WIOA STATE PLAN FOR
THE COMMONWEALTH OF VIRGINIA

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OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce 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 jobseekers 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 Literacy 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. 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))

* 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.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

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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 Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program 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 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. 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 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.

ECONOMIC GROWTH IN THE NATION AND VIRGINIA

It is well documented in the media and academic studies that a skills gap exists around the nation. Businesses report jobs are going unfilled because they are unable to find the workers with the skills needed. At the same time, people are dropping out of the labor force because they fail to find jobs for positions in which they were trained or educated.

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

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

Key Drivers of the National Economy

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

Gross Domestic Product Growth

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

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

The potential growth rate changes over time and is dependent on factors such as productivity and labor force expansion. A simple way to estimate it is to add the annual productivity growth rate, which was 1.6 percent from 2002 through 2009, to the labor force growth rate of 0.9% during that period. This method yields a potential growth rate of real gross domestic product of 2.5% from 2002 through 2009.[3]

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

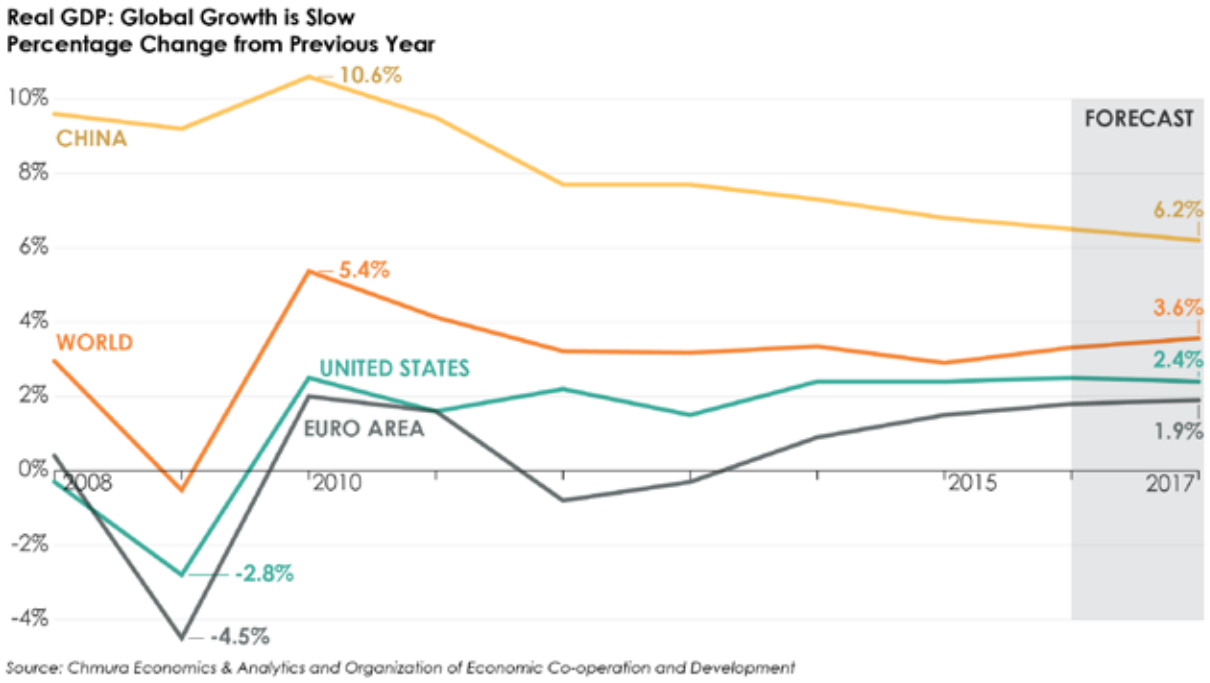
This target is important in projecting future economic growth because the Federal Reserve tends to increase the overnight interest rate that banks charge each other when the economy is consistently growing faster than it potentially should. The Fed also tends to lower interest rates when the economy is growing too slowly.

Of course, forecasts for productivity and labor force growth may miss their marks. Monitoring the more tangible activity of business investment in capacity and equipment may be a more reliable indicator of robust productivity growth.

