekly.

Commercials have been developed for radio spots. DBVI has found that a much larger audience can be reached by using iHeart radio.

DBVI continues to have staff place agency brochures in public places such as doctors' offices and stores to increase the public's awareness of DBVI services.

During the most recent performance year, 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 services during a monthly required VTC based training.

During FFY 2017 DBVI identified eighteen individuals who would potentially benefit from supported employment services. Of those eighteen individuals, eight individuals received supported employment services and maintained successful

employment. DBVI continues to place emphasis on accurately identifying individuals who would benefit from supported employment. Using the agency case management system, program administrators reviewed and monitored VR services expenditure, to ensure that individuals who were receiving supported employment services were accurately identified as needing supported employment services.

B. Describe the factors that impeded the achievement of the goals and priorities.

N/A

2. An evaluation of the extent to which the 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.

During the most recent performance year, 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.

During FFY 2017 DBVI identified eighteen individuals who would potentially benefit from supported employment services. Of those eighteen individuals, eight individuals received supported employment services and maintained successful employment. DBVI continues to place emphasis on accurately identifying individuals who would benefit from supported employment. Using the agency case management system program administrators reviewed and monitored VR services expenditure to ensure that individuals who were receiving supported employment were accurately identified as needing supported employment.

B. Describe the factors that impeded the achievement of the goals and priorities.

N/A

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

DBVI began over a year ago reporting to the Governor’s office on credentialing and measureable skill gains. In the last quarter of 2017, DBVI also began reporting to the Governor’s office on the agency’s effectiveness on serving business. In a recent release of the agency’s case management system, a mechanism for tracking credentialing and measureable skills gain has been added. In addition to these new enhancements, the agency’s case management system can also now track other common performance measures for DBVI.

During FFY 2018, the agency is gathering baseline data information to know what actual numbers will be needed to add to the staff’s employee work profiles.

DBVI has developed a case type in the agency's case management system identifying potentially eligible students to track and follow-up with students that could benefit from pre-employment transition services.

DBVI has hired a part-time person to contact by phone all individuals known to DBVI that could potentially benefit from pre-employment transition services.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

DBVI report on FFY 2017 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.

DBVI continues to participate in the VR Return on Investment project with DARS and other states across the country. Much time has been spent on the researchers developing an understanding the unique VR needs of individuals that are blind, deafblind, and vision impaired. The data continues being shared as the project sets benchmarks for actual measurement on ROI. One of the challenges is to ensure that the data pool is large enough to ensure accuracy of the interpretations and conclusions that are being made.

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.

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.

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.

Agency Report: The Rehabilitation Technology unit has provided training to community service providers on assistive technology in order to increase the numbers of providers that can train individuals being served by DBVI on the use of assistive technology. These trainings have added additional computer training tutors across the state. One region that had a significant need was in far Southwest Virginia. A new tutor was added for this region and is meeting a large number of the needs identified in this region.

DBVI has identified several on-line training options for assistive technology training to assist individuals that are blind, deafblind, and vision impaired. There is no cost involved with these trainings and this information has been shared with staff.

Several trainings have taken place in the regions regarding the use of assistive technology. They have ranged from one day seminars to three days. The primary focus group for these trainings has been students and youth. The iProduct line seems to have the most requests.

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

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.

During this State Plan cycle, DBVI will purchase and provide SE support services for approximately twenty five eligible individuals, including youth, with most significant disabilities who do not typically benefit from traditional VR services.

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).

2. The timing of transition to extended services.

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.

Certifications

Name of designated State agency or designated State unit, as appropriate Virgnia Department for the Blind and Vision Impaired

Name of designated State agency Virginia Department for the Blind and Vision Impaired

Full Name of Authorized Representative: Raymond E. Hopkins

Title of Authorized Representative: Commissioner

States must provide written and signed certifications that:

1. The designated State agency or designated State unit (as appropriate) listed above 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. Yes**

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the designated State agency listed above 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; Yes

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* , the Rehabilitation Act, and all applicable regulations , 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; Yes**

4. 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; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The Authorized Representative listed above 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; Yes

8. The Authorized Representative listed above has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

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. Yes

Footnotes

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Certification 1 Footnotes

*** Public Law 113-128.**

**** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.**

Certification 2 Footnotes

*** All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.**

**** No funds under title 1 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.**

***** 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.**

Certification 3 Footnotes

*** 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.**

**** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes**

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization Virginia Department for the Blind and Vision Impaired

Full Name of Authorized Representative: Raymond E. Hopkins

Title of Authorized Representative: Commissioner

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

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If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file

the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization Virginia Department for the Blind and Vision Impaired

Full Name of Authorized Representative: Raymond E. Hopkins

Title of Authorized Representative: Commissioner

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

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 (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.

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.

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.

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? See Section 2 of this VR services portion of the Unified or Combined State Plan. No

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.

4. 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?

Agency will provide the full range of services described above 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 Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

clxxxvii. has developed and will implement,
. strategies to address the needs identified in the assessments; and

A. **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**

clxxxviii. **has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).**

5. 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. Financial Administration of the Supported Employment Program:

a. 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. Provision of Supported Employment Services:

a. 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:

clxxxix. **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**

cxc. **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.**

Additional Comments on the Assurances from the State

VII. Program-Specific Requirements For Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

*** 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.**

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006

Note

NOTE: Unless otherwise noted, statutory references in this section are to P.L.109-270—Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV or the Act). (20 U.S.C. 2301 et seq.) **Please provide your Perkins IV State Plan, including any revisions for the upcoming program year, in the text boxes below. Please note the following as you make this submission:**

- **Use bold text to denote revisions to your plan.**
- **You are not required to provide or revise portions of your State's Perkins State Plan that are no longer relevant, for example, items pertaining to a transition year under Perkins IV. Accordingly, text boxes are not provided for those items below.**
- **You are not required to hold separate hearings for the Perkins portion of your WIOA Combined State Plan, unless your State determines that there is a "significant and relevant" change in: (1) the information or assurances in the Perkins plan; (2) the administration or operation of the Perkins plan; or (3) the organization, policies, or operations of the State agency that received the grant, if the change materially affects the information or assurances in the Perkins plan. See Question A.12 in the Department's Perkins IV Non-Regulatory Guidance Q&A -Version 4.0, released April 24, 2015. Accordingly, if your State determines that no significant or relevant change is being made, you are not required to provide or revise Section I, Planning, Coordination, and Collaboration Prior to State Plan Submission, unless your State chooses to do so.**
- **Congress eliminated a separate allocation for Title II, Tech Prep Programs under Perkins IV in the 2011 Continuing Resolution. Accordingly, States are not required to provide or revise Section V, Tech Prep Programs, or other items of their Perkins State Plan pertaining to tech prep programs unless your State chooses to do so.**
- **You are not required to provide or revise your EDGAR certifications and assurances unless your State determines that a significant or relevant change needs to be made.**

Once you have entered your plan, please click on the link below to the Perkins State Plan Portal. There you must enter your request to extend your Perkins State Plan, an updated budget, performance levels for the upcoming program year, and, if applicable, updated EDGAR certifications and assurances.

I. Planning, Coordination, and Collaboration Prior to State Plan Submission

As noted above, in addition to entering your Perkins State Plan and any revisions for the upcoming year, you must submit a request to extend your Perkins State Plan using the link to the Perkins State Plan Portal below. You are not required to hold separate hearings for the Perkins portion of your WIOA Combined State Plan unless your State determines that there is a "significant and relevant" change in: (1) the information or assurances in the Perkins plan; (2) the administration or operation of the Perkins plan; or (3) the organization, policies, or operations of the State agency that received the grant, if the change materially affects the information or assurances in the Perkins plan. See Question A.12 in the Department's Perkins IV Non-Regulatory Guidance Q&A -Version 4.0, released April 24, 2015. Accordingly, if your State determines that no significant or relevant change is being made, you are not required to provide or revise this Section I, Planning, Coordination, and Collaboration Prior to State Plan Submission, unless your State chooses to do so.

a. Statutory Requirements

1. The State must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. (Section 122(a)(3))

Public Hearings were held on January 29, February 5, February 12, and February 21, 2008. See Appendix A for complete listings.

2. The State must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan. (Section 122(a)(3))

The summary of the public hearings cited in (A)(1) and written comments received are attached in Appendix G.

3. The State must develop the State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities undertaken by the State boards under section 101 of the WIOA; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The State also must consult the Governor of the State with respect to development of the State Plan. (Section 122)

The Virginia State Plan 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. Attachments to the plan (Appendix D) will provide the state planning committee, agendas for all meetings, and the minutes from those 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 has been 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.

REVISION MARCH 2015

The initial proposed state plan 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 (Appendix D.1)

4. The State must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State Plan. (Section 122(b)(2))

As noted above, all state plan committee members were nominated or appointed from their respective organizations to serve. Those members received a notebook prior to the first meeting that contained information on career and technical education organization, services, programs, and major initiatives; career and technical education student organizations; state and federal budgets; state advisory council members; the Virginia Career Education Foundation; career clusters/pathways; industry certification and credentialing; special projects; major resource guides, data collection; Department of Corrections; Virginia Community College System; 2007—2008 Transitional Plan; 2007 Virginia legislation; and professional association information. Committee members were also provided with the Perkins Act of 2006: the Official Guide, published by the Association for Career and Technical Association. Committee members were asked to become familiar with the contents of the notebook prior to the first meeting in June, 2007. The agendas and minutes will show that committee members were given an overview of notebook documents and an overview of career and technical education in Virginia prior to dividing into sub—groups for assessment, clusters/career pathways/programs of study, collaboration, and special projects. The groups were facilitated by CTE

Resource Center writer—editors. Comments were encouraged from committee members when minutes were disseminated. As a result of the Virginia PTA education committee member serving on the state plan committee, the Virginia PTA passed a resolution in support of career and technical education at their state conference in October, 2007; had Virginia Department of Education staff present at the PTA state conference; included information on career clusters and career pathways in all conference participants' packets; and asked the VDOE to provide a display on career and technical education at the state conference.

Virginia Department of Education (VDOE) staff, including the CTE administrator, program specialists, the data specialist, and the grants manager, as well as the Assistant Superintendents for Instruction and for Technology and Career Education, served as ad hoc resource persons.

The proposed Virginia state plan has been submitted to the State Council of Higher Education for Virginia, the Virginia Community College System, and the Secretary of Education's office prior to the final review by the Virginia State Board of Education. The proposed Virginia state plan was placed on the Career and Technical Education Web site for public viewing and comment.

REVISION MARCH 2015

The initial proposed Virginia state plan was submitted to the State Council of Higher Education for Virginia, the Virginia Community College System, and the Secretary of Education's office prior to the final review by the Virginia Board of Education. The proposed Virginia plan was placed on the Career and Technical Education Web page for public viewing and comment.

5. The State must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If any of those State agencies finds that a portion of the final State Plan is objectionable, that State agency must file its objections with the eligible State agency. The eligible State agency must respond to any objections it receives in the State Plan that it submits to the Secretary of Education. (Section 122(e)(3))

Objections and responses to those objections are included as part of the Appendices F and G. Amounts designated for each entity will be shown in the budget and activities will be explained in the state plan narratives.

II. Program Administration

1. The State must prepare and submit to the Secretary a State plan for a 6-year period; or you may prepare and submit a transition plan for the first year of operation of programs under the Act. (Section 122(a)(1))

2. The State must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

A. The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

a. Incorporate secondary education and postsecondary education elements;
b. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education
c. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
d. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree
Transitional Plan was submitted for 2007 — 2008.

INTRODUCTION

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.

Perkins IV minimizes the focus on sub—baccalaureate careers and emphasizes preparation for postsecondary education and employment. This can be done by aligning rigorous academic content standards and student achievement standards (NCLB).

Programs of study for career pathways should have a consistent foundation of knowledge and skills across the state with additional regional requirements added to programs, if needed. These programs of study should enhance secondary and postsecondary collaboration and link (or lead to) articulation agreements. Strategies that reinforce the Perkins' Programs of Study and technical assessment are in Virginia's Economic Development Strategic Plan that calls for collaborative efforts to ensure that Virginia is producing results and value in the workforce system that meets business needs and is also responsive to long—range talent and skills forecasts as well as emerging needs.

An initial "Train—the—Trainers" activity was conducted on December 18, 2007 for Virginia Department of Education staff, designated Virginia Community College System staff, and the Virginia Career and Technical Education Curriculum Resource Center Staff for development and implementation of the Career Pathways: Program of Study statewide initiative. This activity will be conducted by consultants provided through the States' Career Clusters Initiative. This initiative was established under the National Career Technical Education Foundation (NCTEF). After this activity, the VDOE and VCCS will work collaboratively to develop a statewide career pathways plan and a common definition for career pathways for all state and local partnering agencies.

Additional training will be held at both the secondary and postsecondary levels.

SECONDARY

Many of the initiatives and activities designed to enhance student achievement in academics and career and technical education that were approved for Virginia under Perkins III will continue to be supported with Perkins IV funding. In addition, other initiatives that improve the academic and career and technical education components through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965) and CTE subjects will be implemented and evaluated.

Activities designed to meet or exceed state—adjusted levels of performance that include the programs to be carried out, the criteria that will be used to approve local applications, how students will be prepared for postsecondary opportunities and careers, and how funds will be used for development of new courses/programs are described in this section.

VDOE positions supervising the eight career and technical program areas, two cluster coordinators, and director of the Office of Career and Technical Education Services (OCTES) will work together with the Virginia Community College System (VCCS) to develop and implement the Perkins required programs of study. The Perkins requirements for programs of study include the following:

• incorporate secondary education and postsecondary education elements;

• include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non—duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

• may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

• lead to an industry—recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

These programs of study will be utilized to strengthen career assessment activities at the middle school level, provide opportunities for students to prepare for industry certifications/credentials and a high school diploma, provide students and parents information on careers, and encourage students to seek a higher level of academic achievement.

Virginia will continue to reinforce high academic achievement for secondary students and provide postsecondary connections through program initiatives such as High Schools That Work, State Scholars Initiative (Commonwealth Scholars Initiative), Tech Prep, dual enrollment courses, and validated course credits through which high school students may earn college credits in escrow through satisfactory performance on a certification or licensure examination or end of program or course assessment commonly administered at both secondary and postsecondary levels.

The requirements for Virginia's Standard and Advanced Studies Diplomas require rigorous content for graduation. In addition to the regular standard credits, students must also earn a minimum of six verified credits by passing end—of—course tests or other assessments approved by the Board of Education. The information for both the Standard and Advanced Studies Diplomas are detailed on pages 9 through 11.

Standard Diploma Requirements. To graduate with a Standard Diploma, students must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end—of—course SOL tests or other assessments approved by the Board of Education. The table below displays the minimum course and credit requirements for a Standard Diploma.

Advanced Studies Diploma. To earn an Advanced Studies Diploma, students must earn at least 24 standard units of credit and at least nine verified units of credit. The table below displays the course and credit requirements for an Advanced Studies Diploma.

Fine Arts or Career and Technical Education — The Advanced Studies Diploma contains a requirement for one standard unit of credit in a fine arts or career and technical education course. The Standards of Accreditation do not require that courses used to satisfy the requirement of a fine arts or career and technical education course be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy the requirement of a unit of credit in fine arts or career and technical education for the Advanced Studies Diploma.

Foreign Language — The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. See Superintendent's Memorandum, Interpretive, No. 1, June 12, 1998.

POSTSECONDARY

The Virginia Community College System (VCCS) vision of Perkins IV for a program of study is a statewide system of career pathway development that brings together not only state and local leaders in Perkins and Tech Prep, but also Apprenticeship programs, Adult Education and high school dropout recovery programs, Department of Labor and National Science Foundation grant projects, and state funded initiatives such as the Virginia Community Colleges Institutes of Excellence that are targeted to the development and dissemination of new programs in emerging technologies.

In order to build a career pathways system that brings together a variety of workforce targeted programs, VCCS personnel now dedicated to individual programs related to career pathways — such as Perkins/Tech Prep, Career Coaches, National Science Foundation grants, Apprenticeship Related Instruction, Middle College, Career Readiness Certificate, and Institute of Excellence credit and non—credit workforce programs will come together in a new VCCS cross—functional team. This team will report to the Vice Chancellor of Workforce Development, VCCS, and will collaboratively lead and manage VCCS career pathway initiatives.

As noted in the Introduction, one of the deliverables for the statewide career pathways plan is to establish a common definition for career pathways for all state and local partnering agencies. Within the VCCS, a transitional definition of career pathways will be used until state agencies officially approve a final statewide version.

One of the most enduring innovations under Perkins III that VCCS postsecondary Perkins and Tech Prep funding helped to disseminate was development of a model for career coaching and partial support for 93 career coaches, community college employees, who are currently based in than 137 high schools throughout the Commonwealth. The more than 19% statewide increase in enrollment in postsecondary Tech Prep programs of study by high school graduates from high schools with a career coach as compared to graduates from high schools without a career coach suggests the direct relevance of career coaches to attainment by the state of new Perkins and Tech Prep performance measures. The VCCS thus plans to work with VDOE to identify additional funding sources to support new career coach positions as well as to continue fiscal support of those career coach positions currently funded through Postsecondary Perkins and Tech Prep.

REVISIONS MARCH 2015

INTRODUCTION

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 careers and relate to the economy. Utilizing this system will allow Virginia to ensure modern, relevant and

rigorous programs, have continued program improvement, and be globally competitive.

The Virginia Workforce Development Plan aligns the education and training pipeline to the needs of the economy. These priorities are reflected in Virginia's new brand for workforce development: elevate VA: skills for jobs and business growth. To drive skills for business growth, Governor's Executive Order Number 23 — Establishing The New Virginia Economy Workforce Initiative, and Governor's Executive Order Number 26 — Establishing The New Virginia Economy Strategic Plan and Steering Committee, was issued (Appendix D.2). The actions charged to agencies in the executive orders support a single goal: identify, increase, and accelerate the availability of a workforce ready—to—fill middle — skills jobs to sustain and attract businesses and ensure economic growth by diving workforce credentials that matter to job attainment and career progressions.

The Georgetown University Center on education and the workforce issued a study indicating that 67 percent of all jobs in Virginia will require some training beyond high school by 2020.

Executive Order Numbers 23 and 26 (Appendix D.2) targeted to workforce development the Commonwealth of Virginia's workforce credentials initiative. The purpose of the directives is to establish a clear goal and action plan for increasing attainment levels of workforce credentials that matter to jobs attainment and business needs. These credentials include: certifications, licensures, apprenticeship credentials, and community college certificates and associate of applied science degrees.

The Executive Directive is a planned statewide campaign that involves education, training, and employment programs ranging from middle and high school career and technical education to programs serving long—terms unemployed or hard to serve adults.

Programs of study for career pathways should have a consistent foundation of knowledge and skills across the state with additional regional requirements added to programs, if needed. These programs of study should enhance secondary and postsecondary collaboration and link (or lead to) articulation agreements. Strategies that reinforce the Perkins' Programs of Study and technical assessment are in Virginia's Economic Development Strategic Plan that calls for collaborative efforts to ensure that Virginia is producing results and value in the workforce system that meets business needs and is also responsive to long—range talent and skills forecasts as well as emerging needs.

An initial "Train—the—Trainers" activity was conducted on December 18, 2007, for Virginia Department of Education staff, designated Virginia Community College System staff, and the Virginia Career and Technical Education Curriculum Resource Center Staff for development and implementation of the Career Pathways: Program of Study statewide initiative. This activity will be conducted by consultants provided through the States' Career Clusters Initiative. This initiative was established under the National Career Technical Education Foundation

(NCTEF). After this activity, the VDOE and VCCS will work collaboratively to develop a statewide career pathways plan and a common definition for career pathways for all state and local partnering agencies.

SECONDARY

REVISIONS: MARCH 2015

Many of the initiatives and activities designed to enhance student achievement in academics and career and technical education that were approved for Virginia under Perkins III will continue to be supported with Perkins IV funding. In addition, other initiatives that improve the academic and career and technical education components through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965) and CTE subjects will be implemented and evaluated.

Activities designed to meet or exceed state—adjusted levels of performance that include the programs to be carried out, the criteria that will be used to approve local applications, how students will be prepared for postsecondary opportunities and careers, and how funds will be used for development of new courses/programs are described in this section.

The director for the Office of Career and Technical Education Services and two coordinator positions provide leadership for (a) planning, administration, and accountability, and (b) curriculum and instruction. These positions maintain direct communication with all sub—recipients to develop and implement the Perkins required programs of study. The Perkins requirements for programs of study include the following:

• incorporate secondary education and postsecondary education elements;

• include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non—duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

• may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

• lead to an industry—recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

These programs of study will be utilized to strengthen career assessment activities at the middle school level, provide opportunities for students to prepare for industry certifications/credentials and a high school diploma, provide students and parents information on careers, and provide opportunities for students to seek a higher level of academic achievement.

Virginia will continue to reinforce high academic achievement for secondary students and provide postsecondary connections through program initiatives such as the following:

Project Based Learning Initiative

The VDOE, in partnership with the Southern Regional Education Board (SREB), began a three—year Project Based Learning (PBL) Initiative. The professional development initiative aims to increase rigor and relevance through problem—based pedagogical methods of instruction and learning in CTE courses. The year one pilot phase was offered exclusively to Governor's STEM and Health Sciences Academies.

The initiative will assist school teams in redesigning the instruction in one CTE course in a specific program of study each year by developing and using two PBL units of study, developing and implementing projects that engage CTE students in meeting course standards, and in developing end of project assessments as appropriate for each course. The initiative will develop the skills and capacities of school/division leaders from participating schools to use this process with other schools to improve high—wage, high—demand career programs across the state.

Four academies, two each of Governor's STEM Academies and Health Science Academies, with a total of 16 CTE and academic teachers, participated in the first cohort year. In June 2015, as the second year of cohort one begins, a new cohort will be added to start year one of the PBL initiative.

Academic and Career Plan (Same as Plans of Study)

Enacted by the 2009 General Assembly, the Board of Education included in its 2009 revisions to the Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC—20—131—5 et seq) provisions for each middle and high school student to have a personal learning plan that aligns academic and career goals with the student's course of study.

8VAC20—131—140. College and career preparation programs and opportunities for postsecondary credit states, in part:

"Beginning with the 2013—2014 academic year, all schools shall begin development of a personal Academic and Career Plan (ACP) for each seventh—grade student with completion by the fall of the student's eighth—grade year. Students who transfer from other than a Virginia public school into the eighth—grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2014—2015 academic year, students who transfer into a Virginia public school after their eighth—grade year shall have an Academic and Career Plan developed upon enrollment."

The VDOE defines what components are required for the ACP but does not dictate the manner in which the plan is created.

"The components of the Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway

based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines (Appendix D.3) established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades."

The VDOE provides resources to assist school divisions in the creation and maintenance of the plan. Resources include but are not limited to:

• The Virginia Education Wizard is an interactive online tool developed by Virginia's Community Colleges to help students succeed in discovering career pathways and important information about college planning. The website acts as a stepping stone to help students get into the right college program and encourages them to continue with their education. The Wizard provides an easy to use and accessible environment that high school and even middle school students can use. The Wizard offers all public school students in Virginia access to an electronic Academic and Career Plan that is student—owned and can be accessed anywhere at any time.

• The Academic and Career Plan Web page contains the following resources:

o Academic and Career Plan Guidelines (attached)

o Academic and Career Plan Guidance Document

o Academic and Career Plan template

o Sample Academic and Career Plan

o Archived Academic and Career Plan Power Point presentations

• The Career and Technical Education Professional Development page contains the following resources:

Archived Video Streaming Sessions:

o Career Development and Academic and Career Plans of Study — Part I of Series

o Implementing Career Clusters: Virginia's Best Practices

o School Counselor Advisement: Industry Credentials

o Career Development and Academic and Career Plans of Study: Connecting Secondary and Postsecondary Education — Part II of Series

Counseling for Careers: The New Paradigm Workshop

The VDOE, in partnership with the Southern Regional Education Board (SREB), is offering targeted professional development for school counselors and CTE instructional supervisors. The "Counseling for Careers: The New Paradigm"

workshop is designed to assist teams in examining comprehensive career development practices including:

• Academic and career planning (Plans of Study); and

• Aligning school practices with standards and student career goals.

School divisions are requested to send a team up to four, consisting of a division—level school counseling leader, high school counselor, middle school counselor, and a CTE instructional supervisor. The one—day workshop is offered annually and regionally (two in the spring).

Governor's STEM Academy

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 students 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.

STEM literacy is an interdisciplinary area of study that bridges the four areas of science, technology, engineering and mathematics. STEM literacy does not simply mean achieving literacy in the individual strands. STEM classrooms shift students toward investigating and questioning the interrelated facets of the real—world.

As of 2014—2015, there are 23 Governor's STEM Academies in partnership with 45 school divisions, local and regional business/industry partners and postsecondary education institutions (Appendix D.3).

Governor's Health Sciences Academy

Governor's Health Sciences Academies are programs designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high—demand, high—wage, and high—skills careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry.

Each Governor's Academy for Health Sciences will incorporate academic content with career and technical instruction and implement the five career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development.

Governor's Health Sciences Academies actively partner with employers to design and provide high—quality, dynamic programs. These programs are delivered through comprehensive courses of study that prepare students for successful transition to postsecondary education and careers. These specialty programs include partnerships of public school divisions, business and industry, health care institutions, higher education institutions, and may include local government, including local work force and economic development entities.

As of 2014—2015, there are 9 Governor's Health Sciences Academies in partnership with 20 school divisions, local and regional business/industry partners and postsecondary education institutions (Appendix D.3).

In the Governor's STEM and Health Sciences Academies, standards are raised and efforts are refocused to align with the goals:

• To maximize opportunities in preparing students for targeted careers, by breaking down barriers between traditional core academics and CTE; between high school and postsecondary education and training; and between education and the workplace;

• To raise student aspirations and attract more students to postsecondary education in preparation for technical careers; and

• To provide well—trained workers to support the recruitment of new businesses and industries to the commonwealth and to meet the workforce needs of existing business and industry.

Academies are defined by program content, not location or delivery system. Courses may be offered at a high school, technical center or community college campus or may be delivered online, or though other innovative methods. All programs include significant work—based instruction or training beyond the classroom using cooperative education, internships, clinical experiences, job shadowing, mentorships, or service learning experiences.

Graduates of the Governor's academies complete the program by meeting one or more of the following benchmarks:

• Earning an industry certification or state occupational license;

• Demonstrating competency on an assessment recognized by postsecondary institutions such as College—Level Examination Program (CLEP), or college placement tests;

• Earning at least 9 transferable college credits as defined by the Early College Scholars program including dual enrollment and Advanced Placement; and/or

• Earning an associate degree.

Early College Scholars Program

The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition. Students earning a college degree in seven semesters instead of eight can save an average of $5,000 in expenses.

To qualify for the Early College Scholars program, a student must:

• have a "B" average or better;

• be pursuing an Advanced Studies Diploma; and

• take and complete college—level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

Early College Scholars are supported by Virtual Virginia and the Commonwealth College Course Collaborative. Virtual Virginia provides statewide access to college—level courses while the Commonwealth College Course Collaborative defines the subjects high school students can complete and receive college degree credit from participating public and private colleges and universities.

The Path To Industry Certification

Industry or trade association certification examinations, professional licenses, and occupational competency assessments are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available or no longer meet the Virginia's Board of Education's criteria for diploma seals or student—selected verified credit, or require additional criteria. As of April 2015, there are 315 industry or trade association certification examinations, professional licenses, and occupational competency assessments that meet the Board's requirements in 8 VAC 20—131—50.H.3 (Board of Education's Career and Technical Education Seal), 8 VAC 20—131—50.H.4 (Board of Education's Seal of Advanced Mathematics and Technology), 8 VAC 20—131—110.C (Standard and Verified Units of Credit), 8 VAC 20—131—50.B.2 (Requirements for a Standard Diploma), and 8 VAC 20—131—50.C.2 (Requirements for an Advanced Studies Diploma).

College Level Examination Program (CLEP)

During 2014—2015, the VDOE in collaboration with the College Board lunched the College Level Examination Program for targeted CTE courses. CLEP is a nationally recognized credit—by—examination program that provides high school students an opportunity to demonstrate their mastery of college—level materials in introductory subjects and earn college credit. CLEP is recognized by 48 postsecondary institutions in Virginia and by 2,900 across the United States that award credit for passing scores on the examinations. A passing score on particular tests allows students to earn between 3 and 12 credits of college—level coursework before leaving high school, depending on the guidelines of the specific postsecondary institutions.

The Virginia's high school course competencies for Business Law and Accounting were aligned to the CLEP test blueprints for Business Law and Financial Accounting exams; and instructional support and resources including pre—tests were provided for instructors and students. Students enrolled in the Business Law and Accounting classes in a selected number of high schools representing all regions of the state participated in the CLEP pilot testing. Testing is offered year—round. Upon successfully completing the high school course, the student may take the CLEP exam.

The College Board's CLEP Financial Accounting and Introductory Business Law Examinations are approved by the Board of Education and included in Virginia's

Path to Industry Certification initiative (http://www.doe.virginia.gov/instruction/career_technical/path_industry_certification/index.shtml) approved list of industry certifications, occupational competency assessments, and licenses.

For students participating in CLEP, the school division may claim reimbursement (approximately $80—125 for the cost of test prep materials and exam per student) through state or federal funding allocations for Virginia's Pathway to Credentials Initiative.

The CTECS Workplace Readiness Skills Assessment Digital Badge©

CTECS Workplace Readiness Skills (WRS) Assessment© provides validation of an individual's basic comprehension of 21 universal workplace skills and behavior standards as identified though a VDOE initiative and research from the Demographics Research Group, Weldon Cooper Center for Public Service, University of Virginia. The Workplace Readiness Skills for the Commonwealth provides the basis for the WRS Assessment, which is used as an important credentialing option in Virginia's Path to Industry Certification.

Today's badges are digital credentials that represent skills, interests, and achievements earned by an individual through specific projects, programs, courses, or other activities. There is a learning ecosystem behind the badges that makes them powerful and connected credentials. This ecosystem is made up of badge "issuers," badge "earners," and badge "consumers."

Expanding Education and Workforce Opportunities through Digital Badges, All4Ed.org (Alliance for Excellent Education and Mozilla Foundation, 2013)

During the Virginia CTECS digital badge pilot, CTECS has awarded badges retroactively (for students who have already passed the WRS Assessment) through the pilot period, which opened in March 2015 through September 2015. The purpose of the pilot is to test the process and ensure that students receive the digital badge upon successful completion of the WRS Assessment and by request. CTECS is the creator and issuer of the badge but works through a partnership with Achievery Inc., which provides badge infrastructure and consultation and awards and stores digital badges for students. When successfully awarded, the badges are instantly portable and students are encouraged to add them to their digital resumes and career and social networking sites, such as LinkedIn and Facebook. Ultimately, CTECS will turn the badge process into a fully—automated system in which the student has the option to select to receive the digital badge link directly as a part of the successful testing process through their online testing provider Technology Fluency Institute (TFI). TFI is currently building this capability. No additional fee is charged to schools or students for this additional service.

To view a generic version of the badge click here: https://app.achievery.com/badge/2331. The badge awarded to students is personalized.

For the 2014—15 school year, over 28,000 Virginia secondary students passed the CTECS WRS Assessment and are qualified to apply for the digital badge.

Graduation Requirements — Diploma Options

The requirements for Virginia's Standard and Advanced Studies Diplomas require rigorous content for graduation. In addition to the standard units of credit required, students must also earn a minimum number of verified credits by passing end—of—course tests or other assessments approved by the Board of Education. The information for both the Standard and Advanced Studies Diplomas are detailed on pages 15 through 18.

Standard Diploma Requirements. Beginning with the ninth—grade class of 2013—2014 and beyond, students shall earn the required standard and verified units of credit as described below:

English requirements includes 4 standard units of credit and 2 verified credits.

Mathematics requirements includes 3 standard units of credit and 1 verified credits.

Laboratory Science requirements includes 3 standard units of credit and 1 verified credits.

History and Social Sciences requirements includes 3 standard units of credit and 1 verified credits.

Health and Physical Education requirements includes 2 standard units of credit.

Foreign Language, Fine Arts or Career and Technical Education requirements includes 2 standard units of credit.

Economics and Personal Finance requirements includes 1 standard units of credit.

Electives includes 4 standard units of credit.

Student Selected Test requirements includes 1 verified credit. A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20—131—110.

Career and Technical Education Credential — Students shall earn a career and technical education credential approved by the Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

Advanced Studies Diploma. Beginning with the ninth—grade class of 2013—2014 and beyond, students shall earn the required standard and verified units of credit as described below:

English requirements includes 4 standard units of credit and 2 verified credits.

Mathematics requirements includes 4 standard units of credit and 2 verified credits.

Laboratory Science requirements includes 4 standard units of credit and 2 verified credits.

History and Social Sciences requirements includes 4 standard units of credit and 2 verified credits.

Foreign Language requirements includes 3 standard units of credit.

Health and Physical Education requirements includes 2 standard units of credit.

Fine Arts or Career and Technical Education requirements includes 1 standard units of credit.

Economics and Personal Finance requirements includes 1 standard units of credit.

Electives includes 3 standard units of credit.

Student Selected Test requirements includes 1 verified credit. A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20—131—110.

Fine Arts and Career and Technical Education — The Standard and Advanced Studies Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The local school divisions should determine which courses students may take to satisfy this requirement.

Foreign Language — The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. Details of this action are available in: Superintendent's Memo, Interpretive, 1, June 12, 1998.

POSTSECONDARY

REVISION: MARCH 2015

The Virginia Community College System (VCCS) vision of Perkins IV for a program of study is a statewide system of career pathway development that brings together not only state and local leaders in Perkins, but also Adult Education and high school dropout recovery programs, Department of Labor grant projects, and state funded initiatives such as the Virginia Community Colleges Institutes of Excellence that are targeted to the development and dissemination of new programs in emerging technologies.

In order to build a career pathways system that brings together a variety of workforce targeted programs, VCCS personnel responsible for career pathways—related programming — such as Perkins, high school and adult Career Coaches, Middle College, PluggedIn Virginia, Department of Labor grant programs, the Career Readiness Certificate, and Institutes of Excellence credit and non—credit

workforce programs have been consolidated under a VCCS cross—functional programs team. This team reports to the Assistant Vice Chancellor for Career Pathways and Workforce Programs, VCCS, and collaboratively leads and manages VCCS career pathway initiatives.

The Assistant Vice Chancellor is a founding member of the state Career Pathways Work Group, which includes representatives from all of the agencies in Virginia responsible for workforce development programs, including the state CTE director, as well as members from the Virginia Economic Development Partnership and the Governor's office. This group meets monthly to ensure integrated career pathways programming that is responsive to regional business demands. The Work Group has established a statewide definition of a career pathways system, funded regional career pathways grants, and provided ongoing advice and recommendations to the Virginia Board for Workforce Development.