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

Global Growth

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

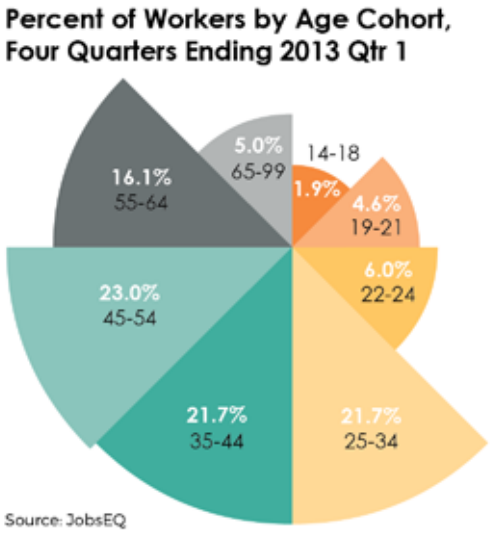


Demographic Shifts

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

Aging Workforce

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



The demographic shift over time is illustrated in the chart below that shows four age cohorts. The first three are each based on equal twenty–year spreads: people age 0 to 19, those who are age 20 to 39, and the age group 40 to 59. The fourth cohort is defined as those age 60 and older.

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

The reason for this increase is the aging of the Baby Boom generation, along with the overall increase in life expectancy. The ramifications are numerous. The shift affects consumer spending patterns, health care needs, labor force mix, and housing needs, and many other social dynamics.

The U.S. industry snapshot table (below) identifies total employment in the nation by major sector. The “Total Approximate Replacement Demand”[1] column estimates the number of workers by major industry sector that will need to be replaced over the next ten years beginning with the third quarter of 2015, because the current worker is either retiring or moving to an alternative occupation.

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

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

Table 1. U.S. Industry Snapshot for Major Sectors

NAICS	Industry	Employment	Avg. Annual Wages	Total Approx. Replacement Demand	Total Growth Demand	Avg. Annual Growth Percent
11	Agriculture, Forestry, Fishing and Hunting	2,252,521	$36,694	778,367	–71,687	–0.30%
21	Mining, Quarrying, and Oil and Gas Extraction	832,760	$105,272	209,733	78,045	0.90%
22	Utilities	819,119	$92,777	204,037	–38,003	–0.50%
23	Construction	8,072,325	$51,559	1,672,822	1,060,862	1.20%
31	Manufacturing	12,645,385	$63,808	2,832,177	–875,186	–0.70%
42	Wholesale Trade	6,018,309	$72,770	1,357,730	341,616	0.60%
44	Retail Trade	16,345,826	$29,393	5,151,493	748,632	0.40%
48	Transportation and Warehousing	6,094,485	$52,055	1,579,186	–26,214	0.00%
51	Information	3,012,307	$88,851	721,042	–29,339	–0.10%
52	Finance and Insurance	5,967,573	$103,173	1,445,251	396,475	0.60%
53	Real Estate and Rental and Leasing	2,532,781	$55,850	573,259	105,196	0.40%
54	Professional, Scientific, and Technical Services	9,761,686	$86,381	2,122,232	1,221,342	1.20%
55	Management of Companies and Enterprises	2,176,942	$120,030	468,624	86,420	0.40%
56	Administrative and Support and Waste Management and Remediation Services	9,717,368	$35,862	2,261,913	899,769	0.90%
61	Educational Services	12,477,781	$46,091	2,675,125	790,648	0.60%
62	Health Care and Social Assistance	20,957,021	$47,296	4,374,217	4,250,073	1.90%
71	Arts, Entertainment, and Recreation	2,935,808	$34,451	919,458	213,485	0.70%
72	Accommodation and Food Services	13,142,383	$19,528	4,691,299	686,739	0.50%
81	Other Services (except Public Administration)	6,683,203	$30,208	1,705,826	316,225	0.50%
92	Public Administration	7,235,921	$60,095	1,747,248	14,623	0.00%
99	Unclassified	319,300	$48,280	79,777	20,902	0.60%
_	Total – All Industries	150,000,804	$51,774	37,461,813	9,819,451	0.60%

Source: JobsEQ®

Note: Figures may not sum due to rounding.