One of the most enduring innovations under Perkins III that VCCS postsecondary Perkins funding helped to disseminate was development of a model for career coaching and partial support for over 100 career coaches, who are community college employees, based in approximately 150 high schools throughout the Commonwealth. This program's success and growth has both garnered significant funding from public and private entities and has spurred an expansion of coaching across colleges and divisions for adults, veterans, at—risk students, and foster youth.

The VCCS continues to provide fiscal support from Perkins for high school career coaches, and has launched a ten—year Rural Virginia Horseshoe Campaign, which includes a strategy to move part—time high school coaches to full time in the high schools served by the 14 rural Virginia community colleges.

In addition to the career coaches, VCCS will employ Perkins funding to support high quality career and technical education instruction, ongoing and targeted professional development for CTE instructors, and collaborative initiatives with both the Department of Education and other agencies that lead to stronger CTE outcomes in the Commonwealth.

SECONDARY

Secondary career and technical education in Virginia has eight program areas, each of which is designed to prepare students for particular fields of study that require rigorous mastery of both academic and technical skills.

During the 2007—2008 transition year of the Carl D. Perkins Career and Technical Education Act of 2006, Virginia provided state—approved sample programs of study in Information Technology and Manufacturing for possible adoption by local educational agencies and postsecondary institutions as an option to students when planning for and completing future coursework. These programs of study incorporate both the secondary and postsecondary elements of a program of study as required by Perkins and are built on written program articulation agreements that provide a consistent procedure whereby high school graduates of public schools in the Commonwealth of Virginia who are enrolled in these programs may

transition into an appropriate community college associate of applied science or associate of science degree program in Information Technology or Manufacturing without duplication of instruction. Identification and development of additional sample programs of study will be an ongoing activity.

Appropriate academic and career and technical courses are identified to provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These required SOL and essential competencies align with the required preparation for postsecondary education, as determined by participating postsecondary faculty/reviewers, and help to prepare students for both postsecondary education and the workplace. Future curriculum revisions will seek additional input from postsecondary faculty.

Secondary students may also earn Virginia Community College System college credits through dual enrollment. To increase portability of college credits earned through early college programs to all 23 community colleges, beginning in 2007—2008, dual—enrollment will become the primary vehicle in Virginia of awarding early college credits in career and technical education program areas. Articulated/validated credits will also be utilized.

REVISION MARCH 2015

The 2012 General Assembly (HB 1184) passed legislation requiring local school boards and community colleges to develop agreements for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one—year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

Sample programs of study lead to industry certifications at the secondary level such as the Internet Computing and Core Certification (IC3) that is contained within the sample program of study in Information Technology. The three levels of testing for this certification are: Computing Fundamentals, Key Applications, and Living Online (IC3) that prepare the student for further industry certification and an associate degree at the postsecondary level.

Local educational agencies may also develop local agreements and programs of study with community or four—year colleges that include the required components as set forth in the Carl D. Perkins Career and Technical Education Act of 2006 and that have been approved by the Virginia Department of Education, Office of Career and Technical Education Services, and the Virginia Community College System.

In 2007—2008, the VCCS will begin work with the VDOE, colleges, universities, and school divisions to identify career and technical education program areas that are appropriate to the development of statewide programs of study and articulation agreements. These programs of study will include: alignment of curriculum, non—duplicative course sequences from high school through community college and, as appropriate, alignment with university level programs. These programs of study

will reference local opportunities for students to participate in dual—enrollment courses to gain college credits for coursework completed during students' high school studies.

To achieve the goal of developing statewide career pathways, the VDOE and VCCS will work with state—level stakeholders in education and economic and workforce development to identify and prioritize from the list of United States Education Department (USED) career clusters and pathways, those pathways that are most critical to Virginia's economic future. In the context of development of the statewide career pathways plan, VDOE and VCCS will work with the stakeholders to address those prioritized pathways which might be strengthened in terms of outcomes through adoption of a uniform curriculum throughout the state at the appropriate secondary and postsecondary levels. From the list of prioritized pathways, the VCCS will work with colleges to develop a common postsecondary curriculum and with VDOE to conduct an alignment analysis of secondary and postsecondary curriculum.

More commonly, community college or school division partners may identify a need for a common set of foundation courses that could simultaneously serve as 11th and 12th grade high school career and technical education courses and also as dual enrollment courses, courses for apprenticeship—related instruction, and more. In these cases and through collaborative efforts and funding, VCCS and VDOE will work with school divisions and colleges to align curricula and establish skills standards—based foundation courses.

B. How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

The sample of a statewide program of study has been developed through collaborative efforts between the Virginia Department of Education and the Virginia Community College System and disseminated to local educational agencies and postsecondary institutions.

Secondary and postsecondary faculty and business and industry representatives were utilized to develop the program of study with the required components. Based on utilization of these templates in the 2007—2008 school year and review by the VDOE and VCCS leadership, a final version of the statewide template for programs of study will be available in 2008—2009.

The Department of Education will also approve locally developed programs of study for local education agencies that: 1) are submitted through the required Local Plan and Budget process; 2) have been approved through the appropriate postsecondary institution that the program of study is articulated with; and 3) meet the required components of the Perkins law. The VCCS will continue to approve postsecondary programs and Tech Prep programs of study.

C. How the State will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Virginia has a history of successful implementation of articulation projects, beginning in the late 1970s. Articulation is defined as a process of instructional coordination by which students can proceed from one program level to the next in an orderly manner. Its purpose is to assure that students receive all necessary instruction without duplicating what they have already learned. The focus of articulation is on agreements established between secondary and postsecondary schools, and that include active business and industry involvement.

The 2004 Virginia General Assembly directed the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE).

A task force of staff members and stakeholders from the Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) and the State Committee on Transfer, comprised of representatives of VDOE, VCCS, and four—year institutions, are developing statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, and Trade and Industrial) identified by the Virginia Department of Education. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing levels and different locales.

Work teams identified both components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program areas. The teams developed a general articulation model as well as a sample articulation agreement for each program area that incorporated the following components:

- **General Conditions**
- **Maintenance of the Agreement**
- **Specific Conditions**
- **Assessment and Data Collection**
- **Implementation.**

The Virginia Community College System presented on behalf of the three agencies (VDOE, VCCS, and SCHEV) to the Advisory Council on Career and Technical Education and the report was approved by the board of each agency, along with an executive summary, to the Governor and the General Assembly to the 2005 Regular Session of the General Assembly. (House Document No. 33, Publication Year 2005, "Report on the Development of a Template for a Statewide Articulation Agreement for Career and Technical Education", State Council of Higher Education for

Virginia, Board of Education, and State Board for Community Colleges, Enabling Authority HJR 125 [2004])

VCCS and VDOE will move towards development and implementation of statewide career pathways or articulated programs of study that genuinely align with not only community college but university entry level requirements and curriculum. For programs of study that can and should be extended through a baccalaureate degree, universities will be engaged in development of state level career pathways. One statewide articulation agreement between the VDOE and VCCS has been developed and at the time of development, the VCCS and SCHEV had also agreed on identified articulated courses. This process will continue to allow teams of VDOE, VCCS, and SCHEV representatives to develop and implement additional agreements between secondary and postsecondary education institutions. The identified components of the statewide articulation agreement template also apply to the development of articulation agreements at the local level. These may be approved at the state level by the Virginia Department of Education and the Virginia Community College System.

D. How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

As programs of study are developed through this process and approved by the Virginia Department of Education and Virginia Community College System, they will be disseminated electronically and through professional development activities for career and technical administrators, deans, provosts, Tech Prep directors, supervisors, guidance counselors, and career coaches.

Specifically, the information for Career and Technical Education Programs of Study will be disseminated through the following methods as they are developed and approved at the state level:

• Career and technical education administrative meetings at both the secondary and postsecondary levels;

• The Virginia Department of Education, Office of Career and Technical Education Web site in the Administrative Planning Guide;

• Virginia Community College Web sites; and

• Virginia Career and Technical Education Career Resource Center Web site in the VERSO approved curriculum frameworks.

Local school divisions will then utilize guidance counselors, career counselors, and career coaches to provide information and advisement on career pathways to Virginia's high school students. Career coaches are community college employees who are based in local high schools to assist students in preparing for higher education and careers and to increase student access to college programs and services, postsecondary faculty, and business and industry. Career coaches are based in 137 of the 399 high schools, alternative centers, charter schools, Governor's schools and combined schools in Virginia. The VCCS and VDOE continue to develop and expand the Career Coaches initiative statewide.

REVISED: MARCH 2015

As programs of study are developed and approved by the VDOE and VCCS, they will be posted on the VDOE Web site and disseminated electronically to stakeholders with responsibility for CTE.

Specifically, the information for CTE Programs of Study will be disseminated through the following methods as they are developed and approved at the state level:

• CTE administrative meetings at both the secondary and postsecondary levels;

• Office of CTE administrators listserv and program/career cluster specialist listservs;

• The VDOE, CTE Web page for Career Clusters;

• Virginia Education Wizard, a secondary and postsecondary online college and career planning tool; and

• Virginia Career and Technical Education Career Resource Center Web site in the Virginia Education Resource System Online (VERSO) approved curriculum frameworks.

Local school divisions will then utilize guidance counselors, career counselors, and career coaches to provide information and advisement on career pathways to Virginia's high school students. Career coaches are community college employees who are based in local high schools to assist students in preparing for higher education and careers and to increase student access to college programs and services, postsecondary faculty, and business and industry. Career coaches are based in 115 of 399 high schools, alternative centers, charter schools, Governor's schools and combined schools in Virginia. The VCCS and VDOE continue to develop and expand the Career Coaches initiative statewide.

E. The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Virginia's General Assembly continues to increase the amount of state funding for career and technical education equipment for school divisions. The increased funding allows local school divisions to update current CTE programs and to implement new programs that are responsive to the needs of business and industry. These programs address the requirements of new and emerging technologies. The new technology also allows students to have improved preparation for industry certification testing.

Professional development activities will continue to be implemented to assist career and technical education personnel in the use of technology to improve and expand career and technical education. Training may include, but is not limited to, the use of state—of—the—art technology (e.g., virtual learning); software and operation of

equipment needed for course management, instructional presentation, and data management; utilization of Internet search strategies for teachers and students; introduction to HTML, Virtual Basic, and JAVA programming; and other emerging technologies. Other professional development activities will focus on teacher updates that address the inclusion of technology and its effect on specific career and technical programming and how to establish and maintain partnerships with high technology and telecommunications businesses and industries.

The VDOE will continue to support the Geospatial Instructional Application Initiative begun in 2006 that provided an opportunity for each middle and high school to receive geographic information systems (GIS) software to enhance instruction in agricultural education, geography, science, and technology education by engaging students in the content through geospatial applications. First priority in this endeavor was given to agricultural, geography, science, and technology education teachers. The Geospatial Instructional Applications Institutes provided high quality professional development experience using ArcView 9 GIS software and global positioning system (GPS) units. These technologies allow teachers to explore and analyze the natural and human—made world, from local to global, with their students.

Statewide technology training for academic and career and technical education faculty is provided on an annual basis through the VCCS New Horizons Conference which is partially supported by Perkins funds. Standard technology training for VCCS and college personnel includes computer applications and Blackboard for E—learning and communication. Current or planned VCCS initiatives designed to integrate technology into the practice of all educators and counselors within the VCCS system include faculty/counselor training in using podcasts, vodcasts, video, and computer gaming software to enhance student engagement and instructional effectiveness. Additionally, through both Perkins and National Science Foundation (NSF) initiatives, the VCCS is working with the Virginia Space Grant Consortium, Virginia Tech, VDOE, and other stakeholders to integrate GIS/GPS technologies across the curriculum. In conjunction with this goal, state and regional faculty/teacher training in GIS/GPS technologies will be offered.

REVISED: MARCH 2015

Virginia's General Assembly appropriated state funding for career and technical education equipment for school divisions. The funding allows local school divisions to update current CTE programs and to implement new programs that are responsive to the needs of business and industry. These programs address the requirements of new and emerging technologies. The new technology prepares students to earn industry recognized certifications.

Professional development activities will continue to be implemented to assist career and technical education personnel in the use of technology to improve and expand career and technical education. Training may include, but is not limited to, the use of state—of—the—art technology (e.g., virtual learning); software and operation of equipment needed for course management, instructional presentation, and data management; utilization of Internet search strategies for teachers and students;

introduction to HTML, Virtual Basic, and JAVA programming; and other emerging technologies. Other professional development activities will focus on teacher updates that address the inclusion of technology and its effect on specific career and technical programming and how to establish and maintain partnerships with high technology and telecommunications businesses and industries.

The VDOE Geospatial Instructional Application Initiative begun in 2006 provided an opportunity for each middle and high school to receive geographic information systems (GIS) software to enhance instruction in agricultural education, geography, science, and technology education by engaging students in the content through geospatial applications. First priority in this endeavor was given to agricultural, geography, science, and technology education teachers. The Geospatial Instructional Applications Institutes provided high quality professional development experience using ArcView 9 GIS software and global positioning system (GPS) units. These technologies allow teachers to explore and analyze the natural and human—made world, from local to global, with their students. This initiate concluded in 2014 with the development two instructional framework documents; Geospatial Technology I, and Geospatial Technology II.

Statewide technology training for academic and career and technical education faculty, as well as career coaches, is provided on an annual basis through the VCCS New Horizons Conference which is partially supported by Perkins funds, the annual HIRE Education conference, and an annual Workforce Development Professionals Academy. Standard technology training for VCCS and college personnel includes computer applications and Blackboard for E—learning and communication, and the employment of the online career coach case management system. Current or planned VCCS initiatives designed to integrate technology into the practice of all educators and counselors within the VCCS system include faculty/counselor training in using current and emerging technologies to enhance student engagement and instructional effectiveness. Additionally, through both Perkins and other grant opportunities, the VCCS is working with the Virginia Space Grant Consortium, Virginia Tech, VDOE, and other stakeholders to integrate GIS/GPS technologies across the curriculum, provide tech—related internships to students, develop cybersecurity curricula, and broaden access to Northern Virginia's Shared Services Distance Learning initiative, which provides online access to hundreds of courses that are often not available at smaller rural colleges. Ongoing state and regional faculty/teacher training in various teaching technologies is offered.

F. The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;
ii. Promote continuous improvement of technical skill attainment; and
iii. Identify and address current or emerging occupational opportunities
SECONDARY Local Application

Each eligible recipient must submit a local application for approval to the VDOE before receiving funds from the Carl D. Perkins Career and Technical Education Act of 2006. See Appendix C.

Local Application Content

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year transition plan 2007—2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided.

Local Application Approval

Each application will be reviewed by staff of the Office of Career and Technical Education Services to determine whether the local plan:

• Promotes continuous improvement in academic achievement;

• Promotes continuous improvement of technical skill attainment;

• Identifies and addresses current or emerging occupation opportunities;

• Is based on appropriate data in view of anticipated funds;

• Shows evidence of involvement of groups required to participate in the development of the plan; and

• Addresses at least 12 specific requirements identified in Section 134(b) of the Carl D. Perkins Career and Technical Education Act of 2006, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local education agency or institution will be notified of its disposition by the Director of the Office of Career and Technical Education Services, Division of Instruction.

POSTSECONDARY Local Application

Each postsecondary eligible recipient must submit a local application for funding to the VCCS before receiving funds from the Carl D. Perkins Career and Technical Education Act of 2006. See Appendix C

Local Application Content

Any recipient of funds under this state plan must submit, in collaboration with other career pathway programs under the leadership of community colleges, a plan for development and improvement of career pathways. Additionally Perkins and Tech Prep grantees must complete and have approved by VCCS an annual application for funds that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided. Each application will be reviewed by the VCCS to determine whether the local plan:

• Meets the criteria for postsecondary career pathways established by the VCCS and VDOE;

• Identifies and addresses high—skilled, high—wage, high—demand occupations;

• Shows evidence of continuous program assessment and improvement;

• Is based on appropriate use of anticipated funds;

• Shows evidence of involvement of the college—led, college service region Career Pathways Leadership Team; and

• Addresses at least 12 specific requirements identified in Section 134 (b) of the Carl D. Perkins Career and Technical Education Act of 2006, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding. When the review of its plan is complete, the local educational agency or institution will be notified of its disposition by the Director of Perkins/Tech Prep, VCCS.

SECONDARY REVISED: MARCH 2015

Local Application

Each eligible recipient must submit a local application for approval to the VDOE before receiving funds from the Carl D. Perkins Career and Technical Education Act of 2006.

Local Application Content

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year transition plan 2007—2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided.

Local Application Approval

Each application will be reviewed by staff of the Office of Career and Technical Education Services to determine whether the local plan:

• Promotes continuous improvement in academic achievement;

• Promotes continuous improvement of technical skill attainment;

• Identifies and addresses current or emerging employment opportunities, both locally and statewide;

• Is based on appropriate and relevant data in view of anticipated funds;

• Shows evidence of involvement of groups required to participate in the development of the plan; and

• Addresses at least 12 specific requirements identified in Section 134(b) of the Carl D. Perkins Career and Technical Education Act of 2006, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local education agency or institution will be notified of its disposition by the Director of the Office of Career and Technical Education Services, Division of Instruction.

POSTSECONDARY REVISIONS: MARCH 2015

Local Application

Each postsecondary eligible recipient must submit a local application for funding to the VCCS before receiving funds from the Carl D. Perkins Career and Technical Education Act of 2006. See Appendix C.

Local Application Content

Any recipient of funds under this state plan must submit, in collaboration with other career pathway programs under the leadership of community colleges, a plan for development and improvement of career pathways. Additionally Perkins grantees must complete and have approved by VCCS an annual application for funds that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided. Each application will be reviewed by the VCCS to determine whether the local plan:

• Meets the criteria for postsecondary career pathways established by the VCCS and VDOE;

• Identifies and addresses high—skilled, high—wage, high—demand occupations;

• Shows evidence of continuous program assessment and improvement;

• Is based on appropriate use of anticipated funds;

• Provides specific plans and use of funds to address any performance measures that the college has failed to meet in a previous year or years

• Shows evidence of business and industry involvement, including labor and workforce partners, in the development of programming;

• Shows evidence of involvement of the college—led, college service region Career Pathways Leadership Team; and

• Addresses at least 12 specific requirements identified in Section 134 (b) of the Carl D. Perkins Career and Technical Education Act of 2006, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local educational agency or institution will be notified of its disposition by the Postsecondary Perkins Administrator, VCCS.

G. How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma

SECONDARY

Higher student achievement is the goal of the Virginia Board of Education's efforts to improve public education. The Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20—131) places emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's Standards of Learning, and establishing a school report card for parents and the school community. Schools in Virginia earn accreditation based on student achievement. The Virginia Board of Education has begun an extensive discussion to explore the role that graduation should play in determining the accreditation status of Virginia's high schools.

Each student in middle and secondary schools shall take all applicable end—of—course SOL tests following course instruction. Students who achieve a passing score on an end—of—course SOL test shall be awarded a verified unit of credit in that course. Of the 22 units of standard credit (see definition below) required for a Standard Diploma in Virginia, 6 of these credits are required to be verified credits (see definition below). The Advanced Studies Diploma requires 9 of the 14 credits to be verified.

For Standard Diplomas, students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit (see definition below) and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

For the Advanced Studies Diploma, a student may utilize additional tests for earning one verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20—131—110.

• Standard credit is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.

• Verified credit is based on a standard credit plus a passing score on the end—of—course SOL test (or other test as described in the Standards of Accreditation 8 VAC 20—131—110). A standard credit may not be verified more than once.

• Student—selected Verified Credit is a credit for a course that includes a test (other than SOL) approved by the Virginia Board of Education.

The instructional program in a Virginia middle school must provide a minimum of one course in career and technical exploration. Secondary schools must provide career and technical education choices that prepare the student as a career and technical education completer in one of three or more occupational areas and that prepare the student for postsecondary programs. Definitions for CTE completer, concentration, and specialization are listed below.

• Career and Technical Education Completer is a student who has met the requirements for a career and technical education concentration or a career and technical education specialization (see definitions below) and all requirements for high school graduation or an approved alternative education program.

• Career and Technical Concentration is a coherent sequence of courses completed by a student in a specific career area as identified in the Career and Technical Administrative Planning Guide.

• Career and Technical Specialization is a choice by a student to specialize in an occupational field by taking additional courses in a specific career area as identified in the Career and Technical Administrative Planning Guide.

H. How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The need for strong academic competencies in high—skills jobs, as well as in postsecondary education, is addressed in appropriate academic and career and technical courses that provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These SOL and essential competencies help prepare students for both postsecondary education and the workplace.

Student preparation and awareness of opportunities in postsecondary career and technical education and student preparation for postsecondary education will be supported through training of high school guidance counselors and the VCCS Career Coaches initiative as guidance counselors and career coaches provide services such as early college placement testing and related advising, dual—enrollment intake, assistance in obtaining college financial aid and scholarships, and assistance in gaining college admissions along with the career planning and career pathways advising for which the program is best known.

I. How funds will be used to improve or develop new career and technical education courses—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
ii. At the postsecondary level that are relevant and challenging; and
iii. That lead to employment in high-skill, high-wage, or high-demand occupations;
SECONDARY

The need for strong academic competencies in careers, as well as in postsecondary education, is addressed in Virginia through the statewide academic Standards of Learning (SOL) and through performance—based competencies in career and technical education. These SOL are academic, jargon—free, rigorous, and measurable. These mandatory standards exist for all content areas in Virginia: English, mathematics, science, history and social science, the fine arts, foreign language, health and physical education, and driver education.

For additional information on the statewide initiative of academic SOL, a requirement for all students, refer to http://www.doe.virginia.gov/VDOE/Instruction/sol.html.

Competency—based education (CBE) has been an active force in Virginia's career and technical education program since the mid 1970s. Curriculum development, as implemented by the Virginia Career and Technical Education Resource Center (VCTERC) in cooperation with career and technical education program area specialists at the Department of Education (DOE), reflects the statewide emphasis on CBE. The curriculum development process is based on industry standards, both those that are nationally recognized and those that are identified through research that is based on business and industry input. Among the procedures involved in the curriculum development process are the following:

• formation of a state technical committee for every new or updated curriculum project;

• application of the modified Develop A Curriculum (DACUM) occupational analysis;

• validation of technical competencies by the state technical committees and by business/industry advisory groups; and

• correlation of Virginia's SOL to technical competencies.

Ongoing research based on new and emerging high—skills, high—demand, high—wage occupations and changing technology is utilized in the development and updating of curriculum.

To ensure that programs and courses offered in localities are consistent with employment demand and opportunities in the particular community, the local program/course approval is based on labor market data secured from such

resources as Career Connect at http://www.careerconnect.state.va.us/, Career Prospects at http://www3.ccps.virginia.edu/career_prospects/Statistics/Statistics.html, and the Virginia Employment Commission at http://www.vec.virginia.gov/vecportal/. The local school divisions are required to submit data on labor market and/or employment needs and student interest. Career and technical education program integrations of curriculum offerings are also encouraged when competencies for high—skills require skill development from two or more concentrations (e.g., advanced electronics and entrepreneurship).

Legislation passed during the 1997—1998 session of the General Assembly of Virginia (House Bill 431) required that the competencies for career and technical education programs be regularly reviewed and revised so that the skills that form the foundation of the curriculum (1) include the academic disciplines of the SOL, (2) are consistent with industry or professional standards, and (3) represent application of knowledge in preparation for eventual employment and lifelong learning. This legislation emphasizes the importance of developing both academic and technical competencies for the current and emerging workforce requirements.

Information on all career and technical education programs/courses is accessible to students, parents, counselors, teachers, and administrators through the online Career Planning Guide at http://www.cteresource.org/cpg and through the r u Ready magazine provided to 11th graders and the r u Ready parent brochures distributed to 8th graders' parents and also online at http://www.doe.virginia.gov/VDOE/Instruction/CTE/ruready.html.

POSTSECONDARY

The VCCS and local colleges encourage curriculum development through alignment of curriculum to business and industry needs as identified through business and industry advisory councils, Develop a Curriculum (DACUM) processes, and national skill standards. Increasingly, through Department of Labor, National Science Foundation and other grant projects, colleges are collaborating in the development of curriculum in specialized technology areas or adopting and adapting national college curriculum developed through National Science Foundation centers and projects. The VCCS will encourage this development through administrative and fiscal support of communities of practice targeted to development, demonstration, and assessment of specific curricular programs and curricula.

The rigor of the curriculum is also assessed through the ever increasing number of community college CTE programs that articulate with corresponding university programs. Finally, an increasing number of community college courses are aligned with national certifications and licensures, with Perkins funds used to procure certification—based curriculum of faculty certification and testing. To further encourage the alignment of community college curriculum to high demand certifications and licensures, as well as to ensure a method for collecting data on the new Perkins Technical Skills Attainment student performance measure, VDOE and

VCCS will allow colleges to use Perkins funds to support faculty and student certification preparation and assessment beginning in 2008 — 2009.

All new career and technical education programs at the postsecondary level must demonstrate relevance to regional and local workforce needs. Applications for new program development to the VCCS must include research and data that demonstrate connections to high—demand, high—growth occupational sectors.

SECONDARY

REVISIONS: MARCH 2015

The need for strong academic competencies in careers, as well as in postsecondary education, is addressed in Virginia through the statewide academic SOL and through performance—based competencies in career and technical education. These SOL are academic, jargon—free, rigorous, and measurable. These mandatory standards exist for all content areas in Virginia: English, mathematics, science, history and social science, the fine arts, foreign language, health and physical education, and driver education.

For additional information on the statewide initiative of academic SOL, a requirement for all students, refer to http://www.doe.virginia.gov/VDOE/Instruction/sol.html.

Competency—based education (CBE) has been an active force in Virginia's CTE program since the mid 1970s. Curriculum development, as implemented by the Virginia Career and Technical Education Resource Center (VCTERC) in cooperation with CTE cluster specialists at the VDOE, reflects the statewide emphasis on CBE. The curriculum development process is based on industry standards, both those that are nationally recognized and those that are identified through research that is based on business and industry input. Among the procedures involved in the curriculum development process are the following:

• formation of a state technical committee for every new or updated curriculum project;

• application of the modified Develop A Curriculum (DACUM) occupational analysis;

• validation of technical competencies by the state technical committees and by business/industry advisory groups; and

• correlation of Virginia's SOL to technical competencies.

Ongoing research based on new and emerging high—skill, high—demand, high—wage occupations and changing technology is utilized in the development and updating of curriculum.

To ensure that programs and courses offered in localities are consistent with employment demand and opportunities in the particular community/region, the local program/course approval is based on labor market data secured from such resources as CTE Trailblazers at http://www.ctetrailblazers.org/, the Virginia

Employment Commission at http://www.vec.virginia.gov/vecportal/, the Census Quarterly Workforce Indicator Explorer at http://qwiexplorer.ces.census.gov/, or the Virginia Career Wizard at http://www.vawizard.org . The local school divisions are required to submit data on labor market and/or employment needs and student interest. CTE program integration of curriculum offerings is also encouraged when competencies for high—skill, in demand, and emerging careers require skill development from two or more concentrations (e.g., advanced manufacturing and cybersecurity).

Legislation passed during the 1997—1998 session of the General Assembly of Virginia (House Bill 431) required that the competencies for career and technical education programs be regularly reviewed and revised so that the skills that form the foundation of the curriculum (1) include the academic disciplines of the SOL, (2) are consistent with industry or professional standards, and (3) represent application of knowledge in preparation for eventual employment and lifelong learning. This legislation emphasizes the importance of developing both academic and technical competencies for the current and emerging workforce requirements.

CanDo Student Competency—Tracking System

The Virginia Department of Education has long required tracking and maintenance of student competency records for all CTE courses. For many years, through the CTE Resource Center, the state has offered Word and Excel templates for this purpose. Now, Virginia educators have another choice: the CanDo Competency—Tracking System.

CanDo is a web—based application developed for teachers by Arlington County—in association with SchoolTool. Using Virginia's state—approved task/competency lists, educators can track students' progress electronically. Administrators have access to real—time scores and reports that satisfy state and federal requirements. CanDo is built on open source software and can be set up and implemented in any school division, regardless of size. At the direction of the Virginia Department of Education, the CTE Resource Center is available to provide Virginia public school divisions the necessary technical support and training for implementing the CanDo system. As of the 2014—15 school year, 34 school divisions have implemented CanDo.

CanDo was initially piloted in 2009 and has had annual enhancements and upgrades. The newest package was released for the 2013—14 school year and has significant enhancements to the user interface and improvements in functionality. All installation, maintenance, setup, and archive instructions have been updated.

Career Connections. Information on all career and technical education programs/courses is accessible to students, parents, counselors, teachers, and administrators through the online Career Planning Guide at http://www.cteresource.org/cpg and through the R U Ready magazine provided to 10th graders and the R U Ready parent brochures distributed to 8th graders' parents and also online at http://www.doe.virginia.gov/VDOE/Instruction/CTE/ruready.html.

R U Ready? The career magazine, R U Ready?, and Ready or Not, the teaching companion, shed light on the nature of career development and encourage students to participate in activities that provide insight into choosing a career. Both publications are designed around the premise that life continues after high school whether students are ready or not. Ready or Not offers lesson plans for nine articles and the 16 career clusters presented in R U Ready?. While different for each article, every lesson plan features an anticipatory activity, a lesson activity, and a closure activity. Learning objectives and necessary materials are detailed in each lesson plan as well. The lesson plans incorporate numerous student—centered activities, often calling for cooperative learning. Emphasis is placed on identifying personal strengths and interests and correlating them to career opportunities and requirements. Students can then create or revise academic and career plans that reflect these find¬ings. Thus, these lesson plans help students prepare for the ever—changing and challenging world of work.

A Strategic Review of Agricultural Education. A strategic review of agricultural education was conducted during the 2012—2013 school year and represents a culmination of state and national research and extensive input from stakeholders representing business and industry, secondary and postsecondary education, parents, students, professional organizations, and policy makers. The report describes agriculture as experiencing a shift from traditional crop and livestock production to the infusion of technology and researched—based land management practices to provide higher yields with fewer resources. This finding has impacted Agricultural Education by reinforcing the need to provide students and teachers with the curriculum and staff development necessary to remain futuristic and current with emerging industry trends and issues impacting agriculture on a global level. Continuing to implement blended agriculture/academic courses that engage students in rigorous, inquiry—based science and real—world applications remains the future goal of the Agriculture, Food and Natural Resources career cluster in Virginia.

Health and Medical Science Education Expansion. With health care occupations expected to grow exponentially over the next five years, Virginia Department of Education is focused on preparing our students for these high—demand fields. The Office of Career and Technical Education services has responded to the demand by adding curriculum in the 2013—2014 school year in the diagnostic pathway in the areas of Surgical Technology and Respiratory Therapy. Currently underway is the process for implementing the following curriculum: Patient Care Technician, Emergency Medical Responder, and Emergency Medical Telecommunication. The two courses in Emergency Medicine will allow students in Virginia access to careers in the entire Emergency Medical Services field. The 2015—2016 school year curriculum revisions will include Optical Technician, Sterile Technician, and Medical Coding and Billing. These courses/programs will help to meet the demands of the health and medical career workforce needs and the emerging STEM—H needs regionally, statewide, and nationally.

Practical Nursing Program Survey Visits. Beginning 2011, the Virginia Department of Education has offered a special grant to school divisions with practical nursing

programs that are scheduled for a survey visit by the Virginia Board of Nursing. In compliance with the Regulations Governing the Practice of Nursing 18 VAC 90—20—10, revised November 21, 2013, the high school courses affected by the fees are Practical Nursing I, Practical Nursing II, and Practical Nursing III.

Occupational Safety and Health Administration (OSHA) Construction Instruction and Training Services. Maintaining a safe working environment for students has been a top priority for the VDOE Office of Career and Technical Education Services. As a result, OSHA training courses were introduced by VDOE to maintain standards established by federal and state laws related to health and safety. The OSHA 500 was the first training course offered during the 2005—2006 school year. The OSHA 500 is designed for instructors to award students the 10— and 30—hour construction safety and health Outreach Training Program. In 2010, the federal requirement was changed to include the prerequisite of the OSHA 510. The OSHA 510 and 500 training services remain effective and VDOE will continue to work with the Virginia Department of Labor to ensure that instructors are updated annually with current OSHA construction standards, policies, and regulations.

Automotive Technology Online Program (Electude USA, Inc.). Effective 2013, Electude provides an electronic educational technology system that allows students to learn about the complete vehicle including maintenance and repair by using interactive animations and simulations. Electude is also compliant with National Automotive Technicians Education Foundation (NATEF) standards and has been recognized as a Continuing Automotive Service Education (CASE) approved training provider certified by Automotive Service Excellence (ASE).

Virginia Automobile Dealers Association (VADA). Represented by franchised new car and truck dealerships throughout the Commonwealth of Virginia, VADA's mission is to improve the quality of automotive educational programs through Automotive Youth Educational Systems (AYES). AYES consist of automotive dealers and secondary automotive technical schools with the goal of developing career—ready, entry level automotive technicians and service personnel. The continued goal of VDOE is to ensure that automotive dealerships across the state are served by NATEF certified secondary and technical schools.

Work—Based Learning Methods of Instruction. During 2013—2014, a strategic review of Work—Based (WBL) learning was conducted to reassess and revitalize the WBL opportunities offered to Virginia's CTE students. The results redefined WBL methods and provide flexibility to school divisions with eight options in three categories ranging from career—exploration WBL methods to prep—professional WBL methods to career—preparation WBL methods. A training workshop for coordinators with defined focus on the seven WBL methods of instruction is to be conducted annually. The goal is for each CTE student to participate in at least one WBL experience during secondary education. (http://doe.virginia.gov/instruction/career_technical/work—based_learning/index.shtml)

POSTSECONDARY

REVISED: MARCH 2015

The VCCS and local colleges encourage curriculum development through alignment of curriculum to business and industry needs as identified through business and industry advisory councils, Develop a Curriculum (DACUM) processes, and national skill standards. Increasingly, through Virginia Department of Labor, and other grant projects, colleges are collaborating in the development of curriculum in specialized technology areas or adopting and adapting national college curriculum developed through National Science Foundation centers and projects. The VCCS will encourage this development through administrative and fiscal support of communities of practice targeted to development, demonstration, and assessment of specific curricular programs and curricula.

The rigor of the curriculum is also assessed through the ever increasing number of community college CTE programs that articulate with corresponding university programs. The VCCS currently has 47 guaranteed admissions and articulation agreements between colleges and four—year institutions, with many of these focused on CTE programs of study.