Demographic Diversity

The demographics of the U.S. workforce are shifting. According to a recent study by the Brookings Institute, the share of young adults age 18 to 29 who are Latino increased by about 75% from 1990 to 2013, from 12% to 21%.[1] The share of young adults age 18–29 who are Asian, black, or other also increased from 1990 to 2013 while the white share of this age cohort declined more than 20%, from 72% to 56%, over the same period.[2]

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

Federal Government Spending

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

Within the federal government, the national defense budget authority increases by 2.0% or $10.6 billion between 2015 and 2020 according to the president's budget.[3] However, a reduction in the number of military personnel over the next few years will create a pool of skilled jobseekers, particularly in states that possess a strong military base presence. The Army, for example, is expected to reduce the number of soldiers by 15,000 in fiscal year (FY) 2016 and 10,000 in FY 2017. In addition, 17,000 civilian workers are expected to be cut from the Army in FY 2016 and 2017.[4]

The Great Recession

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

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

Virginia's Economy and Workforce

As in the nation, employment in Virginia has exceeded its pre–recession peak. Largely because of the economic slowdown caused by federal government cuts, however, the previous employment peak of 3.96 million in Virginia was not exceeded until the third quarter of 2015 when employment registered 3.97 million workers.[1]

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

Current and Forecast Employment by Industry

Virginia's top two major industry sectors are the same as that of the nation based on employment, but the rankings of some of the remaining sectors vary greatly from the nation, indicating that occupational needs in the Commonwealth will be different than those in the nation. As in the nation, the healthcare and social assistance sector employs the largest number of workers in Virginia. In contrast to the nation, the third largest sector in the state is professional, scientific, and technical services. This sector is highly dependent on federal government contract awards, particularly in Northern Virginia. It also pays a relatively high average wage at $97,238 in Virginia compared with the average of $52,858 in the state. Virginia also employs a much larger percentage of people in public administration (6.1% compared with 4.8% in the nation) due to its proximity to the nation's capital. The two sectors that are most proportionately smaller than the nation are manufacturing (6.2% compared with 8.4% in the nation) and health care and social assistance (12.2% versus 14.0% in the nation).

Table 2. Current Employment in Virginia and the United States, 2015 Qtr 3

NAICS	Industry	Total	Virginia Employment Percent	Avg. Annual Wages	Total	US Employment Percent	Avg. Annual Wages
62	Health Care and Social Assistance	484,840	12.2	$46,460	20,957,021	14	$47,296
44	Retail Trade	437,690	11	$27,361	16,345,826	10.9	$29,393
54	Professional, Scientific, and Technical Services	431,066	10.9	$97,238	9,761,686	6.5	$86,381
61	Educational Services	358,630	9	$41,553	12,477,781	8.3	$46,091
72	Accommodation and Food Services	334,146	8.4	$17,989	13,142,383	8.8	$19,528

NAICS	Industry	Total	Virginia Employment Percent	Avg. Annual Wages	Total	US Employment Percent	Avg. Annual Wages
56	Administrative and Support and Waste Management and Remediation Services	247,015	6.2	$37,414	9,717,368	6.5	$35,862
31	Manufacturing	246743	6.2	$57,348	12645385	8.4	$63,808
92	Public Administration	242,650	6.1	$73,437	7,235,921	4.8	$60,095
23	Construction	229,276	5.8	$47,367	8,072,325	5.4	$51,559
81	Other Services (except Public Administration)	198,516	5	$34,817	6,683,203	4.5	$30,208
48	Transportation and Warehousing	144,833	3.7	$51,119	6,094,485	4.1	$52,055
52	Finance and Insurance	137,513	3.5	$99,194	5,967,573	4	$103,173
42	Wholesale Trade	112,697	2.8	$75,331	6,018,309	4	$72,770
51	Information	78,670	2	$89,914	3,012,307	2	$88,851
71	Arts, Entertainment, and Recreation	77,409	2	$25,007	2,935,808	2	$34,451
55	Management of Companies and Enterprises	75,040	1.9	$125,062	2,176,942	1.5	$120,030
53	Real Estate and Rental and Leasing	62,471	1.6	$53,907	2,532,781	1.7	$55,850
11	Agriculture, Forestry, Fishing and Hunting	32,942	0.8	$24,455	2,252,521	1.5	$36,694
22	Utilities	18,617	0.5	$85,725	819,119	0.5	$92,777
21	Mining, Quarrying, and Oil and Gas Extraction	7,145	0.2	$70,485	832,760	0.6	$105,272
99	Unclassified	10,090	0.3	$42,027	319,300	0.2	$48,280
_	Total – All Industries	3,967,998	100	$52,858	150,000,804	100	$51,774