Finally, with Governor's Executive Order Number 23, issued August 13, 2014, (appendix D.2) calling for 50,000 more STEM credentials in the next three years, and the new community college strategic plan that calls for colleges to triple the number of credentials earned over the next six years, college courses will continue to be developed or refined such that they are rigorous and relevant to in demand, stackable certifications and licensures, with Perkins funds used to procure curriculum, and support faculty certification and testing.

All new CTE programs at the postsecondary level must demonstrate relevance to regional and local workforce needs. Applications for new program development to the VCCS must include research and data that demonstrate connections to high—demand, high—growth occupational sectors, and are reviewed by VCCS staff, the Chancellor, and the State Board of Community Colleges as prescribed in policy.

Connecting Secondary and Postsecondary Education (Example)

During 2013—2014, in order to respond to Valley—based businesses' struggles to recruit and hire quality employees in growing industries, such as healthcare and advanced manufacturing, the Shenandoah Valley Partnership (SVP) brought together multiple educational and economic development partners to develop a campaign that would educate parents and high school students about jobs available in the region, recruit dislocated or underemployed workers to new opportunities, and bring together the strengths of both the secondary and postsecondary career and technical education providers. That year—long campaign kicked off on April 2, 2015, with the airing of the first of 26 television spots that feature employees in these high demand fields describing their work, their work environments, the rewards and prospects for advancement in their jobs, and how to enter the fields in which they work.

In addition to SVP, key partners in the development and implementation of the campaign included the Region 4 Workforce Investment Board, Blue Ridge

Community College, local technical centers including Massanutten Tech Center and Valley Career and Technical Center, Virginia Economic Development Partnership, and WHSV—Harrisonburg. Additionally, the high school career coaches who serve the K—12 divisions in the region are being trained on the campaign and will be able to answer parents' questions and direct students to the InDEMAND website, Dream It Do It Virginia, the Virginia Education Wizard, and other career planning tools to help them explore these pathways further and to prepare their academic plans.

Each industry and occupation was chosen based on an analysis of regional data from the Bureau of Labor Statistics, Virginia Employment Commission, Chmura Analytics and local indicators to ensure that the campaign will promote both current openings and long—term demand for those positions that provide a living wage and room for career advancement. The InDEMAND website provides links and information on training, credentials, and contacts that students and job seekers can use to pursue occupations featured.

J. How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement

SECONDARY

Many of the secondary schools participate in Tech Prep programs that are funded under the Perkins, Title II Tech Prep grants administered by the community colleges. These secondary schools also participate in the High Schools That Work (HSTW) initiative and the Creating Excellence Awards program.

Through the HSTW, academic and career and technical teachers have developed collaborative lesson plans. Schools are requested annually to submit exemplary plans that support HSTW key practices and reinforce the Virginia SOL. The lesson plans undergo a review process and are disseminated statewide via the Virginia Career and Technical Education Resource Center (VCTERC) Web site to assist teachers with implementing innovative, rigorous collaborative lessons.

The Virginia Creating Excellence Awards program recognizes individual educators, programs, advisory councils, and business/industry partners for exemplary instructional projects, methods, and other activities. Both secondary and postsecondary agencies are participants.

Exemplary instructional projects, methods, stories of outstanding student success and other activities are provided to school divisions through the CareerProspects.org Web site the R U Ready Web site and magazine, the Office of Career and Technical Education Web site and the KnowHowVirginia.org Web site. Best practices which have been developed are also shared with local administrators and teachers through regular professional conferences and institutes. The Office of Career and Technical Education also provides a monthly newsletter to local school divisions and communicates outstanding activities through e—mail distribution lists to administrators and teachers.

Additionally, Virginia is utilizing a National Governors Association Science, Technology, Engineering, and Mathematics (STEM) grant to develop up to six Governor's Career and Technical Academies that will address at least one career pathway in the STEM area and at least one career pathway that meets regional economic/workforce development needs.

POSTSECONDARY

Tech Prep best practices will be disseminated through a statewide career pathways Web site, currently under development; an annual Tech Prep performance report that is provided to state government officials, college presidents, and local Tech Prep and Perkins administrators; semiannual administrative meetings of all local Tech Prep and Career Pathway directors based at colleges; and through an annual VCCS Career Pathway Academy that will present national and state research and best practices. Communication between Tech Prep consortia is supported by VCCS online communities and e—mail distribution lists as well as through regularly scheduled administrative meetings of Tech Prep practitioners, annual Career Pathways Conference and other VCCS professional development events such as the New Horizons Conference. Additionally, the VCCS is currently developing exemplary program standards for Tech Prep and postsecondary Perkins programs that will allow for objective and quantifiable assessment of what might constitute a "best practice" for career pathways.

SECONDARY

REVISED: MARCH 2015

Career and Technical Education (CTE) Branding. The consistent portrayal of the CTE brand using the CTE brand promise Learning that Works for Virginia serves as the foundation for messaging with business and industry, policy makers, affiliate professional associations, students, parents, and the media to create awareness and recognition for CTE. Various platforms such as the web site, career cluster promotional videos, CTE Pocket Guide, CTE Performance Trends, Career Cluster Data Snapshots, recognition of CTE Month, CTE Administrator video streaming training and professional developing sessions, and the R U Ready magazine, serve as a means to convey the value of CTE to various audiences. Methods for CTE messaging will continue to evolve in response to workplace changes and emerging demands.

Additionally, secondary programs participate in initiatives such as, the Governor's Exemplary Standards Program, and the Creating Excellence Awards program. The Virginia Creating Excellence Awards program recognizes individual educators, programs, advisory committees, and business/industry partners for exemplary instructional initiatives, methods, and other activities. Both secondary and postsecondary agencies are participants.

Exemplary instructional initiatives and methods, outstanding student success stories are shared with school divisions through the Office of Career and Technical Education Web site, the KnowHowVirginia.org Web site, the R U Ready magazine, and Trailblazers. Best practices which have been developed are also shared with

local administrators and teachers through annual professional development conferences and institutes. The Office of Career and Technical Education also provides a monthly newsletter to local school divisions and communicates outstanding activities through e—mail distribution lists to administrators and teachers. During 2007, Virginia received a National Governors Association Science, Technology, Engineering, and Mathematics (STEM) grant award to develop up to six Governor's Career and Technical Academies that will address at least one career pathway in the STEM area and at least one career pathway that meets regional economic/workforce development needs.

Since 2007, 23 Governor's STEM Academies have been established statewide. Nine Governor's Health Science Academies have also been established. Engineering specific courses have been revised, and the engineering design process incorporated into Technology Education courses when revised. Engineering courses using the Project Lead the Way model are implemental in 23 school divisions.

K. How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

SECONDARY

Spring CTE Administrators' Updates will continue the process of a statewide initiative of connecting high schools and postsecondary institutions through the identification of Career Pathways: Programs of Study. LEAs are required to document plans that run from middle school through postsecondary. These must be signed by the participating agencies.

Funds will also be used for collaborative academic and career and technical institutes and professional development, curriculum development, and development of career and technical student organization scholastic and leadership activities. Program improvement will be supported for new courses that address identified high—skill, high—demand, and high—wage jobs in Virginia.

VDOE is also developing in collaboration with stakeholders at both the secondary and postsecondary level, a professional development institute that will bring teams representing middle school, high school, business and industry, postsecondary, and workforce development together. The faculty on these teams will be required to be composed of academic, career and technical, and special education teachers/instructors. A professional development team composed of state staff and other stakeholders is currently reviewing such activities as undergraduate/graduate credits for secondary instructors; leadership training; industry certification academies for faculty; integrated academic/CTE instructional activities; recognition of "best practices" and "programs of excellence"; student showcases; joint student leadership training for officers; transitional programs for special populations and instructional strategies for special populations; focus groups that will work with stakeholders such as parents, guidance counselors, career coaches, business/industry.

POSTSECONDARY

Primary statewide initiatives that connect high schools and community colleges include dual—enrollment, Tech Prep, and career coaches. Career coaches are community college employees based in local high schools to assist students with the process of career planning and preparing for postsecondary education, including university, community college, and apprenticeship education.

New initiatives under Perkins IV that are intended to better connect secondary and postsecondary CTE programs that will be expanded will include partnering with universities and community colleges to establish professional development to increase the number and percentage of secondary teachers credentialed to teach dual—enrollment and increasing the number and percentage of VDOE or VCCS professional development opportunities that bring together, for the purpose of professional development, high school and community college faculty.

The VCCS launched collaborative professional development in 2005 — 2006 when college and high school faculty were brought together in teams to collaboratively develop project—based learning curriculum. In one community college service region, mathematics faculty from the community college and area high schools regularly meet to address the high rate of college developmental courses taken by recent high school graduates in the local area and develop strategies to lower that rate. Through local college grants and Perkins leadership funds, additional pilots of teacher—faculty work teams dedicated to solving specific performance issues in CTE programs will be implemented and assessed.

SECONDARY

REVISIONS: MARCH 2015

Funds will be used for collaborative academic and career and technical institutes and professional development, curriculum development, and development of career and technical student organization scholastic and leadership activities. Program improvement will be supported for new courses that address identified high—skill, high—demand, and high—wage jobs in Virginia.

Project Based Learning Initiative

The VDOE, in partnership with the Southern Regional Education Board (SREB), began a three—year Project Based Learning (PBL) Initiative. The professional development initiative aims to increase rigor and relevance through problem—based pedagogical methods of instruction and learning in CTE courses. The year one pilot phase was offered exclusively to Governor's STEM and Health Sciences Academies.

The initiative will assist school teams in redesigning the instruction in one CTE course in a specific program of study each year by developing and using two PBL units of study, developing and implementing projects that engage CTE students in meeting course standards, and in developing end of project assessments as appropriate for each course. The initiative will develop the skills and capacities of school/division leaders from participating schools to use this process with other schools to improve high—wage, high—demand career programs across the state.

Four academies, two each of Governor's STEM Academies and Health Science Academies, with a total of 16 CTE and academic teachers, participated in the first cohort year. In June 2015, as the second year of cohort begins, a new cohort will be added to start year one of the PBL initiative.

POSTSECONDARY

REVISED: MARCH 2015

The VCCS launched collaborative professional development in 2005 — 2006 when college and high school faculty were brought together in teams to collaboratively develop project—based learning curriculum. In one community college service region, mathematics faculty from the community college and area high schools regularly meet to address the high rate of college developmental courses taken by recent high school graduates in the local area and develop strategies to lower that rate. Through local college grants and Perkins leadership funds, additional pilots of teacher—faculty work teams dedicated to solving specific performance issues in CTE programs will be implemented and assessed.

Statewide initiatives that connect high schools and community colleges include dual—enrollment, Institutes of Excellence, and career coaches. Career coaches are community college employees based in local high schools to assist students with the process of career planning and preparing for postsecondary education, including university, community college, and apprenticeship education. Institutes of Excellence is a state—funded program that provides competitive grants to colleges to respond to specific, regional education and training needs in high demand industries. These grants often provide for dual enrollment or targeted recruitment of high school students into postsecondary CTE coursework.

Other initiatives under Perkins IV that are intended to better connect secondary and postsecondary CTE programs include the ongoing development and refinement of the Virginia Education Wizard, an online career and college planning tool for high school students. As well as partnering with universities and community colleges to establish professional development to increase the number and percentage of secondary teachers credentialed to teach dual—enrollment and increasing the number and percentage of VDOE or VCCS professional development opportunities that bring together, for the purpose of professional development, high school and community college faculty.

L. How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. (Section 122(c)(1)(A)-(L))

SECONDARY and POSTSECONDARY

Data will be collected through secondary and postsecondary systems that include State Report Card data on industry certifications obtained by students, student completer follow—up, employer follow—up, the VCCS student information system, statewide Virginia Education Commission employment records, national databases

on college enrollment, and information obtained from the performance standards required by Perkins IV for both secondary and postsecondary. This information is provided to the Virginia State Board of Education through our Annual Performance Report for Secondary and Postsecondary Career and Technical Education programs.

SECONDARY and POSTSECONDARY

REVISIONS: MARCH 2015

Data will be collected through secondary and postsecondary systems that include State Report Card data on industry certifications obtained by students, student completer follow—up, employer follow—up, the VCCS student information system, statewide Virginia Employment Commission wage records, interstate wage records through the WRIS II agreement, national databases on college enrollment, and information obtained from the performance standards required by Perkins IV for both secondary and postsecondary. This information is provided to the Virginia State Board of Education through an Annual Performance Report for Secondary and Postsecondary Career and Technical Education programs.

3. The State plan must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

A. Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

See response in 3. F. below.

B. Increases the percentage of teachers that meet teacher certification or licensing requirements;

See response in 3. F. below.

C. Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers

See response in 3. F. below.

D. Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

See response in 3. F. below.

E. Provides the knowledge and skills needed to work with and improve instruction for special populations; and

See response in 3. F. below.

F. Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. (Section 122(c)(2)(A)-(G))

SECONDARY

The Virginia Department of Education (VDOE) will monitor and evaluate the usage of Perkins and state funds for comprehensive professional development that addresses items listed in 3(a—f) listed above. Comprehensive professional development will be developed for career and technical faculties, administrators, and counselors.

State plan activities for items 3(a—e) presented by all agencies and organizations within the plan to develop a more effective way of offering similar projects and to eliminate duplication of effort. The VDOE will develop a matrix listing activities and strategies that are similar and that address both secondary and postsecondary to develop joint training that will allow for regional activities jointly sponsored by VDOE, VCCS, and (when appropriate) the four—year universities/colleges. Use of regional training, WebEx, and voice—over PowerPoint presentations displayed on the state Career and Technical Education Web site will reduce time needed out of the classroom and more efficiently utilize funds. Perkins funds will be utilized to leverage other funding sources to maximize the impact on services provided for local recipients.

VDOE will work with the VCCS and the State Council of Higher Education for Virginia (SCHEV) representatives for Title II of the Higher Education Act of 1965, as amended, and with the VDOE Office of Middle and High School representative for Title II of the Elementary and Secondary Education Act of 1965, as amended to integrate and develop, if necessary, professional development activities that team academic and career and technical education teachers.

Activities that promote the integration of coherent and rigorous academic content standards and career and technical education (CTE) curricula will be included in the following professional development activities:

• Continued use of "Scenarios" that are project—based with focus questions that allow students to address real world business/industry problems. These scenarios are developed in conjunction with curriculum development teams that have both secondary and postsecondary faculty and are validated by business/industry.

• Continued use of "Interdisciplinary Design Briefs" that provide a theme and context that address academic and career and technical skills;

• Continued use of process/skills questions that utilize both academic and career and technical skills to meet real world business/industry problems;

• Continued correlation of the Virginia Standards of Learning for academic courses with the CTE course skill competencies;

• Implementation of institutes that promote integrated academic and career and technical education activities;

• Professional institutes sponsored by CTE professional organizations and/or the Virginia Department of Education that will include activities to reinforce integration of coherent and rigorous academic content standards, use of technology and CTE curricula;

• Institutes offered by such entities as High Schools That Work/SREB and Model Schools that address relevance and rigor (among other key practices); and

• Virginia Department of Education, Office of CTE Services sponsored workshops for academic and CTE teachers to develop integrated lesson plans based on state—mandated Standards of Learning (SOL) that are correlated to the CTE competencies. These lesson plans will be developed through the Virginia CTE Curriculum Resource Center for distribution.

The Virginia Department of Education will:

• Continue to utilize the Teacher Licensure and Certification office to work with local education agencies (LEAs) and postsecondary education institutions to increase the percentage of teachers that meet teacher certification or licensing requirements;

• Continue to provide Industry Certification Academies and online academies to CTE secondary faculties of local school divisions and the Department of Corrections to increase the percentage of industry—certified faculty in programs where it is applicable and provide access to these academies for postsecondary faculties when space is available;

• Provide training for secondary faculty for the Virginia's Teachers for Tomorrow program;

• Work with Virginia's Career Switcher Alternative Route to Teacher Licensure Program; and

• Work collaboratively with the two— and four—year colleges and universities to provide undergraduate and graduate level courses to secondary faculties that will enable them to become credentialed to teach dual—enrollment courses and to promote attainment by current professional technical certificate holders to achieve associate/bachelor's degrees.

The Office of Career and Technical Education (CTE) is working in conjunction with the Office of Middle School and High School to provide staff development, such as STEM—related activities and other high school reform/improvement activities (in conjunction with ESEA Act requirements).

The Office of CTE also offers opportunities to participate in national standards initiatives, and pilot programs to develop business and industry partnerships such as the Project Lead the Way/Northrop Grumman mentorship project.

POSTSECONDARY

Initiated through a VCCS National Science Foundation grant, Authentic Learning is an instructional model that the VCCS developed to provide college and high school faculty with professional development in integration of academic, technical, and workforce readiness skills development in high school and college classrooms through team—based, business—based, project—based learning. To date, more than twenty teams of faculty, trained together, have piloted Authentic Learning projects in their classrooms. Authentic Learning projects bring real world business problems and employers to class with students working as teams to research the presented business problem, problem solve solutions, and present proposed solutions to business and industry partners for their assessment. Under Perkins IV, the VCCS plans to continue and expand statewide professional development for faculty in Authentic Learning and to dramatically expand the practice of "real world" project—based learning in secondary and postsecondary CTE classrooms.

Many of the Authentic Learning projects piloted have utilized faculty from diverse disciplines and additional demonstrations of multi—disciplinary learning will be encouraged by the VCCS through mini—grants and other incentives.

Through the Department of Education's Career Switcher initiative, the VCCS provides a fast track for individuals with targeted business and industry experience to meet teacher certification and licensure requirements in the disciplines of science, mathematics, English (including ESL), and foreign language. During the period of Perkins IV, the VCCS will explore expansion of the Career Switcher initiative to credential teachers in targeted high—skills, high—demand career clusters and will work with VDOE to determine value added of an expansion of the Career Switchers program to include targeted CTE program areas.

The VCCS has prioritized statewide professional development as a cornerstone of its State Leadership activities for Perkins and Tech Prep and provides five types of statewide professional development (a) faculty certification training; (b) Authentic Learning Academies designed to train faculty in implementation of business—based, interdisciplinary project—based learning; (c) training in integration of new technology resources and products into classroom learning including technical training to support development of new CTE courses in areas such as GIS/GPS and computer animation; (d) training in development, promotion, and assessment of all aspects of career pathways; (e) training in Career Coaching.

Each of these types of training has been conducted by the VCCS through intensive workshops of not less than 4 days duration and each of these workshops has provided a follow—on activity such as certification preparation and testing, demonstration projects in the classroom that were evaluated and reported back to the VCCS, and follow—on evaluation activities of impact of training on faculty and teacher performance.

Professional development in applied learning is a feature of the VCCS New Horizons Conference which is supported by Perkins Leadership funds as well as the foundation of VCCS Authentic Learning Faculty Workshops. Career pathway leaders from local colleges also receive information on best practices in applied learning through the VCCS annual Career Pathways Conference.

The VCCS is providing professional development in recruitment and retention of gender minority students through its Career Coaches and Career Pathways Conferences and also continues to work with local community colleges and universities to support state and local initiatives designed to increase the number and percentage of female students enrolling in technical program areas and to train faculty and counselors to be proactive in providing methods and content that have been shown to improve enrollment and persistence of women in technical programs.

REVISION: MARCH 2015

SECONDARY

The Virginia Department of Education (VDOE) will monitor and evaluate the usage of Perkins and state funds for comprehensive professional development that addresses items listed in 3(a—f) listed above. Comprehensive professional development will be developed for career and technical teachers, administrators, and school counselors.

State plan activities for items 3(a—e) presented by all agencies and organizations within the plan to develop a more effective way of offering similar projects and to eliminate duplication of effort. Statewide professional development video streaming, WebEx, and voice—over PowerPoint presentations displayed on the state Career and Technical Education Web site will reduce time needed out of the classroom and more efficiently utilize funds. Perkins funds will be utilized to leverage other funding sources to maximize the impact on services provided for local recipients.

Video Streaming Professional Development

Beginning 2011—2012, annually the Office of Career and Technical Education Services provide a series of 12 to 14 professional development/training sessions for new and experienced CTE administrators. All training sessions are delivered by video streaming, recorded, and archived on the Virginia Department of Education (VDOE) Web site. The goal is to provide sustained professional development on the responsibilities of the CTE administrator, identify resources, and provide support throughout the school year. Typical workshop sessions offered include the following: Implementing the Academic and Career Plans of Study; Implementing Career Clusters: Virginia's Best Practices, Part I of Series; Career Development and Academic and Career Plans of Study — Part II of Series; and Career Development and Academic and Career Plans of Study: Connecting Secondary and Postsecondary Education — Part III of Series

Virginia Automobile Dealers Association Partnership

The VDOE in partnership with the Virginia Automobile Dealers Association provides annual professional development workshops targeted for school counselors. This four—hour workshop is offered regionally (two workshops in the fall and one in the spring). It emphasizes career opportunities for students interested in the automotive technology industry and how to customize their academic and career plans (Plans of Study). Typically, the workshop is offered at a

local automotive servicing dealership, a community college, or high school automotive technology laboratory.

Topics will include:

• Knowledge and skills expectations for students interested in careers in the automotive technology industry, including critical thinking and problem solving;

• Advances in vehicle technology and diagnostics;

• New graduation requirements;

• Industry credentialing; and

• Academic and Career Plan scenarios.

VDOE will work with the VCCS and the State Council of Higher Education for Virginia (SCHEV) representatives for Title II of the Higher Education Act of 1965, as amended, and with the VDOE Office of Instruction representative for Title II of the Elementary and Secondary Education Act of 1965, as amended to integrate and develop, if necessary, professional development activities that team academic and career and technical education teachers.

Activities that promote the integration of coherent and rigorous academic content standards and career and technical education (CTE) curricula will be included in the following professional development activities:

• Continued use of "Scenarios" that are project—based with focus questions that allow students to address real world business/industry problems. These scenarios are developed in conjunction with curriculum development teams that have both secondary and postsecondary faculty and are validated by business/industry.

• Continued use of "Interdisciplinary Design Briefs" that provide a theme and context that address academic and career and technical skills;

• Continued use of process/skills questions that utilize both academic and career and technical skills to meet real world business/industry problems;

• Continued correlation of the Virginia Standards of Learning for academic courses with the CTE course skill competencies;

• Implementation of institutes that promote integrated academic and career and technical education activities;

• Professional institutes sponsored by CTE professional organizations and/or the Virginia Department of Education that will include activities to reinforce integration of coherent and rigorous academic content standards, use of technology and CTE curricula;

• Institutes offered by such entities as SREB/High Schools That Work that address relevance and rigor (among key practices); and

The Office of Career and Technical Education will:

• Continue to collaborate with the Office of Teacher Licensure to work with local education agencies (LEAs) and postsecondary education institutions to ensure CTE teachers meet teacher licensure and industry credentialing requirements;

• Continue to provide the Career and Technical Education (CTE) New Teacher Institute for new CTE teachers who enter the classroom directly from positions in business and industry. This Institute is designed specifically to help the new CTE teacher transition from the workplace to the classroom. Upon completion of the Institute, teachers will receive three semester hours of graduate credit from the University of Virginia that satisfies the Curriculum and Instructional Procedures professional studies requirement for teacher licensure.

• Provide training to prepare secondary CTE educators to teach the Virginia's Teachers for Tomorrow program/courses;

• Work with Virginia's Career Switcher Alternative Route to Teacher Licensure Program; and

• Work collaboratively with the two— and four—year colleges and universities to provide undergraduate and graduate level courses to secondary educators that will enable them to become credentialed to teach dual—enrollment courses and to promote attainment by current professional technical certificate holders to achieve associate/bachelor's degrees.

The Office of Career and Technical Education Services works in conjunction with other offices in the Division of Instruction to provide staff development, such as STEM—related activities and other high school reform/improvement activities pursuant to ESEA Act requirements.

The Office of Career and Technical Education Services offers opportunities to participate in national standards initiatives and pilot programs to develop business and industry partnerships such as the Project Lead the Way, CLEP, and Microsoft IT Academy.

POSTSECONDARY

REVISIONS: MARCH 2015

Initiated through a VCCS National Science Foundation grant, Authentic Learning is an instructional model that the VCCS developed to provide college and high school faculty with professional development in integration of academic, technical, and workforce readiness skills development in high school and college classrooms through team—based, business—based, project—based learning. Authentic Learning projects bring real world business problems and employers to class with students working as teams to research the presented business problem, problem solve solutions, and present proposed solutions to business and industry partners for their assessment. Under Perkins IV, the VCCS plans to continue and expand statewide professional development for faculty in Authentic Learning and to dramatically expand the practice of "real world" project—based learning in secondary and postsecondary CTE classrooms.

Another aspect of Authentic Learning that schools and colleges continue to hear a call from business to incorporate into instruction are the soft skills or employability skills, such as communication, problem solving, critical thinking, and teamwork skills. Under a separate funding stream, VCCS has conducted a study to identify and vet those employability skills most in demand by Virginia businesses. Based on this research, the chancellor has seated a committee including college presidents, workforce leaders, faculty, and staff to develop a plan to incorporate these skills into instruction across the colleges, effectively train faculty in delivery of instruction that leads to these skills, assess student learning, and, potentially, to credential such skills. This work will have direct impact on CTE classrooms and faculty, and student achievement of those nontechnical skills that are in demand in every work place.

Through the VDOE's Career Switcher initiative, the VCCS provides a fast track for individuals with targeted business and industry experience to meet teacher certification and licensure requirements in the disciplines of science, mathematics, English (including ESL), and foreign language. During the period of Perkins IV, the VCCS will explore expansion of the Career Switcher initiative to credential teachers in targeted high—skills, high—demand career clusters and will work with VDOE to determine value added of an expansion of the Career Switchers program to include targeted CTE program areas.

The VCCS has prioritized statewide professional development as a cornerstone of its State Leadership activities for Perkins and provides five types of statewide professional development (a) faculty certification training; (b) annual New Horizons conference focused on technology in teaching; (c) training in integration of CTE instruction and its connection to the larger realm of workforce development through the annual HIRE Education Conference, which is attended by CTE coordinators and faculty, as well as workforce investment board and one stop personnel, college workforce staff, and interagency workforce development leaders; (d) training in development, promotion, and assessment of all aspects of career pathways; (e) training in Career Coaching and integrated advising and job placement through the annual Workforce Professionals Academy, as well as the Virginia Career Coach Certification program.

Additionally, the VCCS supports peer learning groups that meet bi—annually to share best practices, emerging trends, and innovative teaching methods for faculty and staff in specific instructional programs, including some CTE programs.

Professional development in applied learning is a feature of the VCCS New Horizons Conference which is supported by Perkins Leadership funds as well as the peer groups.

The VCCS is providing professional development in recruitment and retention of gender minority students through its Career Coaches and Workforce Professionals Academy and also continues to work with local community colleges and universities to support state and local initiatives designed to increase the number and percentage of female students enrolling in technical program areas and to train faculty and counselors to be proactive in providing methods and content that have been shown

to improve enrollment and persistence of women in technical programs. The VCCS's Perkins Administrator works closely with the Director of College Access to support recruitment, through the coaches and other avenues, of underrepresented populations. Given predicted demand in advanced manufacturing, the Administrator also works with the Virginia Manufacturers Association to promote manufacturing career pathways among female students. Grant funding to support manufacturing specialty coaches is being sought, and part of their training will include a focus on recruiting and education female students and their parents about manufacturing in the 21st century.

4. The State must describe efforts that your agency and eligible recipients will make to improve—

A. the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

See response in 4. B. below.

B. The transition to teaching from business and industry, including small business. (Section 122(c)(3)(A)-(B))

The VDOE Office of Career and Technical Education will work with the office of Teacher Licensure to look at possible endorsement expansion for area—critical CTE faculty/teachers and will work with the postsecondary agencies to develop professional development and incentive programs that will help in recruitment and retention of the groups indicated in 4(a—b) above. The VDOE, Office of CTE also is working with the state professional organizations to identify areas of need and possible solutions to recruitment and retention of these groups.

The recently launched VCCS Chancellor's Teaching Fellows program introduces promising graduate students from various disciplines who have earned at least 18 graduate hours in their teaching field the opportunities and benefits of teaching for the VCCS with the hope that many of them will return and apply for full—time teaching openings when they complete graduate studies. Teaching fellows work with experienced full—time faculty mentors. The program's primary objective is to increase the diversity of community college faculty.

The VCCS Career Switcher program, a statewide initiative, provides a fast track for individuals with baccalaureate degrees and relevant business and industry experience to earn teacher licensure. Additionally, the VCCS will work with colleges interested in associate degree programs specifically tailored to helping trades people—such as welders, machinists, and electricians—to obtain high school teacher credentials and credentials to teach dual—enrollment and other community college courses.

REVISIONS: MARCH 2015

The VDOE Office of Career and Technical Education Services will work with the Office of Teacher Licensure to look at possible endorsement expansion for area—

critical CTE faculty/teachers and will work with the postsecondary agencies to develop professional development and incentive programs that will help in recruitment and retention of the groups indicated in 4(a—b) above. The VDOE, Office of CTE also is working with the state professional organizations to identify areas of need and possible solutions to recruitment and retention of these groups.

Industry Credentials for Teachers Seeking an Initial Virginia License with Endorsement(s) in an Area of Career and Technical Education

Effective July 1, 2014, the 2014 General Assembly approved House Bill 758 that amends and re—enacts Section 22.1—298.1 of the Code of Virginia regarding initial licensing in the area of career and technical education. The legislation states, in part the following: 1.A. As used in this section: "Industry certification credential" means a career and technical education credential that is earned by successfully completing a Board of Education—approved industry certification examination, being issued a state professional license, or successfully completing an occupational competency examination….

D.6. Every teacher seeking initial licensure with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement.

The guidance document, Industry Credentials for Teachers Seeking an Initial Virginia License with Endorsement(s) in an Area of Career and Technical Education, may be accessed on the VDOE Web site.

National Board Certified CTE Teachers

National Board Certification is an advanced teaching credential that complements, but does not replace, a state's teacher license. Valid for ten years, National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do. As part of the certification process, candidates complete 10 assessments that are reviewed by trained teachers in their certificate areas. The assessments include four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge.

As of March 2015, the National Board for Professional Teaching Standards identified 131 National Board Certified Career and Technical Education teachers in Virginia.

The VCCS Chancellor's Teaching Fellows program introduces promising graduate students from various disciplines who have earned at least 18 graduate hours in their teaching field the opportunities and benefits of teaching for the VCCS with the hope that many of them will return and apply for full—time teaching openings when they complete graduate studies. Teaching fellows work with experienced full—time faculty mentors. The program's primary objective is to increase the diversity of community college faculty.

The VCCS Career Switcher program, Educate VA, a statewide initiative, provides a fast track for individuals with baccalaureate degrees and relevant business and industry experience to earn teacher licensure. Additionally, the VCCS will work with colleges interested in associate degree programs specifically tailored to helping trades people—such as welders, machinists, and electricians—to obtain high school teacher credentials and credentials to teach dual—enrollment and other community college courses.

In light of a recent report commissioned by the Virginia Tobacco Commission, which found that current output of students trained in advanced manufacturing will not fulfill future demand, the VCCS is focusing much effort on promoting manufacturing careers among students through high school career coaches and a partnership with the Virginia Manufacturers Association to support summer manufacturing camps and recruitment fairs, with a particular focus on female students.

5. The State Plan must describe efforts that the eligible State agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. (Section 122(c)(4))

SECONDARY

The VDOE will utilize the development and implementation of the Career Pathways and individualized career and academic plans for all students to encourage students to make the transition of sub—baccalaureate into baccalaureate degree programs. Providing professional development to guidance counselors, career counselors, and career coaches (if applicable) in the utilization of career pathways and providing additional information to parents through the PTA, Virginia Career Education Foundation and other marketing strategies will help to raise the awareness level of baccalaureate opportunities through career and technical education programs begun at the secondary level.

The addition of Governor's Career and Technical Academies and Technical and Advanced Technical diplomas will also carry requirements to encourage students to continue into baccalaureate programs as they will more readily meet requirements for entering baccalaureate programs.

POSTSECONDARY

During its transitional year, the VCCS has established 23 different statewide guaranteed admissions agreements with major universities throughout the Commonwealth and has promoted those agreements through a new Web site, statewide marketing materials distributed to Tech Prep Directors and Career Coaches and to high school guidance counselors, and through a variety of feature articles placed in state and regional newspapers and periodicals. Transfer of community college graduates to universities is one of the nine statewide goals for VCCS colleges that were identified by the Chancellor and college presidents in their strategic plan for the VCCS: Dateline 2009. VCCS colleges are annually assessed in

terms of the transfer of community college students to universities and other institutions conferring baccalaureate degrees and the number and percentage of community college students transferring to four year colleges annually increases.

Additionally, beginning this year, the Commonwealth of Virginia will provide transfer scholarships to community college graduates who have demonstrated financial need and enter a university program.

Finally, through initiatives such as Career Coaches and Path to the Baccalaureate, a Northern Virginia Community College (NVCC) initiative that places advisors into local high schools to prepare students for entry level requirements to both NVCC and George Mason University, VCCS colleges are providing high school students with information on university entry level requirements, scholarships, financial aid, and transfer agreements with community colleges. One outcome of this work is expected to be a dramatically increased percentage of students who enter the community college with plans and resources to continue their education at the baccalaureate level.

POSTSECONDARY

REVISIONS: MARCH 2015

VCCS has established 47 different statewide guaranteed admissions agreements with major universities throughout the Commonwealth and in neighboring states and has promoted those agreements through the Virginia Education Wizard, statewide marketing materials distributed to Perkins coordinators, career coaches, and high school guidance counselors, and through a variety of feature articles placed in state and regional newspapers and periodicals. Transfer of community college graduates to universities is an ongoing goal of the VCCS, and colleges are annually assessed in terms of the transfer of community college students to universities and other institutions conferring baccalaureate degrees and the number and percentage of community college students transferring to four year colleges annually increases.

Additionally, VCCS provides transfer scholarships to community college graduates who have demonstrated financial need and academic success and who enter a university program.

Finally, through initiatives such as career coaches, the Virginia Education Wizard, and Path to the Baccalaureate, a Northern Virginia Community College (NVCC) initiative that places advisors into local high schools to prepare students for entry level requirements to both NVCC and George Mason University, VCCS colleges are providing high school students with information on university entry level requirements, scholarships, financial aid, and transfer agreements with community colleges. One outcome of this work is expected to be a dramatically increased percentage of students who enter the community college with plans and resources to continue their education at the baccalaureate level.

6. The State Plan must describe how the eligible State agency will actively involve parents, academic and career and technical education teachers,

administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. (Section 122(c)(5))

SECONDARY

All of the above—named stakeholders are members of the State Plan Review Committee and have provided input into the development of the State Plan. In addition, the VDOE utilizes the following activities/organizations to provide continued input into the planning, development, implementation, and evaluation of career and technical education programs in our state.

• As a direct result of the Virginia Congress of Parents and Teachers (PTA) representative serving on the State Plan Review Committee, the VDOE/CTE office is working with the state PTA to develop awareness information for parents on Career and Technical Education programs offered in Virginia, career clusters/career pathways, and industry certifications. The continued input from this organization will provide needed information for the planning, development, implementation/marketing, and evaluation of the programs offered.

• The CTE State Advisory Committee was established by the State Board of Education in 2003 at the request of former Governor Warner. This committee is a standing committee of the Board to provide input on issues important to this program area and periodically makes reports to the Board of Education. This committee is comprised of business and industry (includes labor) leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education.

• Local CTE Advisory Committees are required through state regulation (8VAC20—120—50). These committees serve the same purpose at the local level in advising and providing input on issues important to the local CTE programs and approving their Local Plan and Budget that is submitted for Perkins funds. This committee is comprised of the same stakeholders as the CTE State Advisory Committee, but secured from the local/regional area served by the school division and the programs offered in that division/center.

• The State Director's Planning Group is composed of local CTE administrators from the eight superintendent's regions of the state, regional technical centers, VCCS, the Virginia Curriculum Resource Center, the Virginia Career Education Foundation, and other associated programs (such as the representative from Career Prospects, Weldon Cooper Center at the University of Virginia). This group keeps the VDOE CTE staff aware of CTE—related best practices, professional development needs, and questions arising that are best addressed at the state level.

• The Virginia Career Education Foundation was established in 2002 by Governor Mark Warner and its fundamental mission is to raise funds and to lend support for initiatives that promote quality technical programs and raise the level of awareness for technical careers in the Commonwealth of Virginia. The Foundation, a public—

private partnership, supports and facilitates public—private partnerships, for it is through the combined efforts of industry, government, and educational institutions that these challenges can best be overcome. The Foundation focuses its efforts primarily on initiatives that are geared towards middle and high school students, those students for whom the future is just around the corner. Their Web site is http://www.vcef.net/.

• The VDOE state director and cluster coordinators serve as ex—officio members of the Virginia Association of Career and Technical Administrators (VACTEA) and the Virginia Association for Career and Technical Education and the VDOE program area specialists serve as ex—officio members of their program professional organizations. This provides networking opportunities to utilize the professional organizations for professional development, awareness of trends and needed changes to the CTE programs in Virginia.

• Virginia also utilizes the Virginia Career and Technical Education Resource Center, the Career Prospects project at the Weldon Cooper Center, University of Virginia, and Virginia Career View and data collection project at Virginia Tech for information on planning, development, implementation and evaluation of the state's CTE programs.

• Virginia will continue to hold an inter—disciplinary conference every four years that encourages school divisions/centers to bring a team that is comprised of academic, career and technical education, special education and other elective faculty/teachers, building—level and central office administrators, advisory council member, student, parent, community college, and guidance/career counselors from both the middle and high school level. These teams participate in a one to two day conference that provides professional development in such areas as leadership, integrated instructional opportunities, instructional methods, increasing rigor and relevance, implementing career pathways, etc. After the inter—disciplinary conference, the program areas break into their individual conferences for such activities as program specific professional development, graduate credit courses, and industry certification academies.

POSTSECONDARY

The VCCS is currently collaborating in the development of a statewide multiyear plan for development and promotion of career pathways. All local Postsecondary Perkins and Tech Prep career pathways are informed by advisory committees or steering committees comprised of employers, students, faculty, counselors, and universities as relevant.

SECONDARY

REVISIONS: MARCH 2015

All of the above—named stakeholders are members of the State Plan Review Committee and have provided input into the development of the State Plan. In addition, the VDOE utilizes the following activities/organizations to provide

continued input into the planning, development, implementation, and evaluation of career and technical education programs in our state.

• As a direct result of the Virginia Congress of Parents and Teachers (PTA) representative serving on the State Plan Review Committee, the VDOE/CTE office is working with the state PTA to develop awareness information for parents on Career and Technical Education programs offered in Virginia, career clusters/career pathways, and industry certifications. The continued input from this organization will provide needed information for the planning, development, implementation/marketing, and evaluation of the programs offered.

• The CTE State Advisory Committee was established by the Virginia Board of Education in 2003 at the request of former Governor Warner. This committee is a standing committee of the Board to provide input on issues important to CTE programs and periodically makes reports to the Board of Education. This committee is comprised of business and industry (includes labor) leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education.

• Local CTE Advisory Committees are required through state regulation (8VAC20—120—50). These committees serve the same purpose at the local level in advising and providing input on issues important to the local CTE programs and approving their Local Plan and Budget that is submitted for Perkins funds. This committee is comprised of the same stakeholders as the CTE State Advisory Committee, but secured from the local/regional area served by the school division and the programs offered in that division/center.

• The State Director's Planning Group is composed of local CTE administrators from the eight superintendent's regions of the state, regional technical centers, VCCS, the Virginia Curriculum Resource Center, the Virginia Career Education Foundation, and other associated programs (such as the representative from Trailblazers, Weldon Cooper Center at the University of Virginia). This group keeps the VDOE CTE staff aware of CTE—related best practices, professional development needs, and questions arising that are best addressed at the state level.

• The Virginia Career Education Foundation was established in 2002 by Governor Mark Warner and its fundamental mission is to raise funds and to lend support for initiatives that promote quality technical programs and raise the level of awareness for technical careers in the Commonwealth of Virginia. The Foundation, a public—private partnership, supports and facilitates public—private partnerships, for it is through the combined efforts of industry, government, and educational institutions that these challenges can best be overcome. The Foundation focuses its efforts primarily on initiatives that are geared towards middle and high school students, those students for whom the future is just around the corner. Their Web site is http://www.vcef.net/.

• The VDOE CTE state director, curriculum and instruction coordinator, and the planning, administration and accountability coordinator serve as ex—officio members of the Virginia Association of Career and Technical Administrators

(VACTEA) and the Virginia Association for Career and Technical Education and the VDOE program area and related cluster specialists serve as ex—officio members of their program professional organizations. This provides networking opportunities to utilize the professional organizations for professional development, awareness of trends and needed changes to the CTE programs in Virginia.

• Staff at the Demographics and Workforce Section of the Weldon Cooper Center for Public Service at the University of Virginia provide Trailblazers (formerly Career Prospects in Virginia) is an online resource to help teachers, administrators and school divisions to meet Perkins requirements. In addition, this site provides useful employment projections, labor market data, and research as it is being updated, and manages the CTE Completer Follow—Up system.

• In addition to coordinating program maintenance and improvement activities with the state's Perkins grant sub—recipients, the state staff maintains open communication with each of the CTE professional associations including the Virginia Association for Career and Technical Education (VACTE), Virginia Association of Career and Technical Education Administrators (VACTEA), Virginia Association of Career and Technical Education (VAAE), Virginia Association for Career and Technical Education—Special Needs Division (VACTE — SND), Virginia Association of Marketing Educators (VAME), Virginia Association of Teachers of Family and Consumer Sciences (VATFACS), Virginia Association of Trade and Industrial Educators (VATIE), Virginia Business Education Association (VBEA), Virginia Health and Medical Sciences Education Association (VAHAMSEA), and Virginia Technology and Engineering Education Association. These organizations are dedicated to expanding relevant and rigorous Career and Technical Education programs, enhancing leadership among its members, and influencing public policy for the benefit of Career and Technical Education students and professionals and developing a competitive workforce in the Commonwealth of Virginia.

POSTSECONDARY

REVISIONS: MARCH 2015

Virginia has fully embraced career pathways as a guiding principle in its education and training institutions. The state Career Pathways Work Group, which includes representatives from all agencies responsible for workforce development, including secondary and postsecondary CTE, developed a career pathways strategic plan that includes outcomes for the development and promotion of career pathways. The work of this group and its individual members regularly involves communication and collaboration with the state workforce board, labor, faculty, students, parents, and universities. Additionally, all local Postsecondary Perkins career pathways programs are informed by advisory committees or steering committees comprised of employers, students, faculty, counselors, and universities as relevant.

7. The State Plan must describe efforts that the eligible State agency and eligible recipients will make to—

A. Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended);
ii. Career and technical education subjects;
SECONDARY

(7a) The Virginia Career and Technical Education Curriculum Resource Center (VCTERC) will continue to develop products that strengthen requirements in both career and technical and academic areas, thus preparing students for further education and employment. These products,

• integrate academic and career and technical education disciplines (e.g., correlation of CTE programs to the academic Standards of Learning);

• identify minimum standards (essential competencies) for all CTE programs, using industry and professional standards where applicable (e.g., task list revisions);

• address coherent sequence of courses, completer requirements, and program accountability;

• are readily available to LEAs in all formats (e.g., print, diskette, and Web—based formats); and

• address special populations, nontraditional occupations, equity issues, all aspects of an industry, and employability skills.

The VCTERC will continue to work with technical committees and business and industry representatives who contribute to, review, and validate career and technical education competencies in all programs. Different processes, including DACUM (Developing A Curriculum) and Panel of Experts, are used to facilitate analyses. The expertise of the business representatives who serve on these committees is critical in ensuring that our programs reflect current technology and job requirements that meet the need of Virginia's workforce.

VCTERC works with the Virginia Department of Education to develop programs within career and technical education that address new and/or emerging occupations and workforce requirements. The VCTERC assists the VDOE in the curriculum portion of new program development by facilitating business/industry panel meetings, training faculty/teacher writing teams, writing and editing draft curriculum materials, formatting and publishing program materials, and distributing curriculum to local education agencies (LEAs).

The VCTERC works with the VDOE to (1) ascertain current labor market needs and (2) align career and technical programs to address these needs. In doing this, the VCTERC uses all available data (local, state, regional, and national employment statistics from the Virginia Employment Commission/Workforce Investment Area

reports) and also seeks input from business and industry representatives who serve on the technical committees.

The VCTERC works closely with the VDOE to ensure that the State's career and technical education programs address industry standards, requirements, and certifications. The initial development or revision of every CTE program includes research to identify tests, certifications, and other criteria relevant for individuals to continue their education and/or begin a career. These requirements are incorporated into the curriculum for each program as it is developed and are disseminated to LEAs as the recommended minimum standards for the program.

SECONDARY

REVISIONS: MARCH 2015

(7a) The Virginia Career and Technical Education Curriculum Resource Center (VCTERC) will continue to develop products that strengthen requirements in both career and technical and academic areas, thus preparing students for further education and employment. These products,

• integrate academic and career and technical education disciplines (e.g., correlation of CTE programs to the academic Standards of Learning);

• identify minimum standards (essential competencies) for all CTE programs, using industry and professional standards where applicable (e.g., task list revisions);

• address coherent sequence of courses, completer requirements, and program accountability;

• are readily available to LEAs in all formats (e.g., print, flash—dives, and Web—based formats); and

• address special populations, nontraditional occupations, equity, all aspects of an industry, and employability skills.

The VCTERC will continue to work with technical committees and business and industry representatives who contribute to, review, and validate career and technical education competencies in all programs. Different processes, including DACUM (Developing A Curriculum) and Panel of Experts, are used to facilitate analyses. The expertise of the business representatives who serve on these committees is critical in ensuring that our programs reflect current technology and job requirements that meet the need of Virginia's workforce.

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The VCTERC works closely with the VDOE to ensure that the State's CTE programs address industry standards, requirements, and certifications. The initial development or revision of every CTE program includes research to identify tests, certifications, and other criteria relevant for individuals to continue their education and/or begin a career. These requirements are incorporated into the curriculum for each program as it is developed and are disseminated to LEAs as the recommended minimum standards for the program.

B. Provide students with strong experience in, and understanding of, all aspects of an industry; and

SECONDARY

(7b). All state curriculum for career and technical education courses includes a required unit on All Aspects of Industry to provide students with a strong experience in and understanding of these competencies. This unit of each course is linked with a curriculum framework for All Aspects of Industry that provides the following components: task/competency list, related Standards of Learning, Standards of Learning correlation by task, Computer/Technology Standards of Learning, Leadership Development Expectations: High School, related suggested learning activities, suggested learning activities correlation by task, career planning: Portfolio Power, Career Planning: Using the Internet to Enhance Student Employability, collaborative lesson ideas, and sources for internet lesson plans.

SECONDARY

REVISIONS: MARCH 2015

(7b). All state curriculum for career and technical education courses includes a required instructional competency unit pertaining to All Aspects of Industry to ensure students develop a strong understanding of these competencies. This unit of each course is correlated to the Standards of Learning (SOL) and related experiences pertaining to leadership development, career planning portfolios and employability skills. An Internet portal provides access to relevant resources.

C. Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. (Section 122(c)(7)(A)-(C))

SECONDARY

(7c). The Virginia Board of Education's goal is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self—reliant citizens in the global society. The Standards of Accreditation in Virginia place emphasis on raising

achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's nationally acclaimed SOL, and the establishment of a School Report Card for parents and the school community. Among such items as SOL scores, highly qualified teachers, graduation rate, etc., the School Report Card also tracks the number of CTE completers by state, division and school and the number of industry certifications, state licensures, and NOCTI tests passed by CTE students. All students are held to the same rigorous content requirements and high performance on the Standards of Learning assessments for graduation.

Virginia utilizes such school improvement programs to continuously improve the performance of students in both the academic and career and technical education programs.

The Virginia Career Education Foundation is the directing entity for the state of Virginia's State Scholars grant. In Virginia, it is referred to as the Commonwealth Scholars. This program that began last year with seven divisions as pilot sites and has expanded this year to eleven school divisions provides career and technical education students with another opportunity that provides challenging academic requirements. If you reference the brochure attached to the July 26 minutes in Appendix D, you will see the rigor demanded of students participating in this program. In Virginia, CTE is a required part of this program.

Virginia is also in the process of developing requirements for a Technical Diploma and an Advanced Technical Diploma which were required by the General Assembly and signed by the Governor in the 2007 session. The suggested requirements will be approved by the State Board of Education and have public hearings prior to being implemented. The diploma must meet or exceed the requirements of a standard diploma and include a concentration in career and technical education. Also provides for an advanced technical diploma if a student meets the requirements of an advanced studies diploma and completes a concentration in career and technical education.

POSTSECONDARY

All Perkins funded Virginia Community Colleges programs—including college certificate and degree programs—include an integrated curriculum of core academic and career and technical education courses. College Composition courses provided in these programs of study are generally the same as those offered in university transferrable degree programs. All students enrolling in core academic courses at community colleges must meet a satisfactory placement test score on college admissions tests and those who do not participate in developmental courses designed to ensure that they have the required skills sets to succeed in college level academic coursework. Career and technical students enroll in the same course sections and are held to the same standards as all other students enrolled in developmental and general education courses. All core academic and career and technical education courses offered within any Perkins—funded program are formally reviewed by a state level standing committee of academic and career and technical administrators and faculty prior to inclusion in the VCCS Master Course

File, a process that often requires significant revision of proposed courses prior to their approval. Career and technical programs and courses are also reviewed by college level advisory committees comprised of local business and industry, university, and high school representatives. These advisory committees ensure that career and technical education programs include a strong foundation in communications, writing, and mathematics and also address local needs for students to demonstrate experience in, and understanding of, all aspects of industry. Career and technical program proposals are also reviewed by VCCS staff for compliance with Southern Association of Colleges and Schools (SACS), State Council for Higher Education in Virginia (SCHEV) and VCCS standards, including the required general education component. Degree programs are further reviewed by the State Board for Community Colleges and SCHEV before receiving final approval.

Most career and technical programs of study include substantial student exposure to all aspects of business and industry through the combination of classroom instruction, hands—on laboratory experiences, field experiences, work site visitations, and interaction with working professionals in the program of study. Many programs also require on—the—job training in the industry and/or give students experiential learning credits for current or prior experience in the field — often through an apprenticeship program.

SECONDARY

REVISIONS: MARCH 2015

(7c). The Virginia Board of Education's goal is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self—reliant citizens in the global society. The Standards of Accreditation in Virginia place emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's nationally acclaimed SOL, and the establishment of a School Report Card for parents and the school community. Among such items as SOL scores, highly qualified teachers, graduation rate, etc., the School Report Card also tracks the number of CTE completers by state, division and school and the number of industry certifications, state licensures, and occupational competency assessments passed by CTE students. All students are held to the same rigorous content requirements and high performance on the Standards of Learning assessments for graduation.

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The Virginia Career Education Foundation sponsors the Virginia Governor's Career and Technical Education Exemplary Standards Awards Program based on the following:

Standard 1: Learning goals and objectives are clear, challenging, and measureable.

Standard 2: The program content aligns with learning goals and is accurate, current, and relevant.

Standard 3: The program is aligned with academic standards.

Standard 4: The program is aligned with industry standards and validated by Virginia business/industry representatives.

Standard 5: Collaborations maintained with internal and external organizations as well as stakeholders who serve to strengthen the quality and effectiveness of the program.

Standard 6: The program addresses important individual, societal, and business/industry needs.

Standard 7: The program contributes to educational excellence for all learners and leads to other positive results or outcomes.

Standard 8: The program design is innovative, dynamic, and reflective of current research.

Standard 9: The program makes a measurable difference in learning for all program participants.

Standard 10: The program exceeds identified performance goals.

In determining an exemplary program, the evaluation criteria will include (1) program excellence, (2) educational significance, (3) evident of effectiveness and success, and (4) replicability/usefulness to others. Each application shall be reviewed and approved by the State Council of Higher Education in Virginia before final approval by the Virginia Board of Education. Applications must identify dual enrollment courses and illustrate transition from secondary to postsecondary career pathways.

POSTSECONDARY

All Perkins funded Virginia Community Colleges programs—including college certificate and degree programs—include an integrated curriculum of core academic and career and technical education courses. College composition courses provided in these programs of study are generally the same as those offered in transfer degree programs. All students enrolling in core academic courses at community colleges must meet a satisfactory placement test score on college admissions tests and those who do not participate in developmental courses designed to ensure that they have the required skills sets to succeed in college level academic coursework. Career and technical students enroll in the same course sections and are held to the same standards as all other students enrolled in developmental and general education courses. All core academic and career and technical education courses offered within any Perkins—funded program are formally reviewed by a state level standing committee of academic and career and technical administrators and faculty prior to inclusion in the VCCS Master Course File, a process that often requires significant revision of proposed courses prior to their approval. Career and

technical programs and courses are also reviewed by college level advisory committees comprised of local business and industry, university, and high school representatives. These advisory committees ensure that career and technical education programs include a strong foundation in communications, writing, and mathematics and also address local needs for students to demonstrate experience in, and understanding of, all aspects of industry. Career and technical program proposals are also reviewed by VCCS staff for compliance with Southern Association of Colleges and Schools (SACS), State Council for Higher Education in Virginia (SCHEV) and VCCS standards, including the required general education component. Degree programs are further reviewed by the State Board for Community Colleges and SCHEV before receiving final approval.

The CTE programs of study include substantial student exposure to all aspects of business and industry through the combination of classroom instruction, hands—on laboratory experiences, field experiences organized by faculty and career coaches, work site visitations, and interaction with working professionals in the program of study. Many programs also require on—the—job training in the industry and/or give students experiential learning credits for current or prior experience in the field.

8. The State Plan must describe how the eligible State agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. (Section 122(c)(15))

SECONDARY

Technical assistance will be provided to local divisions and other eligible recipients through a variety of methods as follows:

• Career and Technical Education Program Area Specialists. The professional staff of the Office of Career and Technical Education Services will provide technical expertise on a continuing basis to local educational agencies, area career and technical education centers, and eligible institutions in the state in the following areas:

o technical services to teachers, administrators, and teacher educators,

o coordination of curriculum efforts,

o presentations on curriculum frameworks and standards to local teachers and administrators,

o professional development for school personnel in accordance with the identified needs in the State Plan and with the Virginia Department of Education Strategic Plan, and

o brokering services and leveraging resources in program areas where sufficient DOE capacity may not exist.

• Virginia Career and Technical Education Curriculum Resource Center (VCTERC). The VCTERC offers many products and services to assist the Virginia Department of Education and all localities in preparing students for career and lifelong learning. The VCTERC provides the following services and products:

o assistance in developing and updating curriculum,

o occupational research analysis,

o maintenance of a library,

o assistance with computer database searches,

o dissemination of curriculum and other products,

o maintenance of Virginia's Educational Resource System Online (VERSO), and

o review of locally developed documents.

The VCTERC provides samples of graphics including brochures, program guides, posters, bumper stickers, and bookmarks to assist with recruiting students to CTE programs. The Virginia Department of Education and the VCTERC support Vocational—Technical Education Consortium of States (V—TECS) activities through a variety of initiatives.

• Career and Technical Education Student Organizations Specialists. The career and technical student organizations (CTSOs) have been and will continue to be a significant factor in increased student work skill attainment and development of interpersonal skills. CTSOs, through a program of work that combines leadership development activities and attainment of occupational competencies, will be available to all students enrolled in a career and technical education course. CTSOs will have staff members available to provide technical assistance to localities in implementing a balanced program of work.

• Federal Program Monitoring System. All local administrators will receive technical assistance as they participate in the assessment process and the program improvement phase of the monitoring process. Localities will receive technical assistance from career and technical education program specialists and compliance specialists in the Virginia Department of Education. Monitoring workshops will be conducted for local administrators on an annual basis.

• Career and Technical Education Local Program Reviews. Technical assistance will be provided by the career and technical education staff to local programs, when requested, for the purpose of program improvement. Specialists' recommendations will provide guidance for program improvement to local career and technical education programs. Specialists will be available to assist local administrators as they implement the recommendations.

• Technical Assistance Visits. Each year, the Office of Career and Technical Education Services will coordinate and facilitate technical assistance visits at one—third of the school divisions who are utilizing approved school reform efforts that have been funded through grants issued through the CTE office. The purpose of the

technical assistance visit is to help school leaders and teachers identify changes that are needed to improve teaching and learning through integrating high—level academic and career and technical education studies. The technical assistance team members will be composed of local school practitioners (teachers, guidance personnel, and administrators), community and business representatives, and state education program specialists. Team members will develop a research—based report that identifies the site's promising or successful practices and outline recommendations for continuous improvement with suggested action steps.

• Updates for Local Administrators. Workshops will be held to assist local career and technical education administrators to meet the requirements of the new Perkins IV legislation. Administrators will receive technical assistance in developing a local plan, meeting the Core Standards and Measures of Performance requirements, conducting follow—up activities, data collection, requirements and progress on implementing Perkins IV, local plan requirements, accountability, program development and improvement, and planning for continued progress.

POSTSECONDARY

The Virginia Community College System will provide technical assistance in improving program performance measures for both postsecondary and Tech Prep programs through the following initiatives:

• The VCCS will continue to provide annual postsecondary and Tech Prep administrative meetings to review performance measures from the preceding year, evaluate changes needed by both the state and local colleges, and address new goals and grant specifications designed to improve program performance;

• The VCCS plans to provide an annual Career Pathways Conference through which college—led teams of administrators, faculty, counselors, and other career pathways practitioners will work with national and state subject experts in areas such as articulation, dual—enrollment, curriculum development, business and industry partnerships, developmental education, and more to develop local action plans for improved program performance;

• The VCCS plans to provide all local colleges with a "tool kit" for implementation of Perkins and Tech Prep programs of study to include samples of articulation agreements, sample career pathways or programs of study; program planning templates and resources; and assessment instruments for Perkins and Tech Prep activities such as professional development, student outreach, career planning events;

• The VCCS will continue to provide the Chancellor, college presidents and Tech Prep and Perkins college contacts with annual performance reports based on data collected from VCCS Student Information System; state generated surveys of users such as students, teachers and faculty, high school principals' and employers;

• The VCCS will initiate local site evaluations for a minimum of two colleges per year to both audit adherence to grant specifications for Tech Prep, Postsecondary

Perkins, and to provide locally specific coaching on strategies and tactics to improve program performance; and

• The VCCS will continue to meet with each local Tech Prep Steering Committee to review Perkins legislation and emerging models for best practices in career pathways.

SECONDARY

REVISIONS: MARCH 2015

Technical assistance will be provided to local divisions and other eligible recipients through a variety of methods as follows:

• Career and Technical Education Coordinators and Cluster Specialists. The professional staff of the Office of Career and Technical Education Services provides technical expertise on a continuing basis to local educational agencies, regional career and technical education centers, and eligible institutions in the state in the following areas:

o Guidance pertaining to required and permissive use of Perkins funds.

o technical services to teachers, administrators, and teacher educators,

o coordination of curriculum efforts,

o presentations on curriculum frameworks and standards to local teachers and administrators,

o professional development for school personnel in accordance with the identified needs in the State Plan and with the Virginia Department of Education Strategic Plan, and

o brokering services and leveraging resources in program areas where sufficient DOE capacity may not exist.

• Virginia Career and Technical Education Curriculum Resource Center (VCTERC). The VCTERC offers many products and services to assist the Virginia Department of Education and all localities in preparing students for career and lifelong learning. The VCTERC provides the following services and products:

o assistance in developing and updating curriculum,

o occupational research analysis,

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o assistance with computer database searches,

o dissemination of curriculum and other products,

o maintenance of Virginia's Educational Resource System Online (VERSO), and

o review of locally developed documents.

The VCTERC provides samples of graphics including brochures, program guides, posters, bumper stickers, and bookmarks to assist with recruiting students to CTE programs. The VDOE and the VCTERC collaborates with the Career and Technical Education Consortium of States (CTECS) to provide a variety of local and statewide initiatives.

• Career and Technical Education Student Organizations Specialists. The career and technical student organizations (CTSOs) co—curricular activities foster the development of future leaders by providing students with leadership and work place experiences where students interact with mentors and observe leadership in action, empowering students and authentic leadership roles, and providing challenging activities that develop the spirit of competition at the local, state, and national levels. The leadership activities and experiences afforded students through the CTSOs prepare students for individual and group leadership responsibilities to the family, school, community, state and nation.

• Federal Program Monitoring System. The CTE Federal Program Monitoring Review System is designed to assess compliance with regulations, standards, and state and federal laws. The Federal Program Monitoring Review System involves desk, off—site, and on—site data collection, staff interviews, document reviews, and observation of the 132 CTE programs in operation in the state. The school divisions' CTE programs are reviewed on a six (6) year cyclical schedule, with an additional monitoring period to correct compliance issues, if needed. During each year cycle, twenty—two (22) school divisions are required to conduct and submit a CTE Federal Program Monitoring Review System Self—Assessment to the VDOE. Based on the data received from the self—assessment, and from a desk review of the data of each division's CTE Core indicators and other targeting plan criteria three (3) school divisions are selected for an on—site review. A detailed report is developed by VDOE and provided to the school division. A comprehensive corrective action plan is developed by the school division and monitored by VDOE until completion. VDOE may perform additional off—site or on—site reviews, and/or provide technical assistance through webinars or individual teleconferences, as needed.

• Career and Technical Education Local Program Reviews. Technical assistance will be provided by the CTE staff to local programs, when requested, for the purpose of program improvement. Specialists' recommendations will provide guidance for program improvement to local CTE programs. Specialists will be available to assist local administrators as they implement the recommendations.

• Technical Assistance Visits. In addition to the civil rights reviews and the federal program monitoring visits, the staff conducts in—depth onsite reviews at the request of school division superintendents. These technical assistance visits include a review of the school division's (a) instructional program, (b) student populations served, (c) instructional staff, (d) administration and supervision, (e) support systems, (f) public relations, (g) safety and health, (h) internal program evaluation process, (i) inventory, (j) and additional areas of the focus requested by the school division. A detail exit report of the findings is prepared within 30 days of the on—site review.

• Updates for Local Administrators. Annually, a series of administrative video streaming technical assistance programs are broadcast and archived. The goal of the video streaming programs is to provide sustained professional development on the responsibilities of the CTE administrator, identify resources and provide support throughout the school year. These programs are announced under a State Superintendent's memo. Program topics may include but not limited to (a) CTE Plans for Student, (b) Implementing Career Clusters and Career Pathways, (c) Health and Safety and Department of Labor and Industry Regulations, (d) State and Perkins Financial Information, Allocations, Reimbursements, and Reports, and (e) CTE Student Completer Follow—up. In addition to these programs, the staff disseminates a quarterly CTE newsletter, CTE Director Memos, and participate in the annual conferences of the associated CTE professional organizations.

POSTSECONDARY

REVISIONS: MARCH 2015

The Virginia Community College System will provide technical assistance in improving program performance measures for postsecondary programs through the following initiatives:

• The VCCS will continue to provide annual postsecondary administrative meetings to review performance measures from the preceding year, evaluate changes needed by both the state and local colleges, and address new goals and grant specifications designed to improve program performance;

• The VCCS Perkins Administrator will make targeted college visits based on data review or college request to provide technical assistance and guidance regarding programming, professional development, and performance outcomes;

• The VCCS will conduct an annual HIRE Education conference through which college—led teams of administrators, faculty, counselors, and other career pathways practitioners will have access to presentations from national and state subject experts in areas such as articulation, dual—enrollment, curriculum development, business and industry partnerships, developmental education, and more to develop local action plans for improved program performance;

• The VCCS will conduct an annual Workforce Professionals Academy to bring together career coaches, workforce development system practitioners, and interagency staff to access presentations from national and state subject matter experts, with a particular emphasis on recruiting and serving underrepresented populations;

• The VCCS will continue to provide the Chancellor, college presidents and Perkins college contacts with annual performance reports based on data collected from VCCS Student Information System; state generated surveys of users such as students, teachers and faculty, high school principals, and employers;

• The VCCS will send regular e—mail updates and technical assistance to college staff related to CTE best practices, training opportunities, and success stories; and

• The VCCS will initiate local on—site evaluations for a minimum of two colleges per year, in concert with the annual Methods of Administration visits, to review adherence to grant specifications for Postsecondary Perkins, and to provide locally specific coaching on strategies and tactics to improve program performance.

9. The State Plan must describe how career and technical education in your State relates to your State's and region's occupational opportunities. (WIOA section 122(c)(16))

SECONDARY

Career and Technical Education in Virginia relates to the state and regional occupational opportunities as follows:

• Virginia's Economic Development Partnership has identified the following industry clusters: Aerospace, Automotive, Biosciences, Distribution, Electronics, Financial Services, Food Processing, Motorsports, and Plastics as high—demand for Virginia. The CTE programs in Virginia utilize this information in planning CTE programs.

• Virginia's Career VIEW, a career informational Web site, provides occupational information by region and state to help direct students to locations that offer the best career opportunities in their chosen occupation and/or to notify students of the top careers in their current locations.

• Career Prospects, Virginia's career advice Web site, announces new material to help schools increase enrollment in nontraditional career programs. It also provides background information, talking points, and other material on increasing nontraditional student enrollment and creating a friendly environment for both genders.

• The Career Prospects site also provides labor market and employment needs data, such as employment projections and wage data files on national, state, and Workforce Investment areas within the state. Employment conditions and labor market information for cities, counties, metro areas, and WIAs is also available (including number of new hires, job creations, and turnover). Links to the Virginia Employment Commission and the national Bureau of Labor Statistics is available on this Web site.

• Career and Technical Educational Management Systems—Local plans in Virginia include a Schedule 1C that is to be completed for all new programs and courses implemented at the local level. Schedule 1C involves the documentation of labor market and employment needs for the locality, region, and state in order for the school division's request for a new course/program to be approved.

POSTSECONDARY

In order to gain approval to offer a new degree program, VCCS colleges must effectively demonstrate that the program meets local and regional workforce demands and is supported by local employers.

SECONDARY

REVISIONS: MARCH 2015

Career and Technical Education in Virginia relates to the state and regional occupational opportunities as follows:

• Consistent with the Commonwealth's Strategic Workforce Initiative (2014), Career and Technical Education requires the integration of labor market and employment projections data in all existing and proposed programs and courses. (appendix D.1)

• Employment demand analysis is prepared every two years on all employment sectors and for all workforce investment regions in Virginia by the University of Virginia's Weldon Cooper Center for Public Service, using the latest data from the Virginia Employment Commission and the United States Bureau of Labor Statistics. More detailed data analysis and examination of credentialing options is conducted as needed in sectors prioritized in the state's Strategic Workforce Plan.

• Career and Technical Educational Management Systems—Local plans in Virginia include a Schedule 1C that is to be completed for all new programs and courses implemented at the local level. Schedule 1C involves the documentation of labor market and employment needs for the locality, region, and state in order for the school division's request for a new course/program to be approved.

• CTE Trailblazers, a labor market and career Web site created in partnership with The University of Virginia's Weldon Cooper Center for Public Service, announces new material to help schools anticipate demand for all career programs, including those deemed non—traditional. It also provides background information, talking points, and other material intended to inform student participation in both traditional and nontraditional careers.

The CTE Trailblazers site also provides labor market and employment needs data, such as employment projections and wage data files on national, state, and Workforce Investment areas within the state. Employment conditions and labor market information for cities, counties, metro areas, and WIAs is also available (including number of new hires, job creations, and turnover). Links to the Virginia Employment Commission and the national Bureau of Labor Statistics is available on this Web site.

• Virginia's Career VIEW, a career informational Web site, provides occupational information by region and state to help direct students to locations that offer the best career opportunities in their chosen occupation and/or to notify students of the top careers in their current locations. This resource is provided by the State Council for Higher Education.

• Application for New Career and Technical Education Program/Course—Local school divisions must submit an application for all new programs and courses implemented at the local level. The application involves the documentation of labor market and employment needs for the locality, region, and state in order for the school division's request for a new course/program to be approved.

POSTSECONDARY

In order to gain approval to offer a new degree program, VCCS colleges must effectively demonstrate that the program meets local and regional workforce demands and is supported by local employers. Data provided by the Virginia Economic Development Partnership, the Virginia Employment Commission, and local businesses that reflect demand for such programs must be included in program proposals.

10. The State Plan must describe the methods the eligible State agency proposes for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. (Section 122(c)(17))

SECONDARY

The Virginia Department of Education (VDOE) appointed a state plan review committee composed of personnel nominated from professional organizations, other state agencies, and the Virginia Chamber of Commerce. The committee was composed of personnel from secondary education, postsecondary (two— and four—year institutions), business, labor, and industry, correctional education, academic and career and technical faculties, special education, rehabilitative services, counselors and career coaches, Virginia State Board of Education Student Advisory Committee, Workforce Investment Board. The Virginia Secretary of Education's office also had a representative attending the meetings. At the first meeting after an overview of the Carl D. Perkins Career and Technical Education Act of 2006, the goals, major initiatives, and populations served through career and technical education in Virginia, focused discussion took place regarding the goals, major initiatives, and populations served by each agency. The discussion served to identify ways in which all agencies could work together so that services are not duplicated for the same populations. Further, specific emphasis was placed on regional and statewide programs for occupations in the high—skill, high—wage and high—demand sectors.