Source: JobsEQ®

Note: Figures may not sum due to rounding.

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

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

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

Table 3. Current and Forecast Employment Growth for Major Industry Sectors in Virginia

(Employment and Wages reflect Four Quarters Ending 2015q3 and Forecast Over the Next 10 Years)

NAICS	Industry	Employment	Avg. Annual Wages	Total Approx. Repl Demand	Total Growth Demand	Avg. Annual Growth Percent
62	Health Care and Social Assistance	484,840	$46,460	100,893	94,829	1.80%
54	Professional, Scientific, and Technical Services	431,066	$97,238	95,858	76,434	1.60%
23	Construction	229,276	$47,367	47,799	33,279	1.40%
56	Administrative and Support and Waste Management and Remediation Services	247,015	$37,414	57,635	24,181	0.90%
71	Arts, Entertainment, and Recreation	77,409	$25,007	24,376	6,554	0.80%
42	Wholesale Trade	112,697	$75,331	25,662	8,664	0.70%
61	Educational Services	358,630	$41,553	76,983	23,692	0.60%
52	Finance and Insurance	137,513	$99,194	33,294	9,053	0.60%
44	Retail Trade	437,690	$27,361	138,344	22,771	0.50%
72	Accommodation and Food Services	334,146	$17,989	119,107	16,443	0.50%
81	Other Services (except Public Administration)	198,516	$34,817	50,551	8,402	0.40%
55	Management of Companies and Enterprises	75,040	$125,062	16,131	2,753	0.40%
53	Real Estate and Rental and Leasing	62,471	$53,907	14,108	2,296	0.40%
48	Transportation and Warehousing	144,833	$51,119	37,549	–458	0.00%
51	Information	78,670	$89,914	18,743	–1,518	–0.20%
22	Utilities	18,617	$85,725	4,709	–291	–0.20%
92	Public Administration	242,650	$73,437	57,503	–8,717	–0.40%
21	Mining, Quarrying, and Oil and Gas Extraction	7,145	$70,485	1,670	–440	–0.60%
11	Agriculture, Forestry, Fishing and Hunting	32,942	$24,455	11,116	–2,582	–0.80%
31	Manufacturing	246,743	$57,348	54,618	–22,632	–1.00%
99	Unclassified	10,090	$42,027	2,776	2,950	2.60%
–	Total – All Industries	3,967,998	$52,858	1,041,182	295,249	0.70%

Source: JobsEQ®

Note: Figures may not sum due to rounding.

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

Current and forecasted employment growth for the 30 largest industries at the 4–digit North American Industry Classification (NAICS)[1] level is comparable to that of the nation with the exception of six industries shown in bold that are not among the top 30 list in the nation. Each of those six industries in the state has a location quotient[2] greater than 1.20, which indicates that the state's percentage of employment in the industry is at least 20% larger than the percentage of employment of the same industry in the nation. The implication is that Virginia's higher education institutions and training providers will see greater demands for the skills needed by the following six industries, on average:

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

Table 4. Current and Forecast Employment Growth for Top 30 4–Digit Industries in Virginia

(Employment and Wages reflect Four Quarters Ending 2015q3 and Forecast Over the Next 10 Years)

NAICS	Industry	Employment	Avg. Annual Wages	Location Quotient	Total Approx. Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent
7225	Restaurants and Other Eating Places	265,308	$16,213	1.01	97,818	12,404	0.50%
6111	Elementary and Secondary Schools	235,767	$40,567	1.13	53,334	15,904	0.70%
5415	Computer Systems Design and Related Services	154,056	$112,505	2.93	30,161	40,073	2.30%
6221	General Medical and Surgical Hospitals	116,849	$58,887	0.79	22,493	6,199	0.50%
5617	Services to Buildings and Dwellings	83,420	$25,051	1.23	19,885	5,411	0.60%

NAICS	Industry	Employment	Avg. Annual Wages	Location Quotient	Total Approx. Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent
9221	Justice, Public Order, and Safety Activities	80,304	$61,872	1.63	21,592	–192	0.00%
5416	Management, Scientific, and Technical Consulting Services	78,400	$104,698	1.97	18,122	22,383	2.50%
6113	Colleges, Universities, and Professional Schools	77,737	$49,331	1.01	15,035	3,318	0.40%
5511	Management of Companies and Enterprises	75,040	$125,062	1.3	16,131	2,753	0.40%
4451	Grocery Stores	71,574	$22,860	1	23,605	1,791	0.20%
5613	Employment Services	68,154	$34,778	0.73	16,364	8,514	1.20%
6211	Offices of Physicians	67,126	$85,231	0.96	14,155	13,324	1.80%
9281	National Security and International Affairs	64,649	$99,789	4.32	14,385	–5,726	–0.90%
5413	Architectural, Engineering, and Related Services	61,636	$92,891	1.51	14,245	6,046	0.90%
6241	Individual and Family Services	59,584	$26,250	0.97	10,343	8,753	1.40%
2382	Building Equipment Contractors	58,922	$50,436	1.07	12,071	10,025	1.60%
4529	Other General Merchandise Stores	58,714	$23,267	1.23	21,364	17,035	2.60%
7139	Other Amusement and Recreation Industries	48,454	$19,024	1.3	15,349	4,318	0.90%
8131	Religious Organizations	45,305	$20,526	1.11	10,337	662	0.10%
7211	Traveler Accommodation	45,226	$24,313	0.89	13,771	2,562	0.60%
4411	Automobile Dealers	37,116	$53,606	1.11	10,408	3,923	1.00%

NAICS	Industry	Employment	Avg. Annual Wages	Location Quotient	Total Approx. Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent
5412	Accounting, Tax Preparation, Bookkeeping, and Payroll Services	36,922	$76,773	1.27	8,722	1,979	0.50%
3366	Ship and Boat Building	36,508	$71,768	8.06	7,920	–1,961	–0.60%
4521	Department Stores	35,779	$19,136	0.98	10,250	–7,161	–2.20%
9211	Executive, Legislative, and Other General Government Support	34,181	$49,392	0.43	7,985	183	0.10%
5222	Nondepository Credit Intermediation	32,982	$119,157	2.07	6,793	2,550	0.70%
9261	Administration of Economic Program	32,638	$84,386	2.04	7,382	–1,681	–0.50%
6231	Nursing Care Facilities (Skilled Nursing Facilities)	32,197	$29,953	0.71	6,542	2,014	0.60%
5221	Depository Credit Intermediation	31,865	$58,652	0.72	8,607	–468	–0.10%
5419	Other Professional, Scientific, and Technical Services	31,704	$55,720	1.21	6,662	3,526	1.10%

Source: JobsEQ®

Eighteen of the 30 largest 4–digit industries, shaded in gray in the table above, are included in the "Governor's Diversified High–Growth Industries"[1] list of target sectors. These sectors are broadly defined as the following:[2]

1. Advanced Manufacturing
    a. Includes aerospace–related manufacture
    b. Includes biotech–related manufacture such as pharmaceutical and medical equipment
2. Information Technology
    a. Includes aerospace–related telecommunications
    b. Includes data centers
3. Tourism
4. Energy
5. Federal Government
    a. Public administration
    b. Private sector contractors are located throughout other industries, particularly manufacturing and professional business services

    c. Includes only civilian workers
6. Professional Business Services
    a. Big data and big analytics
    b. Cyber security
    c. Modeling and simulation
    d. Includes aerospace–related computer system design and related activities
7. Agriculture and Forestry
8. Healthcare
9. Logistics