The Office of Career and Technical Education, VDOE, will work with the Office of Middle and High School to jointly plan and coordinate such programs with the Elementary and Secondary School/No Child Left Behind Act that will enhance the rigor of academic and career and technical education courses.

SECONDARY

REVISIONS: MARCH 2015

The Virginia Department of Education (VDOE) appointed a state plan review committee composed of personnel nominated from professional organizations, other state agencies, and the Virginia Chamber of Commerce. The committee was composed of personnel from secondary education, postsecondary (two— and four—year institutions), business, labor, and industry, correctional education, academic and career and technical faculties, special education, rehabilitative services, counselors and career coaches, Virginia State Board of Education Student Advisory

Committee, Workforce Investment Board. The Virginia Secretary of Education's office also had a representative attending the meetings. At the first meeting after an overview of the Carl D. Perkins Career and Technical Education Act of 2006, the goals, major initiatives, and populations served through career and technical education in Virginia, focused discussion took place regarding the goals, major initiatives, and populations served by each agency. The discussion served to identify ways in which all agencies could work together so that services are not duplicated for the same populations. Further, specific emphasis was placed on regional and statewide programs for occupations in the high—skill, high—wage and high—demand sectors.

VDOE will work with other units in the Division of Instruction to jointly plan and coordinate such programs with the Elementary and Secondary School/No Child Left Behind Act that will enhance the rigor of academic and career and technical education courses.

11. The State Plan must provide a description and the information specified "in subparagraphs (B) and (C)(iii) of section 102(b)(2), and, as appropriate, section 103(b)(3)(A), and section 121(c), of the Workforce Innovation and Opportunity Act (Public Law 113-128) concerning the provisions of services only for postsecondary students and school dropouts. (Section 122(c)(20))

Procedures to ensure coordination and non—duplication among programs listed in sections 112(b)(8) and 121(C) of the Workforce Investment Act and school dropout will be coordinated in conjunction with the Senior Advisor to the Governor for Workforce and the Virginia Workforce Council. The Virginia Workforce Council's Strategic Plan for the Commonwealth is to have and promote a well—trained, well—educated, highly skilled and qualified workforce that understands and meets the needs of employers and that is actively engaged in lifelong learning.

SECONDARY

Local school divisions also have the option to provide students with the Individual Student Alternative Education Plan (ISAEP) program that is designed for those students ages 16 to 18 and enrolled in high school programs but are having difficulty finding success in a regular classroom environment. ISAEP programs are funded through a combination of state grants and local funds. Many, but not all school divisions, provide program services, such as career guidance counseling, mandatory enrollment in a GED preparation program and career and technical education (Perkins funds). The student has the opportunity to re—enroll in a regular classroom environment at any time.

POSTSECONDARY

Community colleges utilize the Middle College program. Middle College allows individuals without a high school degree to increase their income and employability by simultaneously pursuing a GED, community college education, and a workforce certification in a college environment. The program offers targeted remedial

courses, access to workforce readiness courses, enrollment in community college courses applicable to a degree or industry—based certificate, and comprehensive support services.

POSTSECONDARY

REVISIONS: MARCH 2015

The VCCS is the state agency responsible for the administration of the Workforce Investment ACT, Title I. Consequently, staff responsible for WIA planning and implementation regularly meet and plan programming with staff responsible for college programs, including Perkins. Two programs at the colleges, while not directly funded by Perkins, provide services to current and aspiring CTE students.

Community colleges support and deliver the Middle College and Great Expectations programs. Middle College allows individuals without a high school degree to increase their income and employability by simultaneously pursuing a GED, community college education, and a workforce certification in a college environment. The Great Expectations program supports current or former foster youth who are seeking postsecondary education, but who often lack the resources and support to be successful. Often Great Expectations youth access the Middle College program, and both programs recruit individuals who are eligible under WIA adult, dislocated worker, and youth programs. Both programs offer targeted remedial courses, access to workforce readiness courses, wraparound support services, scholarships, incentives, and enrollment in community college courses applicable to a degree or industry—based certificate, and comprehensive support services.

The representation of both secondary and postsecondary Perkins on the state's Career Pathways Work Group ensures regular communication and coordination among Perkins and WIA program leaders.

Finally, the Virginia Board of Workforce Development's work plan has specific activities related to the alignment of secondary and postsecondary Perkins with activities carried out under Title I of WIA.

Program Administration

1. The State Plan must provide a web link to the eligible State agency's local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

http://doe.virginia.gov/instruction/career_technical/administration/index.shtml

2. The State Plan must provide a description of the State's governance structure for career and technical education.

The Virginia Board of Education acts as the Virginia Career and Technical Education Board with approval authority. The Virginia Department of Education, Office of Career and Technical Education Services serves as the Perkins administrative branch for local school divisions and for the Perkins Title I and Tech

Prep funds to the Virginia Community College System. The Virginia Community College System serves as the Perkins and Tech Prep administrative branch for the 23 community colleges.

The Code of Virginia, §22.1—227designates the Virginia State Board of Education to carry out provisions of the federal act. The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1—26, postsecondary institutions, and other eligible institutions for youth and adults.

The Virginia Administrative Code in Chapter 120 provides state regulation for the governance structure for career and technical education.

• Section 8VAC20—120—10 Authority to promulgate; requirements for compliance with state and federal regulations. These regulations are promulgated by the Board of Education, pursuant to §22.1—126 of the Code of Virginia for career and technical education programs funded in whole or in part with state funds.

3. The State Plan must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIOA.

Postsecondary career and technical education is an important element of the one—stop delivery system in Virginia. For individuals that can benefit from postsecondary education services, career and technical programs often are the gateway to higher education. Career and technical programs also help to connect area businesses with the one—stop system, in that they rely heavily on strong relationships with business. Virginia also is beginning a transfer of the Workforce Investment Act from the Virginia Employment Commission to the Virginia Community College System. We anticipate that the change in program administration will tighten the relationship between postsecondary career and technical education and the one—stop delivery system.

REVISIONS: MARCH 2015

The VCCS serves as the state administrative agency for Title I of WIA, and there is regular communication and coordination among staff responsible for both WIA and Perkins. Postsecondary career and technical education is an important element of the one—stop delivery system in Virginia. For individuals that can benefit from postsecondary education services, career and technical programs often are the gateway to higher education. Recent state legislation calls for one—stop career centers to spend a minimum of 40 percent of their funds on training activities, and colleges are eligible providers in every WIB area. Career and technical programs also help to connect area businesses with the one—stop system, in that they rely heavily on strong relationships with business.

III. Provision of Services for Special Populations

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

A. Will be provided with equal access to activities assisted under the Act.

SECONDARY

In Virginia, career and technical special needs programs, or Education for Employment (EFE), are specifically designed for students with disabilities or for those identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular career and technical education programs as soon as feasible. EFE programs are provided at various instructional levels within the middle and high schools and include a cooperative education option.

Education for Employment (EFE) is designed for youth with special needs, including students with disabilities and students identified as disadvantaged. Certain EFE courses are designated by state education code for individuals with disabilities, and other EFE courses are specified by the state education code for individuals identified as disadvantaged. The term, students with disabilities, refers to individuals who are mentally, physically, or emotionally disabled. The definition includes students who are mentally challenged, hearing impaired, speech impaired, visually impaired, seriously emotionally disturbed, or orthopedically challenged; and who have other health impairments, or who have specific learning disabilities. The term, disadvantaged, refers to individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to succeed in career and technical education programs. The term includes individuals who are members of economically disadvantaged families, migrants, students who have limited English proficiency, and individuals who are identified as potential dropouts from secondary schools.

In addition to the EFE courses, programs and courses designed specifically for students with special needs are available within the following program areas: Agricultural Education, Business and Information Technology, Career Connections, and Technology Education. These program areas and Family and Consumer Science, Health and Medical Sciences, Marketing Education, and Technology Education also provide for special needs students through Individualized Education Programs (IEPs).

Competency—based curriculum guides and publications relating to special needs concerns are provided for all CTE teachers and include suggested instructional methods and resources. Emphasis is placed on career preparation and employability skills, including academic competencies that relate to state initiatives. Professional development efforts include an annual Transition Forum and annual regional workshops provided by the Transition Practitioners' Council.

(a) Equal Access [Section 122(a)(9)(A)]

SECONDARY and POSTSECONDARY

Each local recipient shall include in the local plan strategies for increasing the participation of all special population groups in career and technical education. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups.

REVISION: MARCH 2015

SECONDARY

In Virginia, career and technical special needs programs, or Education for Employment (EFE), are specifically designed for students with disabilities; or for those identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular career and technical education programs as soon as feasible. EFE programs are provided at various instructional levels within the middle and high schools and include work—based learning opportunities.

EFE is designed for youth with special needs, including students with disabilities and students identified as disadvantaged. The term, students with disabilities, refers to individuals who are mentally, physically, or emotionally disabled. The definition includes students who are identified as requiring special education services or Section 504 provisions. The term, disadvantaged, refers to individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to succeed in career and technical education programs. The term includes individuals who are members of economically disadvantaged families, migrants, students who have limited English proficiency, and individuals who are identified as potential dropouts from secondary schools.

In addition to the EFE courses, programs and courses designed specifically for students receiving special education services are available within the following program areas: Agricultural Education, Business and Information Technology, Career Connections, and Technology Education. Additionally, the students receiving special education services or Section 504 provisions will be provided with the accommodations and/or modifications in all CTE program areas according to teach student's Individualized Education Program (IEP) or Section 504 Plan.

Competency—based curriculum guides and publications relating to special needs concerns are provided for all CTE teachers and include suggested instructional methods and resources. Emphasis is placed on career preparation and employability skills, including academic competencies that relate to state initiatives.

(a) Equal Access [Section 122(a)(9)(A)]

SECONDARY and POSTSECONDARY

Each local recipient shall include in the local plan strategies for increasing the participation of all special population groups in CTE. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of

information about program offerings in creative ways that target all special population groups. To comply with regulations from the Office of Civil Rights, all school divisions and colleges must publish statements of nondiscrimination, and name and contact information for the college officer responsible for addressing complaints.

B. Will not be discriminated against on the basis of their status as members of special populations; and

(b) Nondiscrimination [Section 122(a)(9)(B)]

SECONDARY and POSTSECONDARY

Local recipients will assure in their local plans that discrimination against special populations will not occur and are required to sign a non—discrimination statement pertaining to special populations.

REVISION: MARCH 2015

(b) Nondiscrimination [Section 122(a)(9)(B)]

SECONDARY and POSTSECONDARY

Local recipients will assure in their local plans that discrimination against students based on their race, color, national origin, sex or disability will not occur and are required to sign a non—discrimination statement.

C. Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. (Section 122(c)(9)(A)-(C))

SECONDARY

(c) Programs Designed to Enable Special Populations to Meet or Exceed State Adjusted Levels of Performance [Sec. 122(C)(9)(C)

The following programs and courses are designed specifically to provide career preparation for students with special needs:

Education for Employment (EFE) course titles and codes are as follows:

• Introduction 9075 (for Students Identified as Disadvantaged, 18 weeks)

• Introduction 9076 (for Students Identified as Disadvantaged, other than 18 weeks)

• Introduction 9082 (for Students with Disabilities, 18 weeks)

• Introduction 9083 (for Students with Disabilities, other than 18 weeks)

• Level I 9077 (for Students Identified as Disadvantaged, 18 weeks)

• Level I 9078 (for Students Identified as Disadvantaged, other than 18 weeks)

• Level I 9084 (for Students with Disabilities, 18 weeks)

• Level I 9085 (for Students with Disabilities, other than 18 weeks)

• Level II 9079 (for Students Identified as Disadvantaged, 18 weeks)

• Level II 9080 (for Students Identified as Disadvantaged, other than 18 weeks)

• Level II 9086 (for Students with Disabilities, 18 weeks)

• Level II 9087 (for Students with Disabilities, other than 18 weeks)

• Cooperative Education I 9020 (for Students Identified as Disadvantaged)

• Cooperative Education I 9030 (for Students with Disabilities)

• Cooperative Education II 9021 (for Students Identified as Disadvantaged)

• Cooperative Education II 9031 (for Students with Disabilities)

• Specialized programs/courses are available within the regular CTE program areas. In some cases, students in these courses will have an IEP (Individualized Education Program).

Curriculum and resource guides developed and immediately available include the following:

• EFE Instructional Framework Guide

• Access to Success: Strategies for Serving Special Populations in Tech Prep Programs

• Teaching Strategies for Diverse Learners

• Library reference materials are available from the VVCRC.

EFE teachers receive professional development annually to enable them to improve their teaching skills in working with special needs students. This professional development opportunity is offered during the annual Virginia Transition Forum, with follow—up regional workshops during the school year. The Virginia Transition Forum is co—sponsored by the Virginia Department of Rehabilitative Services, and the Special Education Office and Career and Technical Education Office of the Virginia Department of Education. The professional development experience includes presentations from special education and CTE educators, as well as nationally noted speakers who are experts in addressing the needs of special populations. The regional workshops provide timely topics and skill development each year. Linking career and technical special needs programs and Virginia's standards for academic excellence established for all students, the Standards of Learning (SOL), is an example of the regional workshops. These efforts represent an ongoing process of preparing special education and CTE educators to work together in a variety of ways to serve the needs of special populations.

The professional organization, VACTE—SND (Virginia Association of Career and Technical Education — Special Needs Division) is being re—organized in Virginia to enhance the delivery of regional and statewide professional development including teacher re—certification. EFE teachers who have demonstrated high

proficiency in the career development of special populations serve as leaders of sessions devoted to such topics as high—skill, high—wage, high—demand occupations, and stimulating special needs students to achieve the Virginia Standards of Learning.

(c) Programs Designed to Enable Special Populations to Meet or Exceed State Adjusted Levels of Performance [Sec. 122(C)(9)(C)

REVSIONS — MARCH 2015

The following programs and courses are designed specifically to provide career preparation for students identified as special populations:

NOTE: Recent changes in the Master Schedule Collection provide local school divisions options to print data that is shared with students and parents. Therefore, CTE revised the designations from Disadvantaged to Preparation and Students with Disabilities to Development.

Education for Employment (EFE) course codes and titles are as follows:

9020 EFE — Preparation — Introduction (6 Wks)

9021 EFE — Preparation — Introduction (9 Wks)

9022 EFE — Preparation — Introduction (12 Wks)

9075 EFE — Preparation — Introduction (18 Wks)

9076 EFE — Preparation — Introduction (36 Wks)

9077 EFE Level I — Preparation (18 Wks)

9078 EFE Level I — Preparation (36 Wks)

9079 EFE Level II — Preparation (18 Wks)

9080 EFE Level II — Preparation (36 Wks)

9030 EFE — Development — Introduction (6 Wks)

9031 EFE — Development — Introduction (9 Wks)

9032 EFE — Development — Introduction (12 Wks)

9082 EFE Development— Introduction (18 Wks)

9083 EFE Development — Introduction (36 Wks)

9084 EFE Level I — Development (18 Wks)

9085 EFE Level I — Development (36 Wks)

9086 EFE Level II — Development (18 Wks)

9087 EFE Level II — Development (36 Wks)

Specialized programs/courses are available within the regular CTE program areas. In some cases, students receiving special education services or Section 504 provisions in these courses will be provided with the accommodations and/or modifications according to each student's IEP or Section 504 Plan.

Curriculum and resource guides developed and immediately available include the following:

• EFE Instructional Framework Guide

• Access to Success: Strategies for Serving Special Populations in high skill, high wage, and high demand occupations that will lead to self—sufficiency

• Teaching Strategies for Diverse Learners

• Library reference materials are available from the VVCRC.

The professional development experience includes presentations from special education and CTE educators, as well as nationally noted speakers who are experts in addressing the needs of special populations. The regional workshops provide timely topics and skill development each year. Linking career and technical special needs programs and Virginia's standards for academic excellence established for all students, the Standards of Learning (SOL), is an example of the regional workshops. These efforts represent an ongoing process of preparing special education and CTE educators to work together in a variety of ways to serve the needs of special populations.

The professional organization, VACTE—SND (Virginia Association of Career and Technical Education — Special Needs Division) is being re—organized in Virginia to enhance the delivery of regional and statewide professional development including teacher re—certification. EFE teachers who have demonstrated high proficiency in the career development of special populations serve as leaders of sessions devoted to such topics as high—skill, high—wage, high—demand occupations, and stimulating special needs students to achieve the SOL.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. (Section 122(c)(14))

Alternative education programs offered through local school divisions ensure that appropriate academic and career and technical education standards/competencies are provided to meet the needs of each student. In school divisions, alternative education programs are funded through local, state and federal funds as applicable. If Perkins funds are utilized the programs must be addressed in the local plans submitted to the Virginia Department of Education. The ISAEP program mentioned in Section II (A)(11) also requires a CTE component.

3. Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. (Section 122(c)(18))

Perkins funds will be utilized to participate in initiatives to promote nontraditional career studies; to support additional Science, Technology, Engineering and Mathematics (STEM) initiatives; dissemination of information on effective programs for nontraditional participation and completion; and the addition of new courses and programs that focus on high—skills, high—wage, or high—demand occupations and nontraditional fields as determined by Workforce Development Boards, Virginia Employment Commission data, state and local advisory councils or committees.

During the 2006—2007 year, grants for activities and programs that promoted non—traditional enrollment and completion were sponsored through Career Prospects, Weldon Cooper Center, University of Virginia. These activities or others similar to it will be continued to promote nontraditional enrollment and completion.

The VCCS will require that colleges demonstrate in local Perkins and Tech Prep plans that all funded programs of study meet at least one of the Perkins IV criteria of being a high—skills, high—wage, or high—demand occupation. Additionally, all colleges receiving Tech Prep or Perkins funds are required to provide a plan for increasing recruitment and retention of students in nontraditional CTE programs.

4. You must describe how funds will be used to serve individuals in State correctional institutions. (Section 122(c)(19))

Funds provided to the Department of Correctional Education will be used to enhance and improve existing programs and to develop and implement new programs following the guidelines of the Perkins' requirements. They will also be utilized to allow the agency to provide sustained staff development and training in key areas such as improving the linkage and coordination between academic and Career and Technical Education teachers, and providing certified training that will allow teachers to issue industry—based certifications for their students. The agency has implemented a major initiative to expand the certifications being offered. These include certification from the National Center for Construction Education and Research (NCCER), the Residential Construction Academy, A+, Net+, OSHA 10, and many others. Being able to award a certification to students coming out of the prison system helps them immeasurably with employment and staying out of prison. Recent research completed by Virginia Tech on the agency's behalf demonstrated that Career and Technical Education programs in Virginia's correctional system reduced recidivism by 20.57%.

With the increased use of technology and greater emphasis on computer—based training in the classroom, a greater portion of the Perkins funds is utilized to update programs and establish programs that are more relevant in today's job market. Examples include purchasing equipment to establish a Copper and Fiber Optic Cabling program, purchasing computer controlled plasma cutters, purchasing engine and exhaust analyzers, purchasing current computer aided drafting software, and purchasing computer—based instructional software for Business Software Applications programs. The Perkins' funds are critical for long—term planning for making program changes and keeping existing programs relevant.

State funding alone would severely limit the agency's ability to keep programs current to meet the needs of employers.

In addition to technical skills, the agency's Career and Technical Education programs provide instruction in all aspects of the industry, employability skills, workplace readiness skills, and emphasize personal qualities that are important to employers.

The Department of Correctional Education makes extensive use of its Advisory Council. This group is instrumental in making recommendations for program changes, initiating new programs, and for reviewing all curriculum changes in the adult system. The juvenile programs follow the same curriculum that is mandated for public schools. This assists students with re—enrolling in public schools when they are released. All of their credits will transfer toward high school graduation. In addition, the agency has several articulation agreements in place with community colleges that further assist students with their career development.

REVISIONS: MARCH 2015

DEPARTMENT OF CORRECTIONS

Funds provided to the Department of Corrections/Division of Education will be used to enhance and improve existing programs and to develop and implement new programs following the guidelines of the Perkins' requirements. They will also be utilized to allow the agency to provide sustained staff development and training in key areas such as improving the linkage and coordination between academic and CTE teachers, and providing certified training that will allow teachers to issue industry—based certifications for their students. The agency has implemented a major initiative to expand the certifications being offered. These include certification from the National Center for Construction Education and Research (NCCER), the Residential Construction Academy, A+, Net+, OSHA 10, and many others. Being able to award a certification to students coming out of the prison system helps them immeasurably with employment and staying out of prison. Recent research completed by Virginia Tech on the agency's behalf demonstrated that CTE programs in Virginia's correctional system reduced recidivism by 20.57 percent.

With the increased use of technology and greater emphasis on computer—based training in the classroom, a greater portion of the Perkins funds is utilized to update programs and establish programs that are more relevant in today's job market. Examples include purchasing equipment to establish a Copper and Fiber Optic Cabling program, purchasing computer controlled plasma cutters, purchasing engine and exhaust analyzers, purchasing current computer aided drafting software, and purchasing computer—based instructional software for Business Software Applications programs. The Perkins' funds are critical for long—term planning for making program changes and keeping existing programs relevant. State funding alone would severely limit the agency's ability to keep programs current to meet the needs of employers.

In addition to technical skills, the agency's CTE programs provide instruction in all aspects of the industry, employability skills, workplace readiness skills, and emphasize personal qualities that are important to employers.

The Department of Corrections/Division of Education makes extensive use of its Advisory Council. This group is instrumental in making recommendations for program changes, initiating new programs, and for reviewing all curriculum changes in the adult system. In addition, the agency has several articulation agreements for concurrent enrollment in place with community colleges that further assist students with their career development.

DEPARTMENT OF JUVENILE JUSTICE

Funds provided to the Department of Juvenile Justice will be used to enhance and improve existing programs following the guidelines of the Perkins' requirements. They will also be utilized to allow the agency to provide sustained staff development and training in key areas such as improving the linkage and coordination between academic and Career and Technical Education teachers, and providing certified training that will allow teachers to issue industry—based certifications for their students. The agency will continue to provide services to our postsecondary students through the partnership with ProTrain Educational Training Organization.

With the increased use of technology and greater emphasis on computer—based training in the classroom, a greater portion of the Perkins funds is utilized to update programs and establish programs that are more relevant in today's job market. Examples include purchasing equipment and computer—based instructional software for Business Education programs and providing a Health and Medical Sciences Program for postsecondary students. The Perkins' funds are critical for long—term planning for making program changes and keeping existing programs relevant. State funding alone would severely limit the agency's ability to keep programs current to meet the needs of employers.

In addition to technical skills, the agency's Career and Technical Education programs provide instruction in all aspects of the industry, employability skills, workplace readiness skills, and emphasize personal qualities that are important to employers.

The Department of Juvenile Justice makes extensive use of its Advisory Council. This group is instrumental in making recommendations for program changes and initiating new programs. The juvenile programs follow the same curriculum that is mandated for public schools. This assists students with re—enrolling in public schools when they are released. All of their credits will transfer toward high school graduation.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education

Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at http://www.ed.gov/fund/gran/apply/appforms/gepa427.doc

In order to overcome barriers, including those based on gender, race, color, national origin, disability, and age, the Virginia Department of Education (VDOE) will require each local applicant for Perkins' funds to sign an assurance statement that the local applicant will ensure equal opportunities for all eligible students, faculty, and other program beneficiaries in any project or activity in which such funds are used. Further the VDOE will require each local applicant to complete Schedule 1N of the Local Plan and Budget (submitted to the VDOE for Perkins' funds) that will address how they will ensure equitable access to, and equitable participation in the project or activity to be conducted by addressing the special needs of students, faculty, and other program beneficiaries in order to overcome barriers to equitable participation. Finally, the VDOE will sign an assurance that all applications for Perkins' funds will be reviewed to ensure that the above requirements have been included.

IV. Accountability and Evaluation

In addition to the narrative information provided below, you must submit your measurement definitions (Items 3 and 11 below) and proposed performance levels (Items 5 and 11 below) for the upcoming program year using the link to the Perkins State Plan Portal below.

a. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. (Section. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C))

The existing Virginia System of Core Standards and Measures of Performance for Secondary and Postsecondary Career and Technical Education Programs is the foundation upon which Perkins III accountability and evaluation requirements were developed. The Office of Career and Technical Education Services gathered input from eligible recipients in the development and implementation of the initial system and will do the same for the Virginia System of Core Standards and Measures of Performance to be utilized for the foundation of the Perkins IV accountability and evaluation requirements. Steps for the final five—year plan for Perkins IV and existing requirements for the transitional year will be adjusted to meet the transitional needs as indicated by the USED, OVAE.

The following procedures were used to obtain input and recommendations for the System of Core Standards and Measures of Performance:

• Organized the State Vocational Technical Education Planning and Review Committee (December 1998);

• Conducted an Interagency Planning Session on Implementation of the Act of 1998 (January 28, 1999);

• Aligned the existing core indicators and Perkins II accountability requirements;

• Conducted an orientation meeting of the State Vocational Technical Education Planning Committee (February 18, 1999);

• Conducted presentations on Perkins III accountability requirements during three statewide regional workshops for all secondary vocational education administrators. Input was received on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);

• Conducted a presentation on Perkins III accountability requirements for members of the Virginia State Council on Vocational Education. Received input on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);

• Drafted the state transition plan for establishing and implementing the core indicators, state level of performance for each core indicator of performance, and the existing state indicators and state levels of performance for each additional indicator;

• Proposed the state levels of performance for secondary based on previous performance trends and the extent of changes and modifications necessary for implementation; and

• Conducted a meeting with the State Vocational and Technical Education Planning and Review Committee to review the draft State Plan, obtain input, and recommendations. Based on the recommendations and refinements to be made, the State Vocational and Technical Education Planning and Review Committee recommended that the Proposed State Plan be sent to the State Board of Education for review (May 25, 1999).

POSTSECONDARY

The following procedures are proposed to obtain input and recommendations for establishing the definitions and approaches for the core indicators of performance:

• conduct a review meeting with postsecondary Perkins administrators to review the proposed guidance on the measures (June 2007);

• develop data and assess preliminary measures. Identify methods to align measurements with non—regulatory guidance and other reporting requirements;

• review measures and receive input from institutional research staff at the colleges;

• review measures and receive input from Academic Services Advisory Committee (ASAC) and Workforce Development Services Advisory Council, which includes

vice president representatives from academic and workforce services at each of the 23 community colleges across the state;

• present measures to Advisory Council of Presidents (ACOP) for review and approval. ACOP includes president level representation from each of the 23 community colleges; and

• present measures for review and approval by the State Board for Community Colleges.

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. (Section 122(c)(10)(A), sec. 113(b)(3)(B))

SECONDARY and POSTSECONDARY

In Virginia, eligible recipients' performance goals for each of the performance indicators are identical to those the state negotiates with the United States Department of Education for the state—level performance goals.

Recipients of Perkins funds must utilize the Perkins performance indicators and standards to evaluate their career and technical education (CTE) programs. At the state level, performance data are analyzed and returned to the local recipients to evaluate their CTE programs. If any of the performance goals fall below state goals, the recipient must utilize the performance goals to indicate how Perkins funds will be utilized to improve their performance. This will be done within the Local Plan and Budget and must detail the program improvement strategies to be implemented to ensure further progress towards reaching the performance goals.

3. Identify, on the forms in Part C of this guide, the valid and reliable measurement definitions

You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. (Section 113(b)(2)(A)-(B)) Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student

definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. (Section 113(b)(2)(F))

SECONDARY

Virginia will utilize the core indicators of performance that are prescribed for Perkins IV. Data elements that are collected by the school divisions and reported to the state for other purposes will be coordinated by the Office of Career and Technical Education Services and the Office of Educational Information Management to satisfy Perkins IV accountability requirements. Our current core indicators utilize the data, when appropriate, that are already gathered to meet other state and federal programs, such as Virginia's Standards of Learning and No Child Left Behind.

POSTSECONDARY

Virginia will utilize the core indicators of performance that are prescribed for Perkins IV. Data elements collected also are used to meet other state and federal program requirements, including reports to the General Assembly and the State Council of Higher Education for Virginia (SCHEV) for state funding and the Integrated Postsecondary Education Data System (IPEDS).

5. Provide, for the first two years covered by the State plan, performance levels

You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. (Section 113(b)(3)(A)(i)-(II)) Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the

core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

A. Perkins Act requires a State to measure career and technical education

(a) Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards. To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

B. State to identify a core indicator to measure for its career and technical education

Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the (ESEA))." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year. The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State's AMOs or targets that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduations rates under the

ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's targets. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. (Section 113(b)(4)(A)(II); sec. 122(c)(10)(B))

SECONDARY

In Virginia, local performance goals for each of the performance indicators are the same as those negotiated for the state with the United States Department of Education.

Under Perkins IV, local recipients will be able to request negotiation of performance goals for any of the performance indicators. A three—year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the Local Plan and Budget that will be submitted.

POSTSECONDARY

The Virginia Community College System will apply a similar approach for postsecondary.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. (Section 113(b)(4)(A)(vi))

A three—year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the Local Plan and Budget that will be submitted.

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special

populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. (Section 122(c)(13); section 205).

SECONDARY

Career and Technical Education Reporting System. Localities that submit electronic data reports are given an access code enabling them to enter an Internet Web site and access the data collection site using their unique identification information.

• Secondary Education Demographic Form (SEDF)

o Data are collected twice a year (October and March) for Virginia's Standards of Quality (SOQ) funding and federal reporting. All students taking career and technical education courses in grades 6—12 are reported.

o Data are submitted electronically from LEAs and regional career and technical education centers. Before data are imported into the database, the data management specialist audits each locality's data and checks for complete and correct information. Both the local career and technical administrator and local school superintendent are required to sign that the data are valid or need additional corrections.

o Two validation reports are completed each year, the first when the first semester data have been submitted and the second at the end of the second data collection cycle in the spring. The second report includes the data from both the first and second semester's collection.

• Secondary Enrollment/Completion Form (CTERS 2 and CTE Completers Demographic)

o The primary purpose is to collect data for the annual federal report. These data are collected once a year and are due June 30 to the Virginia Department of Education. This report on unduplicated career and technical education students covers grades 9—12.

o Data are forwarded to the Virginia Department of Education where they are first compared to the locality's fall membership report. If the total number of career and technical education students exceeds the total number of students in the school division, the report is returned to the locality for correction. The correct data are keyed into the database, and individual reports are generated. Each locality's report is compared with the data originally submitted to ensure accuracy of data entry and to check for incomplete or miscalculated data.

• Career and Technical Education Adult Class Report

o Reports are submitted throughout the fiscal year as classes end. The data are used for state funding purposes.

o Data that are submitted are audited to ensure information is correct. Data are submitted electronically to Virginia Polytechnic Institute and State University for data analysis and reported back to the Virginia Department of Education.

POSTSECONDARY

The Virginia Community College currently gathers data related to Perkins performance measures at the state level rather than collecting data from local colleges. Through its Student Information System, the VCCS can track students from one program to another, from one college to another and can pull information on entry and graduation from university programs and on post—graduation employment from the Virginia Employment Commission as well as other state agencies and public records.

To allow for the same consistency in reporting Tech Prep student performance, the VCCS will work with VDOE to implement a strategy for identifying Tech Prep students. The first of these is a statewide Tech Prep application that would function like an application for a dual—enrollment course in that it would require the student to provide his/her student testing identifier number and a parental signature. Use of such an application would allow students to be entered into the current VCCS Student Information System from which point their progress could be followed not only into the community college system but into any state institution of higher education. The second option is to allow local colleges to submit data through a standardized report system developed by the VCCS.

REVISION: MARCH 2015

SECONDARY

Career and Technical Education Reporting System. Localities that submit electronic data reports are given an access code enabling them to enter an Internet Web site and access the data collection site using their unique identification information.

Secondary Education Demographic Form (SEDF)

o Data are collected twice a year (January and September) for Virginia's Standards of Quality (SOQ) funding and federal reporting. All students taking career and technical education courses in grades 6—12 are reported.

o Data are submitted electronically from LEAs and regional career and technical education centers. Before data are imported into the database, the data management specialist audits each locality's data and checks for complete and correct information. Both the local career and technical administrator and local school superintendent are required to sign that the data are valid or need additional corrections.

o Two validation reports are completed each year, (1) when the first semester is completed, and (2) at the end of the year. Both reports include the data from the first and second semester collections.

• Secondary Student Career Cluster Enrollment Report (SSCCER) and CTE Final Completers Demographic Report (CDR)

o The primary purpose is to collect data for the annual federal report. These data are collected once a year and are due July 17 and August 28 respectively to the Virginia Department of Education. This report on unduplicated career and technical education students covers grades 9—12.

o Data are collected through the End—of—year and Summer Student Record collections which undergo validation checks to verify data accuracy.

POSTSECONDARY

The Virginia Community College currently gathers data related to Perkins performance measures at the state level rather than collecting data from local colleges. All CTE student information is entered into the PeopleSoft Student Information System. Consequently, the VCCS can track students from one program to another, from one college to another and can pull information on entry and graduation from university programs and on post—graduation employment from the Virginia Employment Commission as well as other state agencies and public records. The newly developed Virginia Longitudinal Data System will allow VCCS to query a number of outcomes for CTE students, including entry into 4—year institutions, employment, participation in apprenticeships, and wages over time. Virginia's participation in the WRIS II agreement will allow for VCCS to track employment of CTE students who secure jobs in neighboring states.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e). (Section 204(e)(1))

Virginia does not utilize consortia within the state.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. (Section 122(c)(8))

SECONDARY and POSTSECONDARY

The state will annually review local recipients' performance and progress based on the core indicators and the state—adjusted levels of performance. If standards are not met or if substantial progress is not made, VDOE (within this segment, the VDOE will always be responsible for secondary) or VCCS (within this segment, the VCCS will always be responsible for postsecondary) staff will conduct an assessment of the educational needs to be addressed to overcome local performance deficiencies.

Virginia will evaluate the effectiveness of career and technical education programs based on the model it has used in the past, which is composed of a seven—step process that supports continuous improvement:

1. conduct a needs assessment by examining data,

2. determine data sources and indicators,

3. examine the data,

4. establish goals,

5. identify related outcomes, practices, and inputs,

6. set performance targets, and

7. monitor performance over time.

Recipients will be advised to take a comprehensive approach to program improvement through coordinated planning and implementation.

The Department of Education maintains the responsibility for adoption and use of effective methods to monitor compliance with federal and state requirements and to ensure the correction of deficiencies in program operations. The primary focus of VDOE (secondary) and VCCS (postsecondary) is to raise academic performance and to affect greater accountability for public education in Virginia. To that end, the monitoring system provides an individualized approach to compliance monitoring for program improvement.

The secondary monitoring system is now part of the Local Plan and Budget Application and will be submitted by local school divisions on an annual basis to the Office of Career and Technical Education. The local plan and budget must reflect activities/projects that address Perkins Performance Standards and Virginia Performance Standards that have not improved or that do not meet the state—level Perkins Performance Standards. This information will be used to determine the need for technical assistance and/or on—site Perkins evaluation visits. This Performance Assessment replaces the Local Improvement Plan and may become a factor in determining local Federal Program Monitoring visits.

The assessment includes the following:

• Negotiated local level performance standards (percentage) for the Academic Attainment in Reading/Language Arts and Mathematics, Technical Skills Attainment, Secondary School Completion, Student Graduation Rates, Secondary Placement, Nontraditional Participation, Nontraditional Completion, Completer, Employee Satisfaction, and Employer Satisfaction.

• Status of local performance standards which includes how many performance standards have not met the goal, why they did not meet the standards, and what was done in prior years to improve the performance. This must be reported by those not meeting standards for the first time, for two successive years, and for three successive years.

• The use of Perkins Funds that lists the number of required items identified beyond the two Virginia requirements for professional development and activities for special populations; the number of required items that address improvement of Perkins Performance Standards that do not meet the state adjusted level of performance; the number of permissive uses of funds; and

• The utilization of grants funded through Perkins that includes the percentage of funds used and the activities funded.

The Performance Assessment must be signed by the local CTE administrator and division superintendent. The assessment will then be reviewed by state CTE staff to identify the appropriate use of funds for program improvement. The CTE staff will then identify school divisions needing technical assistance and/or an on—site visit. School divisions not showing improvement on performance standards will be designated for on—site visits with not less than one—third of school divisions not showing improvement receiving technical assistance and/or on—site visits each year.

States submitting one-year transition plans

Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

A. The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

B. Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and

C. Proposed performance levels as discussed above, except that, for the indicators for which your State must your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your OCTAE Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.

Secondary

Nationally recognized third—party industry credentials are implemented to assess technical skills attainment. All 132 school divisions participated in the industry credentialing assessments the past several years. Virginia will continue to improve the pass percentages for students earning industry credentials in high—demand career pathways. Credentialing trend data follows:

All Student Counts for 2011—12 School Year

Student Attempts — 74,511

Occupational Exam Pass — 4,250

State Licensures Pass — 707

Industry Credentials Pass — 32,582

WRS Assessments Passed — 13,653

Total Pass — 51,192

Pass Rate % — 68.70%

Students earning one or more — 42,218

All Student Counts for 2012—13 School Year

Student Attempts — 97,452

Occupational Exam Pass — 4,577

State Licensures Pass — 673

Industry Credentials Pass — 39,658

WRS Assessments Passed — 22,127

Total Pass — 67,035

Pass Rate % — 68.79%

Students earning one or more — 56,247

All Student Counts for 2013—14 School Year

Student Attempts — 138,683

Occupational Exam Pass — 5,024

State Licensures Pass — 905

Industry Credentials Pass — 69,321

WRS Assessments Passed — 28,349

Total Pass — 103,599

Pass Rate % — 74.70%

Students earning one or more — 86,257

All Student Counts for 2014—15 School Year

Student Attempts — 166,974

Occupational Exam Pass — 3,971

State Licensures Pass — 1,673

Industry Credentials Pass — 89,541

WRS Assessments Passed — 33,665

Total Pass — 128,850

Pass Rate % — 77.17%

Students earning one or more — 104,867

Postsecondary

1P1 Technical Skills: 12 of 23 colleges exceeded the target, and all colleges exceeded the 90% threshold.

1P1: Technical Skills Attainment Target — 76.0%

2012—13 — 75.7%

2013—14 — 75.2%

V. Tech Prep Programs

As noted above, Congress eliminated a separate allocation for Title II, Tech Prep under Perkins IV in the 2011 Continuing Resolution. States are not required to provide or revise this Section V, Tech Prep Programs, unless your State chooses to do so.

a. Statutory Requirements

1. Describe the competitive basis or formula you will use to award grants to tech-prep consortia. (Section 203(a)(1))

Statutory Requirements (United State Congress Eliminated July 1, 2011)

2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d). (Section 204(d)(1)-(6))

Statutory Requirements (United State Congress Eliminated July 1, 2011)

3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. (Section 204(f))

Statutory Requirements (United State Congress Eliminated July 1, 2011)

4. You must describe how your agency will ensure that each funded tech prep program—

A. Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;
B. Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G);
C. Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D);
D. Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F).
E. Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F);
F. Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations (Section 203(c)(6));
G. Provides for preparatory services that assist participants in tech-prep programs (Section 203(c)(7)); and
Coordinates with activities under Title I. (Section 203(c)(8))
Statutory Requirements (United State Congress Eliminated July 1, 2011)

5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e). (Section 204(e)(1))

Statutory Requirements (United State Congress Eliminated July 1, 2011)

b. Other Departmental Requirements

1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

VI. Financial Requirements

As noted above, in addition to the narrative information provided below, you must submit an updated budget (Item B.1a below) for the upcoming program year using the link to the Perkins State Plan Portal below.

a. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111, including any funds that you choose to consolidate under section 202(a), will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. (Section 122(c)(6)(A); section 202(c))

In keeping with past practice, discussion with participating agencies and public comment, the Department of Education will continue to allocate the basic grant as follows: 10 percent for state leadership, 5 percent for state administration and 85

percent to local school divisions and community colleges . The 85 percent of the basic grant allocated to local school divisions and community colleges will then be split with 85 percent allocated to secondary programs in local education agencies and 15 percent allocated to postsecondary programs at community colleges.

Written comments submitted either by e—mail or regular mail and comments made at the public hearings represented the following stakeholders: director of instruction, secondary CTE administrators and teachers, secondary principal, secondary academic teacher, special education instructional specialist, career and technical student organization specialist, secondary parents, secondary students, graduates of secondary CTE programs (one a graduate of the University of Richmond and one currently enrolled at James Madison University), secondary advisory committees, business community representatives, educational chair of the Virginia PTA, Chancellor of the Community College System, and community college representatives. These comments are included in Appendix G. Of the comments relating to the allocation of the funds, 88 were in favor of the split remaining as 85/15 between secondary and postsecondary. Three comments favored the 85/15 split being changed to provide a larger percentage be allocated to the community colleges.

Prior to the public comment period, the Superintendent of Public Instruction sent a letter to the Chancellor of the Community College System asking that rationale for any suggested changes in the current 85/15 percent LEA fund split between secondary career and technical education and postsecondary career and technical education for subsequent years be provided to him in writing.

In a letter dated April 26, 2007, and addressed to the Superintendent of Public Instruction, the Chancellor of Virginia provided the explanation, with the relevant details, for the existing 85/15 percent split. Upon receipt and review of this information, the Chancellor then provided the following rationale for adjusting the current Perkins funding split between secondary and postsecondary institutions from its current level of 85/15 respectively. His letter, dated June 18, 2007, stated the following.

"…Thank you for the opportunity to present information to the State Board of Career and Technical Education regarding the split of local Perkins funds between the Virginia Department of Education and the Virginia Community College System. As I said to you privately, I believe a more equitable split would lead to improved performance in both of our systems. I also believe we should take advantage of the opportunity for closer collaboration that Perkins IV affords.

We have reviewed a number of factors that suggest that the State Board should allocate additional funds to the community colleges. Those that we find most compelling are the following:

• Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also requires school divisions and colleges to have secondary to postsecondary career

pathways in place. Much more than Perkins III, Perkins IV recognizes that today's economy demands higher levels of educational attainment to remain competitive.

• About 39 percent of the career and technical education student enrollments are in the community colleges (133,347 in community colleges and 206,454 in grades 9—12). We expect this number to grow, especially in light of the Governor's goal to seek strategies to increase postsecondary education participation of 18 to 24 year olds from 34 percent to 39 percent by 2010.

• Additional funding for the community colleges will help improve performance in high schools. Colleges currently spend approximately 13 percent of their Perkins state grant funds on programs and services in high schools. Funds support career coaches, professional development for teachers, and articulation activities. Community colleges would use additional Perkins funds to help support these programs, especially career coaches. Career coaches produce demonstrable success among high school students — community college enrollments by recent high school graduates increased 6.5 percent more than for high schools without career coaches. We believe that additional support for career coaches, as well as other high school programs and services, will help increase graduation rates as well as postsecondary participation rates." These letters are in Appendix F.

Increasingly, other states have recognized that community colleges should be an equal partner in career and technical education policy, planning, and funding. In 13 states, community colleges receive half or more than half of the Perkins state grant. When we last addressed this issue in Virginia (1999), our state was one of nine in which the community colleges received the minimum allowable percentage (15 percent). Today, Virginia is one of only six.

Virginia has used the existing 85 percent/15 percent split for 15 years. It is time for Virginia to align its Perkins funding stream not only with actual enrollment levels but also with state and national interests to increase postsecondary education participation as a means to improve its workforce. At the same time, we believe Virginia's community colleges can use the additional funds to contribute to the success of high school students and strengthen the partnership between our systems.

I respectfully ask the State Board of Career and Technical Education to establish in the Perkins five—year plan a gradual increase in the funding split for community colleges, such that, by year five, it equals the national average. With your support, we can enhance high school performance and help meet the Governor's goals for postsecondary education participation and workforce development.

Thanks again for the opportunity to comment. Please contact me if you would like me to elaborate on this matter…."

At the end of five years, the split recommended in the Chancellor's letter would be 60/40 percent for secondary and postsecondary respectively.

The State Superintendent of Schools responded to the Chancellor with additional information in response to the letter dated June 18. The VDOE letter was dated July 25, 2007.

"…In addition, the following information may be useful:

• Career and technical education at the secondary level encompasses grades 6—12 (the 2006—2007 enrollment was 244,430), and we expect the enrollment to continue to grow with the emphasis from the new technical and advanced technical diplomas and the Governor's Career Academies.

• The Virginia Department of Education's statewide mandated career and technical education curriculum that has been correlated to the Standards of Learning provides an invaluable foundation for postsecondary career pathways to develop and strengthen our workforce and economy. This same curriculum assures ease in aligning with the varied curricula in the Virginia community colleges for dual enrollment classes.

• The Virginia Department of Education will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia and encourage community college personnel to participate in our summer career and technical education conferences.

• The Department will continue to encourage secondary schools to utilize the Career Assessment Planning system powered by Kuder® to begin their preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools) not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system. For the last several years, secondary CTE funds have supported the planning system, but it has been available to students in grades 6—12 as well as in Virginia's community colleges...."

The Virginia Department of Education submits the following information for justification of the 85/15 split remaining as it currently is and also provides suggestions for collaborative efforts that can be undertaken utilizing State Leadership funds instead of decreasing funds to local educational agencies at the secondary level.

• Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also recognizes that today's economy demands higher levels of educational attainment to remain competitive. The required Perkins IV career pathways must include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non—duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. The Virginia Department of Education's statewide mandated career and technical education curriculum which has been correlated to the Standards of Learning will provide a strong and invaluable foundation. It is suggested that a collaborative effort, utilizing the Career and Technical Education Curriculum Resource Center, be undertaken to provide identified essential competencies for foundation and/or possible dual enrollment courses in the community colleges. Like the current secondary CTE

curriculum, this would allow regional—specific competencies to be added beyond the essential competencies; would provide ease of transfer for secondary graduates to community colleges outside of their region; and would provide the opportunity for alignment between secondary and postsecondary.

• The Virginia Department of Education acknowledges that the community colleges currently spend a percentage of their Perkins funds on secondary efforts, mainly career coaches, articulation efforts, and professional development for faculty. Likewise, secondary school divisions utilize their Perkins funds to support Tech Prep consortia through membership fees. The VDOE will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia as well as to support career coaches in their schools in some cases. At the present time, there is much professional development that is provided at both secondary and postsecondary level and it is available to both sets of faculty. VDOE and VCCS staff will coordinate these efforts and ensure that the information is communicated to both secondary and postsecondary faculty.

• In addition to professional development for secondary guidance counselors who work with 6—12 students everyday, it is suggested that the support of the career coach initiative could be a recommended use of secondary Perkins funds.

• The VDOE will continue to encourage secondary schools to utilize a career assessment. Currently the Career Assessment Planning System powered by Kuder® has been provided through state/federal funding (most of the federal was other than Perkins), to begin their preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools), not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system.

In addition to the actual enrollment in both secondary and postsecondary, Virginia takes into consideration such information as provided in the State Report Card on Higher Education: Spreadsheet on Participation Data for 2006. The report card indicates that 87 percent of Virginia's 18— to 24—year—olds held a high school credential (diploma or GED — GED was 4 percent) in 2006. However, the percent of 18— to 24—year—olds enrolled in college in Virginia in 2006 was only 34 percent. This same report also pointed out that the amount needed to pay for community college expenses minus financial aid for the 2005 — 2006 college year averaged 21 percent of family income. For the 40 percent of the population with the lowest income, 31 percent of family income is needed to finance a community college education. This emphasizes the importance of a relevant, business/industry—driven career and technical education training and industry credentialing at the secondary level. This will help to prevent students from dropping out of high school and also prepare them with skills to work while attending community college and providing for families.

Other states with comparable student enrollments and increased levels of splits do not have the achievement record on their Perkins performance standards that Virginia has. The first statewide articulation agreement (Business Information

Technology—Web Technologies) between VCCS and VDOE was an excellent step towards continued collaboration to contribute to the success of high school students. Such continued development of statewide articulation agreements and collaborative curriculum efforts utilizing the Virginia Career and Technical Education Curriculum Resource Center to develop statewide mandated curriculum for the community colleges will also help in encouraging students to move forward in postsecondary education by allowing more dual—enrollment or articulated/validated credits.

The VDOE and VCCS should work collaboratively to utilize existing Leadership funds at the state level to provide professional development for both secondary and postsecondary faculty and eliminate duplication of effort; plan, develop, and implement career pathways collaboratively; and begin a collaborative alignment through the Virginia Career and Technical Education Resource Center to ensure the curriculum at the secondary and community college level are aligned and preparing secondary students for postsecondary. This collaboration would have a much larger impact on preparing students for postsecondary education then to change the funding split.

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under sections 131(a)-(e) and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. (Section 131(g); section202(c))

See information provided to secondary school divisions in Superintendent's Memo INF 153, August 3, 2007 — Carl D. Perkins Career and Technical Education Act of 2006 Federal Funds for July 1, 2007, Through June 30, 2008 at http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf153.html.

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK—12 (as reported to NCES), who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Seventy percent shall be allocated to such local education agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local education agencies in the state for the most recent Census Bureau estimate.

Funds are distributed to the local educational agencies through reimbursement requests in the electronic OMEGA system for secondary and through paper reports for postsecondary LEAs.

SECONDARY REVISED — MARCH 2015

See information provided to secondary school divisions in Superintendent's Memo 076—15, April 3, 2015 — Estimated State Allocations under the Carl D. Perkins Career and Technical Education Act of 2006 for July 1, 2015 through June 30, 2016.

Approximately 29.6 percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK—12 (as reported to NCES), who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Approximately 70.4 percent shall be allocated to such local education agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local education agencies in the state for the most recent Census Bureau estimate.

Secondary Education Program funds are distributed to the local educational agencies through electronic reimbursement requests submitted through the Single Sign—on for Web Systems (SSWS) Online Management of Educational Grant Awards (OMEGA) system for secondary LEAs.

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. (Section 122(c)(6)(A); section 202(c))

POSTSECONDARY

Specific dollar allocations made available by the eligible agency for career and technical education programs under section 132 (a)—(c) of the Act provide for the postsecondary education programs distribution of funds to the 23 Virginia Community Colleges for July 1, 2015 through June 30, 2016.

Each postsecondary institution allocation amount is determined using separate formula calculations for the number of individuals who are Federal Pell Grant recipients with and without transfer curriculum. The postsecondary institution allocation amount is the average of the two different formula calculations with a minimum $50,000 grant amount.

Blue Ridge Community College $ 51,660.66

Central Virginia Community College $ 53,078.99

Dabney S. Lancaster Community College $ 50,000.00

Danville Community College $117,434.15

Eastern Shore Community College $ 50,000.00

Germanna Community College $ 86,239.59

J.Sargeant Reynolds Community College $316,385.91

John Tyler Community College $129,236.24

Lord Fairfax Community College $ 84,680.23 Mountain Empire Community College $ 66,916.98

New River Community College $ 67,558.30 Northern Virginia Community College $380,734.83

Patrick Henry Community College $ 80,566.94

Paul D. Camp Community College $ 50,000.00

Piedmont Community College $ 75,207.03

Rappahannock Community College $ 50,000.00

Southside Community College $138,460.79

Southwest Community College $ 70,274.28

Thomas Nelson Community College $228,812.91

Tidewater Community College $661,136.85

Virginia Highlands Community College $ 61,614.34

Virginia Western Community College $119,999.35 Wytheville Community College $ 64,385.13

Postsecondary Education Program funds are distributed to the institutions through electronic reimbursement requests submitted through the Single Sign—on for Web Systems (SSWS) Online Management of Educational Grant Awards (OMEGA) system.

4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. (Section 122(c)(6)(B); section 202(c))

There are no secondary consortia in Virginia at this time.

5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. (Section 122(c)(6)(B); section 202(c))

There are no postsecondary consortia in Virginia at this time.

6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. (Section 131(a)(3))

Does not apply to Virginia.

7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b). At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2), together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Does not apply to Virginia.

b. Other Department Requirements

Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c).

There are no secondary or postsecondary consortia in Virginia at this time.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a), as required by section 131(a) and 132(a).

Virginia utilizes the formulas stated in the Perkins IV act.

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c).

REVISION: AUGUST 2015

Virginia Department of Education

Office of Career and Technical Education

CTE Reserve Funds

August 26, 2015

SECONDARY

The Virginia Department of Education has revised its procedures for the redistribution of Perkins carryover funds to require that such funds be transferred from the Local Formula Distribution, Secondary Programs — Project Code: 61095

and moved to the Reserve, Secondary Programs — Project Code: 61159. The reserve funds will be reallocated equitably to school divisions which have used 100 percent of their initial school year Perkins allocation with reallocation priority focused on industry credentialing initiatives and innovative CTE program implementation.

Effective August 27, 2015, the reserve funds information has been included in the local school divisions Perkins plan application template. Also, the reserve funds guidance has been posted on the CTE Program Administration and Management Web site.

POSTSECONDARY

The Virginia Community College System provided notice to the 23 community colleges on July 21, 2015, of the policy and procedural change referenced below, effective with the 2015—2016 Perkins Program Year. Henceforth, this information will also be included in the colleges' local Perkins plan application template.

The Virginia Community College System will continue to allocate initial Perkins awards to local college recipients based on the approved Pell Grant formula currently in use. However, significant changes have been made to the method for reallocating carryover funding. Effective Program Year 2015 community colleges must expend a minimum of 80 percent of their annual Perkins allocation by the conclusion of the grant year (June 30th) to be eligible to apply for carryover funds. This change was instituted for two primary reasons: 1) to incentivize the colleges to expend Perkins funding on approved, allowable costs in a timely manner to improve performance towards meeting established postsecondary Perkins measures; and 2) to better ensure that Perkins dollars are expended as proposed and are directed toward those Perkins measures requiring improvement.

Unobligated Perkins funds will be made available only to those colleges that have met the 80 percent expenditure minimum and will be reallocated in equitable amounts based on submission and approval of their carryover applications.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c).

SECONDARY

Effective August 27, 2015, the Virginia Department of Education has revised its procedures for the redistribution of Perkins carryover funds to require that such funds be transferred from the Local Formula Distribution, Secondary Programs — Project Code: 61095 and moved to the Reserve, Secondary Programs — Project Code: 61159. The reserve funds will be reallocated equitably to school divisions which have used 100 percent of their initial school year Perkins allocation with reallocation priority focused on industry credentialing initiatives and innovative CTE program implementation.

An annual notice of the reallocation of the reserve funds will be disseminated to school divisions in October each year.

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Letters are mailed to superintendents of public school divisions that are eligible for amounts less than $15,000. Superintendents are asked to describe the reasons why they are unable to enter into a consortia arrangement for the provision of services if their division is located in a rural or sparsely populated area. For any division that receives less than $15,000 and is not considered rural or sparsely populated, they will document to the VDOE how they will form a consortium with another division(s).

This information is reviewed by VDOE staff to ensure that appropriate requirements are met. If the division is approved for funding, a letter indicating the same is mailed to the superintendent and the assistant superintendent of finance, and the VDOE Finance Office is notified.

EDGAR CERTIFICATION TABLE

Please review the EDGAR certifications and assurances below. If your State determines that any updates are necessary, you may submit them, along with your request to extend your State plan, via the link to the Perkins State Plan Portal below.

Edgar Certifications

1. You must provide a written and signed certification that–

nnnnnnnn. **The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term 'eligible agency' means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]***

oooooooo. **The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**

pppppppp. **The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**

qqqqqqqq. **All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**

rrrrrrrr. **A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] [*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.*]**

ssssssss. **The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**

tttttttt. **The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**

uuuuuuuu. **The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

Other Assurances

204. **You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]**

205. **You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: http://www.ed.gov/fund/grant/apply/appforms/appforms.html]**

206. **You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://www.ed.gov/fund/grant/apply/appforms/appforms.html]**

207. **You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

208. **You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

209. **You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

210. **You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

211. **You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the**

geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

212. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

213. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Procedural Suggestions and Planning Reminders

- **EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, "Government-wide Requirements for Drug-Free Workplace (Financial Assistance)." Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.**
- **EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. You are also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.**
- **Under EDGAR regulations at 34CFR 85.320, your State is responsible for determining whether any of your principals of your covered transactions (i.e. subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. You may decide the method and frequency by which you do so. You may, but are not required to, check the Excluded Parties List System at the following site: http://www.epls.gov/.**

Perkins State Plan Portal

Submit the following documents to the CTE State Plan portal at https://perkins.ed.gov.

- **Request to Extend State Plan. Each eligible agency must prepare a brief cover letter, indicating that it wishes to extend its Perkins IV State Plan and transmit the required documents for the upcoming program year. This request must be in writing and signed by a State official who is authorized to act on behalf of the eligible agency. Here you may also submit any updated EDGAR certifications and assurances.**
- **Updated Budget. Each eligible agency must prepare a budget for the upcoming program year. The budget should be based on the estimated allocation tables that our office will issue under separate cover.**
- **State Proposed Performance Levels. Each eligible agency must prepare proposed performance levels for each of the core indicators of performance described in section 113(b) of Perkins IV for the upcoming program year. Proposed performance levels must take into account the following factors described in section 113(b)(3)(A)(vi) of Perkins IV: 1) how the levels of performance involved compare with the State-adjusted levels of performance established for other States, taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided; and 2) the extent to which such levels of performance promote continuous improvement on the indicators of performance by such State.**

Temporary Assistance for Needy Families (TANF)

States that include TANF in the Combined State Plan must outline how the State will meet the requirements of section 402 of the Social Security Act including how it will:

a. 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, specifically cash assistance, and become self-sufficient (section 402(a)(1)(A)(i) of the Social Security Act).

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. VIRGINIA'S TANF PROGRAM The goal of Virginia's TANF Program is to enable TANF recipients to become self—reliant. Meaningful employment is essential to achieving the goal of self—sufficiency, but not all families will be able to meet this goal in the period defined by applicable time limits. 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, and mental health issues if a disability determination has not been made and it seems likely that a barrier may be affecting the client's progress in the VIEW program. On a voluntary basis, alcohol and substance abuse screenings, not testing, are offered. 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 TANF program meets 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: Diversionary Assistance —— Diversionary 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 $1,376). In order to qualify for diversionary 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 diversionary 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. Paternity Establishment —— 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. Unless there is good cause to not cooperate, 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 due to rape or incest; (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, two 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: 1) gross income is compared to 185 percent of the standard of assistance and 2) net income is compared to 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 deducted. 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 sanctioned individuals and 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 one and two. 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 department's 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 purpose one. Target Population —— The target population is families with children at—risk being removed from the home for abuse and neglect. 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 — 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 Description of Program —— The mission of Comprehensive Health Investment Project (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 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 TANF purpose one. 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 TANF purpose one. 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 with income not to exceed 200 percent of the federal poverty level. 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 one and two. 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. (8) Domestic Violence Program Description of Program -- The services provided are crisis and core services to victims of domestic violence, including 24-hour crisis telephone service, shelter, crisis counseling, supportive counseling, information and

referral, transportation, coordination of services, legal advocacy, and basic children's services for children of victims of domestic violence. Funds may be used only to provide services and benefits that meet the TANF definition of nonassistance. The services relate primarily to TANF purpose one. Target Population -- The target population served is women who are victims of domestic violence who have dependent children with them, or who are pregnant. Eligible Families -- Program participants are limited to those 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 with income not to exceed 200 percent of the federal poverty level. Geographic Area(s) Served -- Domestic violence programs are statewide. Confidentiality Requirement -- Domestic violence programs have stringent confidentiality requirements from their other funding sources, and use these for the TANF population as well. (9) Child Abuse and Neglect Advocacy Projects Description of Program -- These projects provide for the crisis intervention, parent education, family treatment, or child and family support groups. The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose one. Target Population -- The target population is families with children at-risk being removed from the home for abuse and neglect. Eligible Families —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 — statewide Confidentiality Requirement — all records of families receiving these services and assistance are subject to strict confidentiality requirements guarding against any unauthorized disclosure of information. (10) Earned Income Credit Outreach Description of Program -- The Virginia Community Action Partnership provides outreach, education and tax preparation services via the Virginia Earned Income Tax Coalition and other community non-profit organizations to citizens who may be eligible for the federal Earned Income Tax Credit. The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose two. Target Population -- The target population is low-income working families with children. Eligible Families —Families that meet the income requirements to qualify for the earned income credit. Geographic Area(s) Served — The program is administered statewide. (11) Community Employment and Training Description of Program -- Community employment and training programs are designed to move current and former TANF clients and those with incomes 200% or less of the poverty level into meaningful employment with the prospect of a career path and wage growth. The program provides resources to expand and enhance evidence-based innovative types of service delivery efforts to address more fully the needs of the target population prior to their entry into work and during employment. Target Population -- The target population is families with children with incomes with incomes 200% or less of the federal poverty level. Geographic Area(s) Served — The program is administered statewide. (12) Northern Virginia Family Services Homeless Prevention Description of Program — Supportive services are provided that address the basic needs of families in crisis to prevent homelessness. The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose one. Eligible Families — The target population is

families with children with incomes with incomes 200% or less of the federal poverty level. Geographic Area(s) Served — Arlington, Alexandria, Fairfax, Prince William

13) Virginia Early Childhood Foundation - School Readiness

Description of Program: The Virginia Early Childhood Foundation's (VECF) vision is that every child is prepared for school, laying a foundation for workforce and life success. VECF implements this vision by informing policy and budget decisions, providing research-based expertise, and nurturing innovation. Through public and private partnerships, VECF builds capacity for increasing school readiness at the state and local levels, harnesses best practices, maximizes resources and gains efficiencies, and secures outcome-driven investments.

At the local/regional level, VECF convenes an alliance of Smart Beginnings initiatives across the Commonwealth. Smart Beginnings is a locally-driven enterprise that creates community commitment to school readiness by bringing public and private leaders together to collaborate on priorities for their youngest citizens. Local Smart Beginnings partners help communities deliver on ensuring conditions for a strong, healthy start for young children and their families. An important role for Smart Beginnings is to ensure that families can access existing programs supporting children's healthy development. VECF provides to Smart Beginnings entities resources through grant agreements, technical assistance, and peer learning opportunities. This fosters evidence-based practices, serves as a problem solver, drives policy solutions, and supports use of data to guide local decision making and strategic development. VECF creates uniform data collection and evaluation.

At the state level, VECF partners with state government to advance early childhood development, to engage the private sector, and seek private sector resources and solutions to promote school readiness (not to include organized fund raising). This informs policy and budget decisions, provides strategic direction, and sets performance targets for school readiness.

VECF's work supports families by supporting Smart Beginnings entities with (i) identifying and addressing access/challenges in existing programs for children and families, (ii) improving availability of and access to evidence-based or evidence-informed programs and practices to support healthy pregnancy, birth and child development, and (iii) increasing availability and access to evidence-based or evidence-informed services for families challenged by multiple risk factors.The program provides services which are intended to accomplish TANF purpose two.

Target Population: The target population is Smart Beginnings entities that can bring public and private leaders together to collaborate on priorities that help ensure conditions for a strong, healthy start for young children and their families.

Eligible Families: Families with young children with income less than 200% of poverty. Eligibility for specific services in the Smart Beginnings geographic areas is determined by each program (e.g., Healthy Families, CHIP or Comprehensive Health Investment Project of Virginia).

Geographic Area(s) Served: Seventeen Smart Beginnings initiatives exist that serves more than 87 jurisdictions (cities and counties).

Confidentiality Requirement: The contract between the Department of Social Services and VECF includes a confidentiality clause as follows: Any information obtained by the contractor concerning recipients of services under this contract shall be treated as confidential in accordance with the relevant provisions of all pertinent state and federal laws.

b. Require a parent or caretaker receiving assistance to engage in work (defined by the State) once the State determines the parent or caretaker is ready to engage in work, or once he or she has received 24 months of assistance, whichever is earlier, consistent with the child care exception at 407(e)(2) (section 402(a)(1)(A)(ii) of the Social Security Act)

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.

Agreement of Personal Responsibility —— The agreement of personal responsibility must be signed by all VIEW participants. It 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.

Time—Limit —— 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.

VIEW Participation - Individuals must participate in VIEW, Virginia's TANF employment and training program, unless otherwise exempt. 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. Per the Code of Virginia §63.2-609 and 45 CFR 261.22(c)1 and (2), this exemption is limited to a period of no more than 12 months in a lifetime.

(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. Medical and dental services are paid for with state funds.

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 — 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.

c. Ensure that parents and caretakers receiving assistance engage in work in accordance with section 407 (section 402(a)(1)(A)(iii) of the Social Security Act)

Clients are placed in an approved work activity immediately after being enrolled and assessed. Work activities include job search, job readiness, subsidized employment, unsubsidized employment, community work experience, public service, on—the—job training, job skills training, and vocational education.

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.

After an initial assessment, an Activity and Service Plan is developed with the participant that outlines the activities that the participant will engage in. All hours of participation must be verified. The case manager follows up with those that fail to participate appropriately to determine the cause of the failure to participate, and determines the appropriate action depending upon the circumstances. The follow-up action could include providing accommodations or may result in sanctioning the participant.

Monitoring occurs at several different levels. Local departments of social services are primarily responsible for ensuring that recipients appropriately participate. Work participation rate reports are made available to local agency staff and supervisors for monitoring purposes. There are five regional social services offices in the Commonwealth. Each regional office has a TANF Program Consultant that is responsible for monitoring local agency performance including conducting case readings and requiring corrective action plans, if needed. This monitoring includes monitoring of the placement of TANF recipients in work activities and the local department's work participation rate. State staff monitor local performance regarding the employment and training program, VIEW.

Earned Income Disregard —— Earnings 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 are disregarded in the computation of the amount of assistance.

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.

Transitional Child Care and Transportation —— 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 cash assistance 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.

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.

d. 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 (section 402(a)(1)(A)(iv) of the Social Security Act)

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).

e. Establish goals and take action to prevent and reduce out-of-wedlock pregnancies, with special emphasis on teenage pregnancies (section 402(a)(1)(A)(v) of the Social Security Act)

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 34.3% by the end of 2020.

The Commonwealth has several TANF-funded initiatives aimed at preventing and reducing out of wedlock pregnancies.

Long-Acting Reversible Contraception (LARC)

This program increases education about reproductive choices available to women throughout the Commonwealth and aims to expand access to long acting reversible contraception. The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose 3.

Resource Mothers - The Virginia Department of Health administers the Resource Mothers Program. Studies have found that siblings of pregnant and parenting teens are at higher risk for early premarital sexual activity, out-of-wedlock births, and school dropout than siblings of non-pregnant/non-parenting teens. Adult mentoring relationships, involvement in community activities, and establishment of future goals have been found to counterbalance the pressure towards risky sexual behaviors and other negative behaviors. The Virginia Resource Mothers' home visitors working with pregnant and parenting teens will refer younger non-pregnant sisters, ages 9-15, to a mentoring program. Health promotion, avoidance of non-marital sexual activity, connection to the community, development of leadership skills, and identification of future goals will be encouraged through the mentoring relationships and through community projects. Goals are designed to meet the TANF program objectives to "prevent and reduce out-of-wedlock pregnancies."

Boys and Girls Clubs - Through the Boys and Girls Clubs, programming is focused on the expansion of community-based prevention and mentoring programs to improve school readiness and to alleviate conditions that lead to teen pregnancy. It also works with parents to help identify family/child strengths and barriers and encourages parental support of positive academic behaviors and attitudes.

f. 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 to include men (section 402(a)(1)(A)(vi) of the Social Security Act)

The department promotes on-going efforts in order to provide education and training about the problems related to statutory rape. Statutory rape laws in Virginia are enforced throughout the state and prevention is a large part of the strategy to reducing statutory rape is preventative work. The Virginia Department of Health conducts an educational program to increase awareness of statutory rape. The Department of Health also maintains a website that provides information statutory rape prevention, including relevant state laws, advice for adolescents, and educational resources. (www.vdh.virginia.gov/statutory-rape-prevention) The Department of Criminal Justices Services offers training called "Males and Violence: Engaging Men and Boys as Survivors, Advocates and Change Agents" which brings together mental health clinicians, social workers, victim advocates, and law enforcement. This included training on engaging men and boys in prevention efforts. The Division of Child Support Enforcement continues to make presentations that target men about the consequences of out-of wedlock pregnancies.

g. 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 a place described in section 408(a)(12), including a plan to ensure that recipients of the assistance have adequate access to their cash assistance (section 402(a)(1)(A)(vii) of the Social Security Act)

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 misspend 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.

h. Ensure that recipients of assistance provided under the State program funded under this part have the ability to use or withdraw 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 (section 402(a)(1)(A)(viii) of the Social Security Act)

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 the GOCard, there is a significant network of automated teller machines (ATMs) that include non—restricted ATMs in every county and city in the Commonwealth. The GoCard 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 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 MasterCard. There are no fees for withdrawals from network (MoneyPass) ATMs. There are over 600 MoneyPass ATMs in Virginia. For out of network ATMs, there is no fee for two ATM withdrawals each month. After two withdrawals at non-network ATMs, there is a fee of $1.00 per withdrawal. Participants may make two free withdrawals per month from a teller in a bank location that displays the MasterCard logo. 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 at GoProgram.com.

i. Indicate whether it intends to treat families moving from another State differently from other families under the program, and if so how (section 402(a)(1)(B)(i) of the Social Security Act)

Virginia does not treat families who move into the Commonwealth differently from current Virginia residents regarding the receipt of TANF benefits.

j. Indicate whether it intends to provide assistance to non-citizens, and if so include an overview of the assistance (section 402(a)(1)(B)(ii) of the Social Security Act)

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. Alien Status is verified by documents provided by the alien. Once documentation is provided, the validity of the documentation is determined by comparing the information with immigration records maintained by USCIS. This is accomplished through the Systematic Alien Verification for Entitlements (SAVE) program.

k. 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 it will provide opportunities for recipients who have been adversely affected to be heard in a State administrative or appeal process (section 402(a)(1)(B)(iii) of the Social Security Act)

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.

l. Indicate whether the State intends to assist individuals to train for, seek, and maintain employment (Section 402(a)(1)(B)(v) of the Social Security Act)—

1. providing direct care in a long-term care facility (as such terms are defined under section 1397j of this title); or

2. in other occupations related to elder care, high-demand occupations, or occupations expected to experience labor shortages as, 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 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.

m. Provide for all MOE-funded services the following information: the name of the program benefit or service, and the financial eligibility criteria that families must meet in order to receive that benefit or service. In addition, for TANF MOE-funded services (co-mingled or segregated MOE) describe the program benefit provided to eligible families (SSP services do not have to include a description but the Department of Health and Human Servicecs encourages it) (§263.2(b)(3) & §263.2(c) preamble pages 17826-7)

The following are programs for which the State claims MOE expenditures.

Temporary Assistance for Needy Families (TANF) — Cash Assistance The TANF assistance unit consists of the parents and their children living with them who meet

the non-financial requirements of eligibility, such as age, relationship, and citizenship. In constructing the assistance unit, the following persons must be included 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. Additional eligibility requirements applicable to children: • The child must be under age 18, or if age 18 must be attending school and expected to complete high school by age 19; • The child must be living in the home of a parent or other relative except for temporary absences of up to 60 consecutive days; and • The child must reside in Virginia. Additional eligibility requirements applicable to the family: • To qualify for assistance, the assistance unit's countable income must pass a gross income screening at 185% of the standard of assistance and a net income screening at the standard of assistance, based on the unit'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. • Clients who do not meet an exemption are required to participate in a work activity. Once a family member agrees, in writing, to participate in the employment program, the unit's earnings are evaluated in comparison to 100% of the federal poverty level, based on assistance unit size.

Virginia Initiative for Employment not Welfare (VIEW)

The VIEW Program is the work component of the TANF Program. VIEW requires able-bodied parents with children over the age of 12 months to participate in the program. All unemployed participants are assigned initially to job search. If not employed at the end of job search, participants are placed in another work activity. VIEW participants receive earned to allow eligibility up to 100% of the federal poverty limit and are eligible to receive income disregards and transitional support services including childcare and transportation. After the 24-month time limit is reached, the family is ineligible for TANF cash assistance for 24 months.

Child Care Program

Child care services are those activities that assist eligible families in the arrangement and purchase of child care for children. It also includes activities that promote parental choice, consumer education to help parents make informed choices about child care, activities to enhance health and safety standards, and activities that increase and enhance child care and early childhood resources in the community. The eligible family includes at least one child under the age of 13 or a child under the age of 18 if they are physically or mentally incapable of caring for themselves or if they are subject to court supervision, and there is a need for child

care to support employment, approved education or training or for reasons related to child protective services, and the family meets income eligibility requirements for the locality in which they live (150%, 160%, 185%, or 250% of the federal poverty level).

Virginia Pre-school Initiative

The Virginia Pre-school Initiative provides supportive services to income-eligible families with four-year old children. Localities that participate must ensure that the program operates at least six hours per day and conforms to the school calendar year to ensure the program meets the needs of working parents. Families participating in the Virginia Pre-school Initiative may receive assistance with Early Childhood Education and Development, Social Services, Children's Health Assessments and Parent Education. To be considered an eligible family, the family has to have a dependent child and income under 200% of the federal poverty level.

Family Preservation Services Preservation Services include pre-placement prevention services designed to help children remain in the home, services to provide follow-up care to families when a child is returned from foster care, and services designed to improve parenting skills. To be considered an eligible family, the family has to have a dependent child and income under 200% of the federal poverty level.

Domestic Violence Services

Domestic violence services include education, help in obtaining needed resources, access to emergency shelter and development of safety plans. The program makes available hotlines, crisis intervention, advocacy for victims and children, support groups, emergency transportation, and community education. All victims are eligible for local Domestic Violence Services, with eligibility for specific services based on income. Referrals are made to the local DSS agencies for determination of TANF eligibility.

VIEW Transitional Payment (VTP)

VIEW participants who are employed at least 30 hours per week and lose TANF eligibility are eligible to receive a monthly payment to assist with employment expenses and to encourage greater employment retention. VTP eligibility lasts for 12 months and participants may earn up to 200% of the federal poverty limit.

TANF Certifications

States that include TANF in the Combined State Plan must provide a certification by the chief executive officer of that State, that during the fiscal year, the State will:

Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act) Yes

Operate a foster care and adoption assistance program under the State Plan approved under part E, and that the State will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical

assistance under The Unified or Combined State Plan under title XIX. (section 402(a)(3) of the Social Security Act) Yes

Specify which State agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and private sector organizations (section 402(a)(4) of the Social Security Act)—have been consulted regarding the plan and design of welfare services in the State so that services are provided in a manner appropriate to local populations; Yes

Specify which State agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and private sector organizations (section 402(a)(4) of the Social Security Act)—have had at least 45 days to submit comments on the plan and the design of such services Yes

Provide each member of an Indian tribe, who is domiciled in the State and is not eligible for assistance under a tribal family assistance plan approved under section 412, with equitable access to assistance under the State program funded under this part attributable to funds provided by the Federal Government. (section 402(a)(5) of the Social Security Act) Yes

Establish and enforce 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 program, kickbacks, and the use of political patronage. (section 402(a)(6) of the Social Security Act) Yes

(optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).— screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals; No

(optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).— refer such individuals to counseling and supportive services; No

(optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).—waive, pursuant to a determination of good cause, other program requirements such as time limits (for so long as necessary) for individuals receiving assistance, residency requirements, child support cooperation requirements, and family cap provisions, in cases where compliance with such requirements would make it more difficult for individuals receiving assistance under this part to escape domestic violence or unfairly penalize such individuals who are or have been victimized by such violence, or individuals who are at risk of further domestic violence No

Employment and Training programs under the Supplemental Nutrition Assistance Program (Programs

authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

a. General Requirements

The State agency must prepare and submit an Employment and Training (E&T) Plan to its appropriate Food and Nutrition Service (FNS) Regional Office. The E&T Plan must be available for public inspection at the State agency headquarters. A State agency may include its plan for the SNAP E&T program in a Combined Plan under WIOA but will require FNS approval prior to implementation and must continue to make a copy of the plan available for public inspection. If a State includes SNAP E&T in a Combined Plan under WIOA, the State agency will detail the following for each year covered by the Combined Plan:

1. The nature of the E&T components the State agency plans to offer and the reasons for such components, including cost information. The methodology for State agency reimbursement for education components must be specifically addressed;

As directed by FNS, table information has been sent to the Regional and federal FNS. Non-Education, Non-Work Components Job Search Description 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.

Geographic area Target audience (e.g., homeless, re-entry population, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated monthly cost* Provider(s) Reporting measure(s) if > 100 participants per year 25 local jurisdictions served by 22 local DSS with SNAP E&T located throughout the state. 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. All agencies participate except for King and Queen County. Work registrants, including ABAWDs and non-work registrants. In some areas certain categories are given priority such as ex-offenders (returning citizens) and ABAWDs. 196 $143,939 Local DSS agencies in the geographic areas listed and WIOA program. The percentage and number of program participants who received Job Search services and are in unsubsidized employment upon completion of the component. Collected through the State's Data Warehouse by using available information in the reporting system. A Data Dictionary is established describing the process of gleaning the specific information

required to produce a USDA SNAP E&T report. * Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.

Job Search Training Description 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).

Geographic area Target audience (e.g., homeless, re-entry population, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated monthly cost* Provider(s) Reporting measure(s) if > 100 participants per year Same as those listed in Job Search-25 local jurisdictions served by 22 local DSS with SNAP E&T. All agencies participate. Work registrant, including ABAWDs and non-work registrants. In some areas certain categories are given priority such as ex-offenders (returning citizens) and ABAWDs. 77 $25,957 Contractors, WIOA or local agencies The percentage and number of program participants who received Job Search Training services and are in unsubsidized employment upon completion of the component. Collected through the State's Data Warehouse by using available information in the reporting system. A Data Dictionary is established describing the process of gleaning the specific information required to produce a USDA SNAP E&T report.

Job Retention Services Description Services related to maintaining employment during the first 90 days of employment. Such supportive services as transportation assistance are provided until a worker is established in a job. Geographic area Target audience (e.g., homeless, re-entry population, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated monthly cost* Provider(s) Reporting measure(s) if > 100 participants per year Same as those listed in Job Search-25 local jurisdictions served by 22 local DSS with SNAP E&T. All agencies participate.

Work registrants, including ABAWDs and non-work registrants. In some areas certain categories are given priority such as ex-offenders (returning citizens) and ABAWDs. 17 $9,040 Local agencies Not a reportable measure as this is designed to keep participants employed by supplying necessary services during the first 90 days of employment.

Education Components Education Description 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 3rd and 6th grade level.

Geographic area Target audience (e.g., homeless, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated monthly cost* Provider(s) Reporting

measure(s) if > 100 participants per year Same as those listed in Job Search-25 local jurisdictions served by 22 local DSS with SNAP E&T. All agencies participate.

Work registrants, including ABAWDs and non-work registrants. In some areas certain categories are given priority such as ex-offenders (returning citizens) and ABAWDs. 28 $43,143 MOUs and contracts with community colleges and private training institutions. The percentage and number of program participants who received Educational services and are in unsubsidized employment upon completion of the component. Collected through the State's Data Warehouse by using available information in the reporting system. A Data Dictionary is established describing the process of gleaning the specific information required to produce a USDA SNAP E&T report. Using the same process will capture the % and of participants who obtain a recognized credential while participating or after completion of the component. * Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.

Education and Training for Ex-Offenders Description 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.

Geographic area Target audience (e.g., homeless, re-entry population, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated monthly cost* Provider(s) Reporting measure(s) if > 100 participants per year Same as those listed in Job Search-25 local jurisdictions served by 22 local DSS with SNAP E&T and other DSS agencies. A requirement is that a Re-entry organization be a partner and have an agreement with the local DSS agency to refer. SNAP participants who have been incarcerated and need help in preparing for a job. 7 $14,777 Pre-and Post-Incarceration Services (PAPIS) providers. The percentage and number of program participants who received Education and Training for Ex-offender services and are in unsubsidized employment upon completion of the component. Collected through the State's Data Warehouse by using available information in the reporting system. A Data Dictionary is established describing the process of gleaning the specific information required to produce a USDA SNAP E&T report. Using the same process will capture the % and of participants who obtain a recognized credential while participating or after completion of the component.

Vocational Training Description 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.

Geographic area Target audience (e.g., homeless, re-entry population, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated monthly cost*

Provider(s) Reporting measure(s) if > 100 participants per year Same as those listed in Job Search-25 local jurisdictions served by 22 local DSS with SNAP E&T. All agencies participate.

Work registrants, including ABAWDs and non-work registrants. In some areas certain categories are given priority such as ex-offenders (returning citizens) and ABAWDs. 20 $43,099 MOUs and contracts with community colleges and private institutions The percentage and number of program participants who received Vocational Training and are in unsubsidized employment upon completion of the component. Collected through the State's Data Warehouse by using available information in the reporting system. A Data Dictionary is established describing the process of gleaning the specific information required to produce a USDA SNAP E&T report. Using the same process will capture the % and of participants who obtain a recognized credential while participating or after completion of the component.

Community College Vocational Training Description Training for specific jobs that are in demand in the area. SNAP E&T participants are referred to Northern Virginia Community College by the local Departments of Social Services. Geographic area Target audience (e.g., homeless, re-entry population, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated monthly cost* Provider(s) Reporting measure(s) if > 100 participants per year Fairfax County, Arlington County, Prince William County and the City of Alexandria Work registrants including ABAWDs and non-work registrants who need training to find a job and who have the interest and aptitude to successfully complete the training. 7 $20,833 MOU with Northern Virginia Community College The percentage and number of program participants who received community college vocational training and are in unsubsidized employment upon completion of the component. Collected through the State's Data Warehouse by using available information in the reporting system. A Data Dictionary is established describing the process of gleaning the specific information required to produce a USDA SNAP E&T report. Using the same process will capture the % and of participants who obtain a recognized credential while participating or after completion of the component.

Work Components Work Experience Description 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.

Geographic area Target audience (e.g., homeless, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated monthly cost* Provider(s) Reporting measure(s) if > 100 participants per year Same as those listed in Job Search-25 local jurisdictions served by 22 local DSS with SNAP E&T. Hampton City only provides this service if the participant specifically requests it. Work registrants, including

ABAWDs and non-work registrants. In some areas certain categories are given priority such as ex-offenders (returning citizens) and ABAWDs. 16 $7,142 Local companies and non-profits The percentage and number of program participants who received work experience and are in unsubsidized employment upon completion of the component. Collected through the State's Data Warehouse by using available information in the reporting system. A Data Dictionary is established describing the process of gleaning the specific information required to produce a USDA SNAP E&T report.

2. An operating budget for the Federal fiscal year with an estimate of the cost of operation for each Federal fiscal year covered by the Combined Plan. Any State agency that requests 50 percent Federal reimbursement for State agency E&T administrative costs, other than for participant reimbursements, must include in its plan, or amendments to its plan, an itemized list of all activities and costs for which those Federal funds will be claimed, including the costs for case management and casework to facilitate the transition from economic dependency to self-sufficiency through work. Costs in excess of the Federal grant will be allowed only with the prior approval of FNS and must be adequately documented to assure that they are necessary, reasonable and properly allocated. A State must submit a plan amendment to request budget adjustments at least 30 days prior to planned implementation;

As directed by FNS, table information has been sent to the Regional and federal FNS. An operating Budget for the Federal fiscal year with an estimate of the cost of operation for each Federal fiscal year covered by the Combined Plan.

States should utilize the following operating budget and planned federal fiscal year costs table formats:

Section I: Operating Budget and Budget Narrative

State cost Federal cost Total

I. Direct Costs:

a) Salary/Wages

b) Fringe Benefits* Approved Fringe Benefit Rate Used _____%

c) Contractual Costs (Admin Only 1,067,665 2,627,496 3,695,161

d) Non-capital Equipment and Supplies

e) Materials

f) Travel

g) Building/Space

h) Equip& Other Capital Expenditures

Total Direct Costs 1,067,665 2,627,496 3,695,161

II. Indirect Costs:

Indirect Costs*Approved Indirect Cost Rate Used:_____% N/A

III. In-kind Contribution

State in-kind contribution N/A

Total Administrative Cost (Total of items I, II, and III) 1,067,665 2,627,496 3,695,161

100 Percent Federal E&T Grant 1,559,831 1,559,831

50 percent Additional Administrative Expenditure 1,067,665 1,067,665 2,135,330

IV. Participant Reimbursement (State plus Federal):

a) Dependent Care (including contractual costs) 48,750 48,750 97,500

b) Transportation & Other Costs (including contractual costs) 230,000 230,000 460,000

c) State Agency Cost for Dependent Care Services N/A

Total 50 percent Participant Reimbursement Expenses 278,750 278,750 557,500

V. Total Costs 1,346,415 2,906,246 4,252,661

*** Attach an approval letter from the cognizant agency identifying the indirect cost rate being used.**

Section J: Budget Narrative and Justification

Item Narrative

I. Direct Costs:

a) Salary/Wages

b) Fringe Benefits* Approved Fringe Benefit Rate Used _____%

c) Contractual Costs Funding for all local staff costs, as well as funds for on-line learning, the Ex-offender program, community college partnership to train SNAP E&T participants and worker's

compensation payment for work experience participants.

d) Non-capital Equipment and Supplies

e) Materials

f) Travel

g) Building/Space

h) Equipment & Other Capital Expenditures

II. Indirect Costs:

III. State In-kind Contribution

IV. Participant Reimbursements

a) Dependent Care Dependent care services are provided by local child care personnel in local agencies. The cost is split 50/50 state and federal. SNAP E&T personnel do not handle this cost.

b) Transportation & Other Costs Supportive services are offered at local agencies to enable SNAP E&T participants to participate in components, and for 90 days after employment, if the employment is directly related to the components completed.

c) State Agency Cost for Dependent Care Services N/A

3. The categories and types of individuals the State agency intends to exempt from E&T participation, the estimated percentage of work registrants the State agency plans to exempt, and the frequency with which the State agency plans to reevaluate the validity of its exemptions;

3. The categories and types of individuals the State agency intends to exempt from E&T participation, the estimated percentage of work registrants the State agency plans to exempt, and the frequency with which the State agency plans to reevaluate the validity of its exemptions. Section F: Estimated Participant Levels I. Anticipated number of work registrants in the State during the Federal FY (unduplicated count): 260,000 II. Estimated Number of Work Registrants Exempt from E&T 260,000 List below planned State option exemption categories and the number of work registrants expected to be included in each during the Federal FY 2018: 1.Individuals 17 years of age and younger or 50 years of age or older: 2. Individuals who at the time of evaluation, are medically certified as unfit for regular employment, as determined by VDSS: 3. Individuals who reside in a household with a minor child: 4. Pregnant Women: 5. Individuals who reside in an exempt locality: *All work registrants will be exempt from mandatory SNAP E&T participation, as Virginia's program is voluntary.

1,200

24,250

100,000

3,290 42,900

III. Percent of all work registrants exempt from E&T (line II/line I) 100% IV. Anticipated number of mandatory E&T participants (line I — line II) 0 V. Anticipated number of voluntary E&T participants 3,690 VI. Anticipated number of ABAWDs in the State during the Federal FY 37,500 VII. Anticipated number of ABAWDs in waived areas of the State during the Federal FY 9,500 VIII. Anticipated number of ABAWDs to be exempted under the State's 15 percent ABAWD exemption allowance during the Federal FY 0 IX. Number of potential

at—risk ABAWDs expected in the State during the Federal FY (line VI—(lines VII+VIII)) 28,000

4. The characteristics of the population the State agency intends to place in E&T;

4. The characteristics of the population the State agency intends to place in E&T. All work registrant will be exempt from being mandatory SNAP E&T participants, as Virginia's program is voluntary; however, ABAWDs will be targeted as well as ex—offenders in certain areas of the state.

5. The estimated number of volunteers the State agency expects to place in E&T;

5. The estimated number of volunteers (not work registrants) the State agency expects to place in E&T. It is estimated that not more than 15% of SNAP E&T participants will be volunteers.

6. The geographic areas covered and not covered by the E&T Plan and why, and the type and location of services to be offered

The geographic areas covered and not covered by the E&T Plan and why, and the type and location of services to be offered. There are 24 local agencies serving 27 localities. These localities are found throughout the state. As there is limited funding, there is not, at this time, the opportunity to serve other areas. The local areas covered are: Arlington County, Brunswick County, Bedford, Botetourt, Fairfax County, Henry County/Martinsville, King and Queen County, Pittsylvania County, Prince William County, Roanoke County, Rockbridge County/Lexington/Buena Vista, Surry County, Tazewell County, Alexandria, Bristol, Chesapeake, Danville, Hampton, Newport News, Norfolk, Portsmouth, Richmond City, Roanoke City, Virginia Beach. Services to be offered include: Job Search, Job Search Training, Work Experience, Vocational Training and Education and Job Retention. In addition, certain areas will offer services to ex—offenders utilizing state funds and federal match.

7. The method the State agency uses to count all work registrants as of the first day of the new fiscal year;

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.

8. The method the State agency uses to report work registrant information on the quarterly Form FNS–583

1. Management Information System (MIS) Method

a. Type of MIS SNAP application and eligibility data is maintained in VaCMS (Virginia Case Management System). SNAP E&T case data is part of this

automated system. The system is available for case management and reporting for the SNAP E&T Program. All required program reports (monthly and quarterly) have been or will be produced by this new system.

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.

Information available in VaCMS is used to complete the FNS—583.

9. The method the State agency uses to prevent work registrants from being counted twice within a Federal fiscal year. If the State agency universally work registers all SNAP applicants, this method must specify how the State agency excludes those exempt from work registration under 7 C.F.R. §273.7(b)(1). If the State agency work registers nonexempt participants whenever a new application is submitted, this method must also specify how the State agency excludes those participants who may have already been registered within the past 12 months as specified under 7 C.F.R. §273.7(a)(1)(i);

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.

10. The organizational relationship between the units responsible for certification and the units operating the E&T components, including units of the statewide workforce development system, if available. FNS is specifically concerned that the lines of communication be efficient and that noncompliance by the participant be reported to the certification unit within 10 working days after the noncompliance occurs;

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. There is a Communications Form used to alert the eligibility unit when someone is out of compliance. Reports of non—compliance are required to be done within 10 working days.

11. The relationship between the State agency and other organizations it plans to coordinate with for the provision of services, including organizations in the statewide workforce development system, if available. Copies of contracts must be available for inspection;

The One—Stop system as part of the WIOA Network, the Department of Criminal Justice Services to serve Ex—Offenders, the Virginia Community College System for training and the Department of Aging and Rehabilitation (DARS). In addition VDSS has a contract with a private contractor to provide on—line services such as GED preparation.

12. The availability, if appropriate, of E&T programs for Indians living on reservations after the State agency has consulted in good faith with appropriate tribal organizations;

N/A

13. If a conciliation process is planned, the procedures that will be used when an individual fails to comply with an E&T program requirement. Include the length of the conciliation period

N/A

14. The payment rates for child care established in accordance with the Child Care and Development Block Grant provisions of 45 CFR 98.43, and based on local market rate surveys.

The amount of funds that can be expended on each SNAP E&T participant is limited to $325.00 per participant per year.

15. The combined (Federal/State) State agency reimbursement rate for transportation costs and other expenses reasonably necessary and directly related to participation incurred by E&T participants. If the State agency proposes to provide different reimbursement amounts to account for varying levels of expenses, for instance for greater or lesser costs of transportation in different areas of the State, it must include them here.

An average of $50 per participant in need of transportation assistance will be provided each month.

16. Information about expenses the State agency proposes to reimburse. FNS must be afforded the opportunity to review and comment on the proposed reimbursements before they are implemented.

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.)

b. Able-bodied Adults without Dependents (ABAWD)

A State agency interested in receiving additional funding for serving able-bodied adults without dependents (ABAWDs)* subject to the 3-month time limit, in accordance with 7 C.F.R. §273.7(d)(3), must include the following for each Federal fiscal year covered by the Combined Plan under WIOA: *7 CFR § 273.7(c)(7)

1. Its pledge to offer a qualifying activity to all at-risk ABAWD applicants and recipients

Its pledge to offer a qualifying activity to all at-risk ABAWD applicants and recipients;

2. Estimated costs of fulfilling its pledge

3. A description of management controls in place to meet pledge requirements

4. A discussion of its capacity and ability to serve at-risk ABAWDs.

5. Information about the size and special needs of its ABAWD population

6. Information about the education, training, and workfare components it will offer to meet the ABAWD work requirement.

c. Plan Modification

If FNS determines that the performance of a State agency with respect to employment and training outcomes is inadequate, FNS may require the State agency to make modifications to the State E&T plan to improve the outcomes.*

_____

***7 U.S.C. 2025(h)(5)(E) as amended by Agricultural Act of 2014 .**

Funding Disclaimer

Funds may not be available when SNAP E&T portions of a Combined State Plan under WIOA are approved. FNS's obligation after approving a SNAP E&T plan submitted as part of a Combined State Plan is contingent upon the availability of an appropriation from which payment can be made. Any FNS funding resulting from an approval of a SNAP E&T plan submitted as part of a Combined State Plan is subject to FNS receiving sufficient funds (in the Program Financial Control System for FNS) to fund this and all prior approved SNAP E&T plans submitted as part of a Combined State Plan in their entirety in the time and date order received. Federal reimbursement to States for 50 percent of State administrative expenditures and for participant reimbursements is subject to the above conditions.

Trade Adjustment Assistance (TAA)

There are no program-specific state planning requirements for TAA. If the state includes TAA in a Combined State Plan, the state must incorporate TAA in its responses to the common planning elements in sections II, III, IV, and V of the WIOA State Plan requirements instrument.

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 Navigators

In January of 2018, the Trade Adjustment Assistance Unit created Trade Navigator positions with the intention of increasing the number of trade petitions filed with the U.S. Department of Labor. Trade navigators will plan and coordinate the delivery of customized Rapid Response (RR) services and benefits under the Federal Trade Adjustment Assistance (TAA) Program. The navigators will focus on both small and large employers, and their respective employees who are impacted by layoffs due to foreign competition.

The Trade Navigators will work collaboratively with the Rapid Response team, and other One-Stop Career Center partners to provide immediate assistance and coordinate services for eligible employers during an impending or actual layoff. Trade Navigators will identify potential Trade impacted employers at risk of experiencing layoffs or plant closures within the community. Navigators will provide technical assistance on program services and assist with filing a petition with the U.S. Department of Labor's Office of Trade Adjustment Assistance (OTAA). In addition to assisting with petitions, navigators will coordinate layoff aversion strategies, including requesting assistance through the Trade Adjustment Assistance for Firms (TAAF) Program to enhance competitive and operational viability and develop and implement on-the-job training (OJT) opportunities.

Has the state incorporated TAA into the sections indicated above? No

Jobs for Veterans' State Grants

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to (including DC, PR, VI and Guam). 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). Currently, VETS JVSG operates on a five-year (FY 2015-2019), multi-year grant approval cycle modified and funded annually.

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. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

a. How the State intends to provide employment, training and job placement 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 LVER is designated as the Chief of Veteran Services with the responsibility to manage the Virginia Jobs for Veterans State Grant program and to provide direct supervision and oversight for the Virginia Employment Commission's JVSG staff. Three LVERs are designated as LVER Regional Managers responsible for providing supervision for Lead LVERS (LLVERs) and DVOPs within their assigned regional geographic areas. Fifteen LVERs are designated as Lead LVERs (LLVERs). In this role LLVERs perform their traditional statutory role within their assigned geographic area 70% of the time. The remaining time is 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. Three DVOPs are assigned as Intensive Service Coordinators (ISCs), these staff members are located in the Fredericksburg, Hampton, and Wytheville offices.

The VEC recently conducted an analysis of the veteran population in each local workforce development area (LWDA) 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 of the JVSG staff 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 who 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.

LLVER 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. LLVER staff train WP funded employees to network for veterans and comply with priority of service requirements.

b. The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance;

The specific duties of DVOP specialists and LLVER 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 or training that lead to employment 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. Lead Local Veteran Employment Representative (LLVER) Staff

The LLVER responsibilities are specifically targeted to promote the advantages of hiring veterans to employers, employer associations, and business groups. LLVER roles and responsibilities are consistent with 38 U.S.C. § 4104, VPL 07-10 and VPL 03-14.

As such, the LLVER serves an important role in Virginia's Business Services Delivery Model. In coordination with the other members of the business services team, the LLVER advocates for employment and training opportunities through outreach to employers, training facilities, unions, apprenticeship programs, and private and government businesses. The LLVER also participates in Job Fairs, promotes programs that offer licensing and credentialing opportunities, and develops and makes presentations to employers. Each LLVER must provide a monthly report to the Regional LVER manager 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 One Stop 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.

LLVER 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. The manner in which DVOP specialists and LVER staff are integrated into the State's employment service delivery system or one-stop delivery system partner network;

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. The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;

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 veterans with disabilities; — 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 in the amount of $1,000. 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.

On 1 March and 1 August first of each year, supervisors will submit recommendations of names and amount not to exceed $1,000 per individual and/or per incident of achievement to the Chief, Veteran Services. There will be three level of awards designated: Gold ($1,000), Silver ($750) and Bronze ($500). This submission will also include a narrative report that identifies the number and type

of activities extended to veterans and their outcome in no more than one page, not including additional documentation in the form of VWC or other data can be attached. The criteria for the award type will include, but is not limited to, Department of Labor performance measures for LVERs and DVOPs and performance measures established by the Virginia Employment Commission and partner agencies.

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 proposed by of the Chief, Veterans 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. The populations of veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

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 as indicated by issuance of DD form 2978 ; — 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. How the State implements and monitors the administration of priority of service to covered persons;

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 Participant Individual Record Layout (PIRL) 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. How the State provides or intends to provide and measure, through both the DVOP and one-stop delivery system partner staff:

1. job and job training individualized career services,

The VEC will use reports from the Virginia Workforce Connection (VWC) to ascertain services provided. Reports are generated monthly and quarterly. Reports are sorted by Region, Local Offices and Individual DVOPS. Capability exists to also view and track individual veterans and eligible spouses. In addition VEC conducts an Intensive Services Analysis on a monthly basis in which we review the raw number of veterans provided intensive services and the percentage of Veterans provided intensive services in comparison to the total number of veterans served. VEC will also monitor on a quarterly and semi-annual basis veteran's average earnings and veteran's retention rate (6 months)

2. employment placement services, and

Reports from the VWC will be used to ascertain employment placement services data on a monthly and quarterly basis by Region, Local Office and DVOP. Specifically, to quantify the VEC effectiveness of employment services Veterans average earnings and Disabled veterans employment retention rates will be viewed on a quarterly, semi-annual and annual basis. Percentage of veterans employed in comparison to number of Veterans actually served will be used to measure the effectiveness of VEC's veteran placement services. Intensive services provided divided by the number of veterans served will provide a measure of percentage of veterans serviced with SBE.

3. job-driven training and subsequent placement service program for eligible veterans and eligible persons;

The VWC reports and intensive service analyses are generated monthly to measure job-driven training and subsequent placement service provided to eligible veterans and spouses. Specifically, on a monthly and quarterly basis, the percentage of successful transitions will be measured by dividing the number of veterans in training by the number of veterans placed into jobs. Regional LVER Managers will review the Intensive Services Analysis Report in conjunction with a detailed management report to ensure that each individual veteran engaged in a job-driven training program is either placed into a job (or moving towards placement) after completion of their job-driven training.

h. The hire date along with mandatory training completion dates for all DVOP specialists and LVER staff; and

Provided below, is a list of the hire date along with the mandatory completion dates for all DVOP specialist and LVER staff. The VEC currently has 3 JVSG staff members who have not attended mandatory training within 18 months of entering the program.

Staff Member Date of Hire NVTI Training Date

Babb-Bermudez, Serena LVER

12/10/2015 6/16/2017

Barnes, Michael DVOP

11/25/2010 4/29/2011

Bogoslawski, Michael LVER

10/2/2009 7/29/2011

Bowersock, MaryAnn DVOP

10/1/2001 5/19/2006

Briones, Ron LVER

8/1/2002 3/18/2011

Britz, Allan LVER

11/10/2006 2/19/2010

Brooks, Donald DVOP

3/25/2017 6/30/2017

Burchette, Gerald DVOP

2/1/2002 9/30/2005

Butler, James DVOP

8/10/2011 4/13/2012

Bynum, Benjamin DVOP

7/10/2017

Campbell, Joel DVOP

11/25/2015 11/22/2013

Carroll, Leah DVOP

4/25/2017 6/30/2017

Clemons, Kurt DVOP

3/16/2003 5/7/2010

DeBose, David LVER

2/19/2013 6/21/2013

Downey, James DVOP

11/25/2005 9/18/2009

Dupass, Edward LVER

12/10/2015 6/16/2017

Ellsworth, Rex LVER

5/10/2017 6/30/2017

Fitzgerald, Robert DVOP

4/13/2014 10/31/2014

Frye, James DVOP

8/10/2009 12/12/2014

Gilliam, Thomas DVOP

11/10/2008 9/18/2009

Glass, Paige LVER Regional Manager

6/10/2008 4/3/2009

Graham, Lakia DVOP

1/10/2017 6/16/2017

Groseclose, Dawn R. DVOP

7/25/2004 1/28/2005

Guerin, Charles DVOP

8/25/2001 3/12/2010

Hall, Tshambi DVOP

6/25/2017 6/30/2017

Haro, Alex DVOP

7/10/2017

Hernandez, Ramon DVOP

11/25/2010 5/6/2011

Hightower, Alexander DVOP

4/25/2017 6/30/2017

Huggins, Lyndon DVOP

12/8/2008 8/14/2009

Huskey, Paul DVOP

9/8/2014 6/5/2015

Jacobs, John LVER

3/25/2017 6/16/2017

Jarrells, Jessica LVER

3/25/2017 6/16/2017

Jones, Kevin DVOP

4/3/2017 6/30/2017

LaRosee, Stephen DVOP

10/10/2009 5/28/2010

Lattimore, Charles DVOP

6/1/2015 10/30/2015

Lauver, James DVOP

4/11/2016

McIntosh, Jessie DVOP

3/14/2016 6/30/2017

Moore, Thomas DVOP

3/25/2007 10/26/2007

Mosak, Ashley DVOP

3/1/2016 6/30/2017

Murphy, Dawn LVER

7/25/2011 6/16/2017

Murray, Diane DVOP

4/13/2014 7/18/2014

Nicholas, Daniel DVOP

8/10/2017

Ollison, David DVOP

4/15/2002 9/18/2009

Passmore, John LVER

4/25/2017 6/16/2017

Peer, Christopher DVOP

4/25/2016

Piaz, Gilbert DVOP

5/10/2017 6/30/2017

Pope, Sammuel DVOP

1/6/2016 6/30/2017

Powell, Matt DVOP

4/24/2001 9/18/2005

Raglan, Stanley LVER Regional Manager

10/25/2016 6/16/2017

Robinson, Christopher LVER

2/10/2017 6/16/2017

Rowland, David DVOP

3/4/2013 7/12/2013

Sanders, Chris DVOP

8/10/2017

Sargent, Carl DVOP

6/10/2016 6/30/2017

Silcox, David LVER Regional Manager

9/1/2016 6/16/2017

Simmons De Fanti, Ohoefa DVOP

5/10/2017 6/30/2017

Singer, Robert DVOP

7/14/1999 11/2/2001

Trice, Scott LVER

8/4/2014 12/4/2015

Venable, Laura DVOP

5/10/2017 6/30/2017

Walker, Christopher LVER

11/1/2011 5/25/2012

Walker, Robert - Vet. Prog. Mgr.

9/25/2016

Williams, Jason LVER

2/25/2016 6/16/2017

Williamson, Jesse DVOP

1/5/2004 9/18/2009

i. Such additional information as the Secretary may require.

Unemployment Insurance (UI)

The Unemployment Insurance (UI) program requires a State Quality Service Plan (SQSP) on a 2-year planning cycle that is a condition of receipt of administrative funding to administer the program. The SQSP is the State's UI performance management and planning process that allows for an exchange of information between Federal and State partners to enhance the UI program's ability to reflect their joint commitment to performance excellence and client-centered services. A formal two-year SQSP is submitted biennially. On the off years, States may be required to modify the SQSP with additional corrective action plans and narrative if they are failing any new performance measures, and they are required to provide updated budget documents, certifications, and assurances. ETA Handbook No. 336, 18th Edition provides detailed guidance for the preparation and submittal of the SQSP and supplemental guidance is provided in an annual UIPL, issued as UIPL 21-14 for the FY 2015 SQSP. The Social Security Act (SSA) sections 302 and 303 authorize the Secretary of Labor to provide funds to administer the UI program and govern the expenditure of those funds. States that choose the option to include UI in a WIOA Combined State Plan will be required to submit their SQSP through the Combined State Plan process. The SQSP must be prepared in accordance to the instructions in ET Handbook 336, 18th Edition and there are no changes to the established SQSP cycle if a State chose to submit their SQSP through the Combined State Plan process.

a. Contents of a complete UI SQSP package

A complete UI SQSP package includes the following documents, as described in Chapter 1, ETA Handbook 336, 18th Edition:

1. Transmittal Letter

A cover letter to the appropriate Regional Office (RO) transmitting all the required SQSP documents.

COMMONWEALTH of VIRGINIA Virginia Employment Commission

August 12, 2016

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

170 South Independence Mall West

Philadelphia, Pennsylvania 19106-3315

RE: FY 2019 - 2 OSPUI 10-18

Dear Mr. Miller:

Enclosed is the Virginia Employment Commission's State Quality Service Plan (SQSP) for Fiscal Year 2019 Unemployment Insurance Operations. This plan is prepared in accordance with ET Handbook No. 336, 18th Edition, Change 3, Unemployment Insurance state Quality Services Plan (SQSP) Planning and Reporting Guidelines, and UIPL No. 10-18 for the Fiscal Year (FY) 2019 Unemployment Insurance state Quality Service Plan.

Please contact William O. Walton, Director, Division of Unemployment, at 804-786-3004, or william.walton@vec.virginia.gov if any questions should arise.

Sincerely,

Ellen Marie Hess

Commissioner

2. Budget Worksheets/Forms

Budget worksheets/forms and plan for program administration based on projected allocations received from the Federal partner. These forms include Worksheet UI-1 and SF 424, SF 424A and SF 424B. The SF 424A is only required if the State vary the quarterly distribution of base claims activity staff years.

View Burden Statement 0MB Number 4040-0004 Expiration Date 8/31/2116

Applicatlon for Federal Assistance SF-424

1. Type of Submission: Application

2. Type of Application: New

3. Date Received:

4. Application Identifier: VA-UI-SQSP 2019

5a. Federal Identifier:

5b. Federal Award Number:

State Use Only:

6. Date Received by State:

7. State Application Number: VA-UI-SQSP-2019

8. APPLICANT INFORMATION:

a. Legal Name: Virginia Employment Commission

b. Employer/Taxpayer Identification Number (EIN/TIN): 54-6001795

c. Organizational DUNS: 1025001830000

d. Address:

Street1: 703 East Main Street

Street2:

City: Richmond

County/Parish:

State: Virginia

Province:

Country: USA, United States

Zip/Postal Code: 23218-1358

e. Organizational Unit:

Department Name:

Division Name: Unemployment Insurance

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.

First Name: William

Middle Name: O

Last Name: Walton

Suffix:

Title: Unemployment Insurance Director

Organizational Affiliation: Virginia Employment Commission

Telephone Number: 804-786-3004

Fax Number: 804-371-8697

Email: william.walton@vec.virginia.gov

9. Type of Applicant 1: Select Applicant Type:

A: State Government

10. Name of Federal Agency: U.S. Department of Labor

11. Catalog of Federal Domestic Assistance Number: 17-225

CFDA Title: Unemployment Insurance Operations

12. Funding Opportunity Number:

Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.): Commonwealth of VA SF-424_Item 14.docx

15. Descriptive Title of Applicant's Project: VA-003 VEC Unemployment Insurance State Quality Service Plan (SQSP)

16. Congressional Districts of:

a. Applicant: VA-003

b. Program/Project: VA-A11

17. Proposed Project:

a. Start Date: 10/01/2018

b. End Date: 09/30/2019

18. Estimated Funding ($):

a. Federal: 35,728,103.00

b. Applicant:

c. State:

d. Local:

e. Other:

f. Program Income:

g. TOTAL: 35,728,103.00

19. Is Application Subject to Review by State under Executive Order 12372 Process? b. Program is subject to E.O. 12372 but has not been selected by the State for review.

20. Is the Applicant Delinquent on Any Federal Debt? (If "Yes," provide explanation in attachment.) No

21. By signing this application, I certify (1) to the statements contained in the list of certification and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances and agree to comply with any resulting terms if I accepot an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

I AGREE

Authorized Representative:

Prefix: Ms.

First Name: Ellen

Middle Name: Marie

Last Name: Hess

Suffix:

Title: Commissioner

Telephone Number: 804-786-3001

Fax Number: 804-225-3923

Email: ellenmarie.hess@vec.virginia.gov

Signature of Authorized Representative: Ellen Marie Hess

Date Signed: 08/12/2016

ASSURANCES

The State Administrator, by signing the SQSP Signature Page, certifies that the commonwealth will comply with the assurances listed in USDOL ET Handbook 336 Unemployment Insurance State Quality Service Plan Planning and Reporting Guidelines, 18th Edition, Change 3, dated April 2014, Section VIII, 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 on 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:

Information Technology (IT) Contingency Plan Implemented: 11/2015

IT Contingency Plan Reviewed/Updated: 02/2017

IT Contingency Plan Tested: 03/2017

I. Assurance of Conformity and Compliance

j. Assurance of Automated Information Systems Security

Provide the most recent dates for the following:

Risk Assessment Conducted: In Process

System Security Plan: In Process

k. Assurance of Confidentiality

3. The State Plan Narrative

The State Plan Narrative is a vital element of the SQSP that provides a vehicle for sharing with the Federal partner State-specific efforts that affect the administration of the UI Program. The State Plan Narrative allows the State to describe in a single narrative: a) State performance in comparison to the Government Performance Review Act goals; b) actions planned to correct deficiencies regarding UI programs, UI program reviews and reporting requirements; and c) results of customer satisfaction surveys (optional).

Narrative

State: Virginia Federal Fiscal Year: 2019-2020

SQSP Corrective Action Plan & Progress Report Performance Narrative Requirement 1 Incorrect Recording of Issue Detection Date: We have recently implemented a new Internet application and continue to work with the vendor to resolve problems related to that application. This has presented challenges for adjudicators in determining what should have been the correct issue detection date. In working with our vendor we anticipate seeing improvements in this area. In addition we will make annual retraining mandatory for any adjudicator who fails to meet this measure during the Performance cycle. Completion Date 9/30/2020

Performance Narrative Requirement 2 UI Reporting: The VEC had submitted two UI reports late. The late reports in question were the ETA 581 & ETA 9178. The ETA 581: This is a required report concerning tax performance. The ETA 581 report process is being more closely monitored between the UI and EIA Divisions to ensure timely submission of this report going forward. The ETA 9178: This is a required report concerning the status of Supplemental Budget Requests (SBR). This report has a history of being reported timely and the person who manages the report Is communicating with the UI Director to help meet future deadline dates for submitting this report. Completion Date 9/30/2019

4. Corrective Action Plans (CAPs)

Corrective Action Plans (CAPs): CAPs are expected as a part of the SQSP when State's annual performance does not meet the established criteria for core measures, Secretary's Standards, UI program, assurances, and other program deficiencies identified in the annual SQSP guidance provided by the Department. The CAP must list both specific milestones for key corrective actions or improvement activities, and the completion date for each milestone.

NONMONETARY DETERMINATION QUALITY

State: Virginia

Federal Fiscal Year: 2019-2020

SQSP Corrective Action Plan & Progress Report

Performance Measures: Nonmonetary Determination Quality - Separations

ALP: Greater than or equal to 75%

CAP Based on SQSP 2019 Performance Level: 52.52%

State's Target/Actual Performance : Target

12/31/2018 Quarter 1: 54.0%

3/31/2019 Quarter 2: 56.0%

6/30/2019 Quarter 3: 58.0%

9/30/2019 Quarter 4: 62.0%

12/31/2019 Quarter 5: 65.0%

3/31/2020 Quarter 6: 68.0%

6/30/2020 Quarter 7: 71.0%

9/30/2020 Quarter 8: 75.0%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. The agency has lost experienced staff in both the areas of adjudication and BTQ.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved.

(Remaining Major Actions in this cell.)

Milestones

1. Adjudication Managers utilize quality review of cases (BTQ and BAM) to provide feedback and training opportunities for staff. Completion Date 9/30/2020

2. Regional Adjudicaiton Managers will share case feedback from the decisions reviewed to include review of lower authority appeals revrsals to identify common mistakes and areas where there are training needs . Completion Date 9/30/2019

3. Evaluate functionality of the Virginia Unemployment Insurance System (VUIS) and business improvement processeses within this new automated system after it is launched into production. Completion Date 3/31/2020

FIRST PAYMENT PROMPTNESS

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measures: First Payment Promptness: % of all 1st payments within 14/21 days after the compensable week.

ALP: Greater than or equal to 87%

CAP Based on SQSP 2019 Performance Level: 86.98%

State's Target/Actual Performance: Target

12/31/2018 Quarter 1: 87.0%

3/31/2019 Quarter 2: 87.0%

6/30/2019 Quarter 3: 87.0%

9/30/2019 Quarter 4: 87.0%

12/31/2019 Quarter 5: 87.0%

3/31/2020 Quarter 6: 87.0%

6/30/2020 Quarter 7: 87.0%

9/30/2020 Quarter 8: 87.0%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency.

This ALP was slightly under target. The biggest opportunities for improvement fall in the area of conforming our rules and regulation with the ALP in addition to staff training on the requirement.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved.

(Remaining Major Actions in this cell.)

Milestones

1. The agency is evaluating changes to the general rules and regularions affecting unemployment insurance that directly affect this performance area. Completion Date 9/30/2019

2. UI management will develop and deliver training for division staff and staff in other divisions that directly or indirectly affect this performance measure. The training will be focused on Timely filing of the first compensable week. Completion Date 3/31/2019

EFFECTIVE AUDIT MEASURE (EAM) - Score = 7; exceed all 4 factors

State: Virginia Federal Fiscal Year: 2019-2020

SQSP Corrective Action Plan & Progress Report

Performance Measure: EAM - Factor 3 (Total Wages Audited)

ALP: Score Greater than or equal to 1

CAP Based on SQSP 2019 Performance Level: 0.6

State's Target/Actual Performance: Target

12/31/2018 Quarter 1: Fail

3/31/2019 Quarter 2: Fail

6/30/2019 Quarter 3: Fail

9/30/2019 Quarter 4: Fail

12/31/2019 Quarter 5: Fail

3/31/2020 Quarter 6: Fail

6/30/2020 Quarter 7: Fail

9/30/2020 Quarter 8: Pass

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency.

Virginia has historically been challenged to meet this ALP. In the current environment we have added thousands of employers to our Tax rolls but continued to be challenged with finding and keeping qualified staff.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

Evalute staffing levels, training needs, target number of audits

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

Our previous plan did yield positive results but it did not get us to the ALP.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to

be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved.

(Remaining Major Actions in this cell.)

Milestones

1. Tax management staff to meet and assess the efforts that have been made to increase the percentage of audits performed on total wages. Completion Date

2. Evaluate the size of audits selected for review. Completion Date

IMPROPER PAYMENTS MEASURE

State: Virginia

Federal Fiscal Year: 2019-2020

SQSP Corrective Action Plan & Progress Report

Performance Measure: Improper Payments Measure

ALP: < 10%

CAP Based on SQSP 2019 Performance Level: 12.09%

State's Target/Actual Performance: Target

12/31/2018 Quarter 1: 12.09%

3/31/2019 Quarter 2: 12.09%

6/30/2019 Quarter 3: 11.50%

9/30/2019 Quarter 4: 11.50%

12/31/2019 Quarter 5: 11.50%

3/31/2020 Quarter 6: 10.50%

6/30/2020 Quarter 7: 10.50%

9/30/2020 Quarter 8: 10.00%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency.

The three root causes that contributed the most to our improper payments are Work Search, Benefit Year Earnings & Separation Issues.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business

process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved.

(Remaining Major Actions in this cell.)

Milestones

1. UI management will develop and deliver training for division staff and staff in other divisions that directly or indirectly affect this performance measure. The training will be focused on Work Search and Benefit Year Earnings. Completion Date 3/31/2019

2. UI management will identify agency resources whereby efforts to verify work search efforts will be made. Completion Date 3/31/2019

3. Evaluate effective means of communicating new hire reporrting requirements to employers. Seek best practices from other states. Completion Date 12/31/2019

4. Review and update documents mailed to claimants as well as automated system messaging designed to highlight integrity issues. Completion Date 3/31/2019

5. Evaluate functionality of the Virginia Unemployment Insurance System (VUIS) and business improvement processeses within this new automated system after it is launched into production. Completion Date 3/31/2020

DETECTION OF OVERPAYMENTS

State: Virginia Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measure: Detection of Overpayments - Core Measure - =50% & =95% of Detectable/Recoverable Ops are Established for Recovery

ALP: Greater than or equal to 50% & Less than or equal to 95%

CAP Based on SQSP 2019 Performance Level: 40.81%

State's Target/Actual Performance: Target

12/31/2018 Quarter 1: 40.81%

3/31/2019 Quarter 2: 41.50%

6/30/2019 Quarter 3: 42.50%

9/30/2019 Quarter 4: 44.00%

12/31/2019 Quarter 5: 45.00%

3/31/2020 Quarter 6: 47.00%

6/30/2020 Quarter 7: 48.50%

9/30/2020 Quarter 8: 50.00%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency.

The average amount of overpayments has decreased requiring more cases to be established in order to meet the ALP. During this performance period the agency has lost key resources that have not yet been replaced making it difficult to increase case output.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved.

(Remaining Major Actions in this cell.)

Milestones

1. Evaluate business processes to identify potentially higher dollar amount cases for expidited assignment and resolution

Completion Date 9/30/2019

2. The Virginia Unemployment Insurance System (VUIS) will incorporate an additional cross match against data received from the department of vital records. Completion Date 2/31/2019

3. The VEC will reach out to other states who are meeting this ALP to determine best practices. Completion Date 3/31/2019

4. Review other state best practices concerning the detection of overpayments and incorporate those practices where feasible.

Completion Date 3/31/2020

BENEFITS DATA VALIDATION

State: Virginia Federal Fiscal Year: 2019-2020

SQSP Corrective Action Plan & Progress Report

Performance Measure: Data Validation Benefits - All Submitted and Passing

ALP: Submitted & Passing

CAP Based on SQSP 2019 Performance Level:

Population 3 - Failed

Population 4 - Failed

Population 15 - Failed

State's Target/Actual Performance: Target

12/31/2018 Quarter 1:

Population 3 - Fail

Population 4 - Pass

Population 15 - Pass

3/31/2019 Quarter 2:

Population 3 - Fail

6/30/2019 Quarter 3:

Population 3 - Fail

9/30/2019 Quarter 4:

Population 3 - Pass

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency.

Inconsistencies in federal reporting vs. validation data.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

Partner with IT to raise confidence in data accuracy by evaluating sources for flaws to determine root cause for failure. Detect inaccuracies on quarterly basis by reviewing detailed DV reports via SUN System.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

Plan was not entirely unsuccessful as the number of failing populations has decreased over previous years. Past learnings will contribute to success in correcting the remaining populations. Pops 4 and 15 are currently passing.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

Continue existing partnership with IT resources. Programmer tentatively scheduled to attend DV Training (ITSC) to increase subject knowledge from the validator perspective. Enlist NO SME assistance as appropriate.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved.

(Remaining Major Actions in this cell.)

Milestones

1. Detect and resolve inconsistencies in Report and Sample Validation for Population 4 & 15. Completion Date 12/31/2018

2. Identify the primary causes for failure of Population 3. Completion Date 12/31/2018

3. Implement necessary changes needed for testing of Population 3. Completion Date 3/31/2019

4. Test and analyze results of changes made to Population 3. Completion Date 6/30/2019

5. Implement proven changes into production for Population 3 to pass. Completion Date 9/30/2019

TAX DATA VALIDATION

State: Virginia Federal Fiscal Year: 2019-2020

SQSP Corrective Action Plan & Progress Report

Performance Measure: Data Validation Tax - All Submitted and Passing

ALP: Submitted & Passing

CAP Based on SQSP 2019 Performance Level:

Population 1 - Not Submitted

Population 1 - Not Submitted

Population 1 - Not Submitted

Population 1 - Not Submitted

Population 1 - Not Submitted

Mod 3 Tax - Not Submitted

Mod 4 Status New - Not Submitted

Mod 4 Successor - Not Submitted

Mod 4 Terminate - Not Submitted

Mod 4 Field Audit - Not Submitted

Mod 5 Wage Item - Not Submitted

State's Target/Actual Performance: Target

9/30/2020 Quarter 8:

Population 1 - Not Submitted: Pass

Population 1 - Not Submitted: Pass

Population 1 - Not Submitted: Pass

Population 1 - Not Submitted: Pass

Population 1 - Not Submitted: Pass

Mod 3 Tax - Not Submitted: Pass

Mod 4 Status New - Not Submitted: Pass

Mod 4 Successor - Not Submitted: Pass

Mod 4 Terminate - Not Submitted: Pass

Mod 4 Field Audit - Not Submitted: Pass

Mod 5 Wage Item - Not Submitted: Pass

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency.

Lack of viable extract file from which to produce validation data.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

1. Work with Vendor and IT staff to produce DV extract files per DOL Requirements.

2. Identify and correct any errors detected during testing.

3. Modify Module 3 to correspond with new system.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

The Virginia Employment Commission is negotiating with vendor to determine how best to continue with the data validation extract process.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

When extracts become available and the data validation process can begin, schedule quarterly meetings with subject matter expert supervisors to discuss findings and recommendations to correct any shortcomings as they are discovered.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved.

(Remaining Major Actions in this cell.)

Milestones

1. Resolve outstanding change request with vendor to produce required extract file. Completion Date 12/31/2019

2. Test extract file for adequacy and accuracy. Completion Date

3/31/2020

3. Amend Module 3 for alignment with new Tax system

Completion Date 6/30/2020

4. Successfully perform Tax DV Completion Date 9/30/2020

BENEFIT ACCURACY MEASUREMENT (BAM)

State: Virginia Federal Fiscal Year: 2019-2020

SQSP Corrective Action Plan & Progress Report

Performance Measures: BAM Operations Compliant - Nonseparation Comparison Reports

ALP: ± 15%

CAP Based on SQSP 2019 Performance Level: N/A

State's Target/Actual Performance: Target

12/31/2018 Quarter 1: Fail

3/31/2019 Quarter 2: Fail

6/30/2019 Quarter 3: Fail

9/30/2019 Quarter 4: Fail

12/31/2019 Quarter 5: Fail

3/31/2020 Quarter 6: Fail

6/30/2020 Quarter 7: Fail

9/30/2020 Quarter 8: Pass

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency.

Apparent disconnect between data used to generate BAM samples vs. data used to generate Federal Reports.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

IT will evaluate current data structures and make necessary adjustments to assure alignment of data pools for both BAM and Federal Reporting. Adjust any

irregularities in issue codes handling between the two databases. Run quarterly sample from both databases to compare for success. Investigate variances and adjust programming as necessary.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

Continue quarterly analysis to guard against further inaccuracies.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved.

(Remaining Major Actions in this cell.)

Milestones

1. Determine root cause of data inaccuracies between federal reports and BAM data. Completion Date 12/31/2019

2. Determine correct issue codes and count vs. no count to be included into BAM data pool as well as for federal reporting. Completion Date 3/31/2020

3. Implement and review findings for testing based upon determination of correct issue codes and countability and make adjustments as necessary until successful result is achieved.

Completion Date 6/30/2020

4. Move changes to production and monitor for accuracy. Completion Date 9/30/2020

5. UI Program Integrity Action Plan (UI IAP)

The UI IAP outlines the strategies the State will undertake during the planning period regarding the prevention reduction and recovery of UI improper payments.

UI Integrity Action Plan (IAP)

State: Virginia

Federal Fiscal Year: 2019

Accountable Agency Official(s): William O. Walton

Top Three Root Causes (Calendar Year 2017) Calendar Year 2016 Calendar Year 2017 https://www.dol.gov/general/maps/data (% of $ Overpaid) (% of $ Overpaid)

ROOT CAUSE 1: WORK SEARCH

CY2016: 25.72% CY 2017: 30.79%

ROOT CAUSE 2: BENEFIT YEAR EARNINGS

CY 2016: 26.69% CY 2017: 29.61%

ROOT CAUSE 3: SEPARATION ISSUES

CY 2016: 29.86% CY 2017: 16.95%

Summary: (Provide a summary of the plan that the state has designed. The summary should include outreach efforts planned by the agency to inform all UI and workforce staff, and employers of the strategic plan to ensure everyone understands the importance of maintaining program integrity.) We will deploy basic UI training to UI division staff as well as workforce staff. A basic understanding of the UI requirements and the ability to communicate it to the general public is the best way to combat the three root causes of improper payments. We will also seek improvements in the mailed communications and automated messaging for claimants and employers re: reporting earnings, separations, new hires, work search/fraud. We will investigate innovative methods of reaching out to claimants regarding integrity issues/root cause issues. Research feasibility of having a vendor reach out to employers regarding new hire requirements. Provide training to all VEC staff on what they can do to improve improper payments. Identify resources available within agency to conduct work search verifications. Instructions for the following section: In each individual section below, enter a Root Cause, from above, and the top three focused Strategies that will be employed to correct or reduce this cause of overpayments. An additional line is available in each section to include other significant strategies that target the root cause.

ROOT CAUSE 1: WORK SEARCH

1st Strategy: Improve Communication of Work Search requirements

Action: Review and update documents mailed to claimants as well as automated system messaging designed to highlight integrity issues.

Targets & Milestones: Complete review and update information by 9-30-19

Resources: UI staff, IT staff, Vendors

2nd Strategy: Staff Training

Actions: Training will be developed so that regardless of job function all staff are aware of the work search requirement and the need to emphasize this requirement to those seeking unemployment insurance.

Targets & Milestones: Complete training by 3-31-19

Resources: UI staff, HR, Other Division leads

3rd Strategy: Increase Work Search verification efforts

Actions: Management will identify resources that can be utilized for the purpose of job search verification. Develop a plan of how best to use those identified resources. Implement the plan.

Targets & Milestones: Identify resources by 3-31-19. Develop and deploy our plan by 9-30-19

Resources: UI staff, Other Division leads

ROOT CAUSE 2: BENEFIT YEAR EARNINGS

1st Strategy: Improve Communication of Benefit Year Earnings reporting requirement

Actions: Review and update documents mailed to claimants as well as automated system messaging designed to highlight integrity issues.

Targets & Milestones: Complete review and update information by 9-30-19

Resources: UI staff, IT staff, Vendors

2nd Strategy: Staff Training

Actions: Training will be developed so that regardless of job function all staff are aware of the importance of reporting earnings during any week claimed for benefits and the need to emphasize this requirement to those seeking unemployment insurance.

Targets & Milestones: Complete training by 3-31-19

Resources: UI staff, HR, Other Division leads

3rd Strategy: Promote New Hire reporting to Employers

Actions: Attend employer centered conferences/meetings to educate the employer community of the New Hire Reporting Requirements. Include New Hire information in employer communications.

Targets & Milestones: Outreach to employers will be on going.

Resources: UI staff, IT staff, Vendors

ROOT CAUSE 3: SEPARATION ISSUES

1st Strategy: Improve Communication of the requirement to report complete employment history including the reason for separation while in continued claim status.

Actions: Review and update documents mailed to claimants as well as automated system messaging designed to highlight integrity issues.

Targets and Milestones: Complete review and update information by 9-30-19

Resources: UI staff, IT staff, Vendors

2nd Strategy: Staff Training

Actions: Training will be developed so that regardless of job function all staff are aware of the requirement to report all periods of employment and separation to those seeking unemployment insurance.

Targets & Milestones: Complete training by 3-31-19

Resources: UI staff, HR, Other Division leads

3rd Strategy: Capture all employment and separation information. Test functionality of VUIS to insure all separation information is captured in continued claim status. Complete testing in new system (VUIS) by 6-30-19 UI staff, IT staff, Vendors

6. Organizational Chart

The organization chart must conform to the requirement for delivery of service through public employment offices, or such other designated providers as the Secretary may authorize; show the State's configuration from the Governor of the State down to the point of Employment Service and UI customer service delivery; and provide sufficient detail to show each organizational unit involved and the title of the unit manager.

Organization Chart is maintained within the Virginia Employment Commission and the USDOL Region II Office.

7. SQSP Signature Page

The State administrator must sign and date the SQSP Signature Page. By signing the Signature Page, the State administrator certifies that the State will comply with all the assurances and activities contained in the SQSP guidelines.

U.S. Department of Labor Employment and Training Administration

FEDERAL FISCAL YEAR 2019

STATE Virginia

UNEMPLOYMENT INSURANCE STATE QUALITY SERVICE PLAN SIGNATURE PAGE

This Unemployment Insurance State Quality Service Plan (SQSP) is entered into between the Department of Labor, Employment and Training Administration, and Virginia Employment Commission.

The Unemployment Insurance SQSP is part of the Commonwealth'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.

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.

TYPED NAME AND TITLE STATE ADMINISTRATOR Ellen Marie Hess, Commissioner

SIGNATURE

DATE 09/07/18

DOL APPROVING OFFICIAL Leo Miller, Regional Administrator

SIGNATURE

DATE

b. Requirements for States electing to include UI in the Combined State Plan

States that elect to include UI in the Combined State Plan must:

1. Submit an SQSP in the following manner depending on their timing in the SQSP cycle:

A. If a State is in the first year of their 2-year cycle, a complete SQSP package must be submitted. A complete SQSP package will include the Transmittal Letter, Budget Worksheets/Forms, State Plan Narrative, CAPs (including the milestones and the completion date for each milestone), the UI IAP, Organizational Chart, and the SQSP Signature Page. One of the key goals for the UI program is to ensure that claimants are able to successfully return to work. As such, the SQSP State Plan Narrative must provide a discussion of the plan coordination with other WIOA Combined Plan programs to ensure a coordinated effort and integrated service delivery.

B. If a State is in the second year of the 2-year cycle, the State is required to submit the most recently approved complete SQSP package with a modification that must include the Transmittal Letter, Budget Worksheets/Forms, Organizational Chart, and the SQSP Signature page. The modification may also include CAPs for new identified performance deficiencies, and any required modifications to existing CAPs. The CAP must list both specific milestones for key corrective actions or improvement activities, and the completion date for each milestone.

2. Submit the required off-year SQSP components as a modification to the Combined State Plan on the same cycle as the regular SQSP process which must be approved by September 30th each year.

Appendix 1. Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the two years of the

plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as "baseline" indicators in the first plan submission. A "baseline" indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. "Baseline" indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that that have been designated as "baseline". The actual performance data reported by States for indicators designated as "baseline" in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as "baseline" indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

Baseline Indicators for the First Two Years of the Plan

Title I programs (Adult, Dislocated Workers, and Youth):

- **Measurable Skill Gains**
- **Effectiveness in Serving Employers**

Title II programs (Adult Education):

- **Employment in the 2nd quarter**
- **Employment in the 4th quarter**
- **Median Earnings**
- **Credential Attainment**
- **Effectiveness in Serving Employers**

Title III programs (Wagner-Peyser):

- **Effectiveness in Serving Employers**

Title IV programs (Vocational Rehabilitation):

- **Employment in the 2nd quarter**
- **Employment in the 4th quarter**

- **Median Earnings**
- **Credential Attainment**
- **Measurable Skill Gains**
- **Effectiveness in Serving Employers**

States may identify additional indicators in the State plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the State indicators. Please identify any such State indicators under Additional Indicators of Performance.

Table 1. Employment (Second Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	77.00	77.00	77.00	77.00
Dislocated Workers	83.00	85.00	83.00	85.00
Youth	63.00	66.00	63.00	66.00
Adult Education	0.00	Baseline	0.00	Baseline
Wagner-Peyser	72.40	68.00	72.40	68.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	87.00	85.00	87.00	85.00
Dislocated Workers	92.00	90.00	92.00	90.00
Youth	68.00	62.80	68.00	62.80
Adult Education	0.00	Baseline	0.00	Baseline
Wagner-Peyser	73.10	78.00	73.10	78.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

Table 3. Median Earnings (Second Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	8,000.00	6,000.00	8,000.00	6,000.00
Dislocated Workers	10,000.00	8,700.00	10,000.00	8,700.00

Youth	0.00	0.00	0.00	0.00
Adult Education	0.00	Baseline	0.00	Baseline
Wagner-Peyser	4,923.00	5,600.00	4,923.00	5,600.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

Table 4. Credential Attainment Rate

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	70.00	70.00	70.00	70.00
Dislocated Workers	70.00	70.00	70.00	70.00
Youth	61.00	70.00	61.00	70.00
Adult Education	0.00	Baseline	0.00	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a

Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

Table 5. Measureable Skill Gains

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	42.00	43.00	43.00	44.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

Table 6. Effectiveness in Serving Employers

Measure	PY 2018	PY 2018	PY 2019	PY 2019

	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Line 1 (enter the measure information in the comments below)	Baseline	Baseline	Baseline	Baseline
Line 2	Baseline	Baseline	Baseline	Baseline
Line 3	Baseline	Baseline	Baseline	Baseline
Line 4	Baseline	Baseline	Baseline	Baseline
Line 5	Baseline	Baseline	Baseline	Baseline
Line 6	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

Virginia has selected the following measures:

Retention with the Same Employer

Employer Penetration Rate

Table 7. Additional Indicators of Performance

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level

User remarks on Table 7

Appendix 2. Other State Attachments (Optional)

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 journeyperson.

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.

<u>Increasing Utilization of Registered Apprenticeship Programs</u>

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 I—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 I 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.**

Knowledge, Skills, Abilities and Apprenticeships

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.

SOC	Title	Top 5 Abilities	Top 5 Skills	Top 5 Knowledge Attributes	Apprenticesh
11—1021	General and Operations Managers	Oral Expression	Reading Comprehension	Administration and Management	0
—	—	Oral Comprehension	Active Listening	Personnel and Human Resources	—
—	—	Written Comprehension	Speaking	Customer and Personal Service	—
—	—	Problem Sensitivity	Critical Thinking	Economics and Accounting	—
—	—	Written Expression	Monitoring	Mathematics	—
29—1141	Registered Nurses	Problem Sensitivity	Active Listening	Medicine and Dentistry	0
—	—	Oral Expression	Speaking	Psychology	—
—	—	Oral Comprehension	Reading Comprehension	English Language	—
—	—	Deductive Reasoning	Critical Thinking	Customer and Personal Service	—
—	—	Inductive Reasoning	Monitoring	Education and Training	—
35—3021	Combined Food Preparation and Serving Workers, Including Fast Food	Oral Comprehension	Active Listening	Customer and Personal Service	0
—	—	Speech Recognition	Speaking	English Language	—
—	—	Oral Expression	Monitoring	Food Production	—
—	—	Speech Clarity	Mathematics	Mathematics	—
—	—	Information Ordering	Critical Thinking	Sales and Marketing	—
35—3031	Waiters and Waitresses	Oral Expression	Active Listening	Customer and Personal Service	0
—	—	Oral Comprehension	Speaking	Food Production	—
—	—	Speech	Monitoring	English Language	—

SOC	Title	Top 5 Abilities	Top 5 Skills	Top 5 Knowledge Attributes	Apprenticesh
		Recognition			
—	—	Speech Clarity	Critical Thinking	Sales and Marketing	—
—	—	Arm—Hand Steadiness	Active Learning	Public Safety and Security	—
41—2011	Cashiers	Oral Expression	Active Listening	Customer and Personal Service	0
—	—	Oral Comprehension	Speaking	Mathematics	—
—	—	Near Vision	Mathematics	English Language	—
—	—	Speech Recognition	Critical Thinking	Sales and Marketing	—
—	—	Speech Clarity	Monitoring	Education and Training	—
41—2031	Retail Salespersons	Oral Comprehension	Active Listening	Customer and Personal Service	0
—	—	Oral Expression	Speaking	Sales and Marketing	—
—	—	Speech Clarity	Reading Comprehension	English Language	—
—	—	Speech Recognition	Critical Thinking	Mathematics	—
—	—	Near Vision	Monitoring	Administration and Management	—
43—4051	Customer Service Representatives	Oral Comprehension	Active Listening	Customer and Personal Service	0
—	—	Oral Expression	Speaking	English Language	—
—	—	Speech Clarity	Reading Comprehension	Clerical	—
—	—	Speech Recognition	Critical Thinking	Computers and Electronics	—
—	—	Written Comprehension	Active Learning	Education and Training	—
43—5081	Stock Clerks and Order Fillers	Oral Comprehension	Active Listening	Mathematics	0
—	—	Oral Expression	Speaking	Customer and Personal Service	—
—	—	Speech Clarity	Critical Thinking	English Language	—

SOC	Title	Top 5 Abilities	Top 5 Skills	Top 5 Knowledge Attributes	Apprenticesh
—	—	Information Ordering	Monitoring	Production and Processing	—
—	—	Problem Sensitivity	Reading Comprehension	Administration and Management	—
43—9061	Office Clerks, General	Oral Expression	Reading Comprehension	Clerical	1
—	—	Oral Comprehension	Active Listening	Customer and Personal Service	—
—	—	Written Comprehension	Speaking	English Language	—
—	—	Speech Clarity	Writing	Computers and Electronics	—
—	—	Speech Recognition	Critical Thinking	Mathematics	—
53—7062	Laborers and Freight, Stock, and Material Movers, Hand	Static Strength	Critical Thinking	English Language	0
—	—	Trunk Strength	Reading Comprehension	Mathematics	—
—	—	Multilimb Coordination	Active Listening	Transportation	—
—	—	Control Precision	Speaking	Mechanical	—
—	—	Manual Dexterity	Monitoring	Public Safety and Security	—

Sources: Chmura and O*Net

More than half of the top 10 occupations require the following knowledge attributes as defined by O*NET:[1]

- **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.**

More than half of the top 10 occupations require the following skills attributes as defined by O*NET:[1]

- **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.**

More than half of the top 10 occupations require the following abilities attributes as defined by O*NET:[1]

- **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.**

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[1] Source: https://www.onetonline.org/find/descriptor/browse/Abilities/

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[1] Source: https://www.onetonline.org/find/descriptor/browse/Skills/

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[1] Source: https://www.onetonline.org/find/descriptor/browse/Knowledge/