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

Current and Forecast Employment by Occupations

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

Table 5. Major Occupation Groupings in Virginia and the United States, 2015 Qtr 3

SOC	Title	VA Total Employment	VA Percent	VA Avg. Annual Wages1	US Total Employment	US Percent	US Avg. Annual Wages1
43–0000	Office and Administrative Support	595,240	15	$36,000	22,555,000	15	$35,500
41–0000	Sales and Related	403,379	10.2	$38,800	15,721,312	10.5	$38,700
35–0000	Food Preparation and Serving Related	330,456	8.3	$22,500	12,773,711	8.5	$22,000
25–0000	Education, Training, and Library	245,855	6.2	$52,200	8,521,293	5.7	$52,200
11–0000	Management	244,238	6.2	$124,200	9,050,259	6	$111,600
53–0000	Transportation and Material Moving	236,578	6	$33,700	10,117,202	6.7	$34,200
13–0000	Business and Financial Operations	227,510	5.7	$78,200	7,310,693	4.9	$72,400
29–0000	Healthcare Practitioners and Technical	200,176	5	$75,500	8,409,533	5.6	$76,000
51–0000	Production	197,828	5	$35,400	9,424,709	6.3	$35,500
47–0000	Construction and Extraction	183,474	4.6	$41,100	6,684,788	4.5	$46,600
15–0000	Computer and Mathematical	171,001	4.3	$92,100	4,094,164	2.7	$84,000
37–0000	Building and Grounds Cleaning and Maintenance	157,642	4	$24,600	5,426,913	3.6	$26,300
49–0000	Installation, Maintenance, and Repair	152,267	3.8	$46,100	5,758,147	3.8	$45,200
39–0000	Personal Care and Service	151,078	3.8	$25,400	5,926,490	4	$24,900
31–0000	Healthcare Support	102,285	2.6	$28,100	4,377,921	2.9	$28,800
33–0000	Protective Service	79,879	2	$45,100	2,906,392	1.9	$44,000
17–0000	Architecture and Engineering	78,923	2	$84,100	2,540,722	1.7	$81,500

SOC	Title	VA Total Employment	VA Percent	VA Avg. Annual Wages1	US Total Employment	US Percent	US Avg. Annual Wages1
27–0000	Arts, Design, Entertainment, Sports, and Media	65,607	1.7	$55,200	2,618,757	1.7	$55,800
21–0000	Community and Social Service	62,618	1.6	$46,700	2,378,258	1.6	$45,300
19–0000	Life, Physical, and Social Science	38,883	1	$76,200	1,204,450	0.8	$70,000
23–0000	Legal	30,890	0.8	$100,900	1,196,693	0.8	$101,100
45–0000	Farming, Fishing, and Forestry	12,191	0.3	$28,300	1,003,396	0.7	$24,100
00–0000	Total – All	3,967,998	100	$49,900	150,000,804	100	$47,100

Source: JobsEQ®

Note: Figures may not sum due to rounding.

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

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

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

Table 6. Current and Forecast Occupation Growth for Major Groups in Virginia

(Employment and Wages reflect Four Quarters Ending 2015q3 and Forecast Over the Next 10 Years)

SOC	Title	Employment	Avg. Annual Wages1	Total Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent
31–0000	Healthcare Support	102,285	$28,100	23,125	23,423	2.10%
15–0000	Computer and Mathematical	171,001	$92,100	27,863	32,840	1.80%
29–0000	Healthcare Practitioners and Technical	200,176	$75,500	45,376	30,970	1.40%
39–0000	Personal Care and Service	151,078	$25,400	43,333	20,498	1.30%
47–0000	Construction and Extraction	183,474	$41,100	35,221	23,021	1.20%
13–0000	Business and Financial Operations	227,510	$78,200	50,690	22,940	1.00%
21–0000	Community and Social Service	62,618	$46,700	13,944	5,809	0.90%
25–0000	Education, Training, and Library	245,855	$52,200	53,869	19,906	0.80%
11–0000	Management	244,238	$124,200	79,573	17,646	0.70%
37–0000	Building and Grounds Cleaning and Maintenance	157,642	$24,600	36,390	11,566	0.70%
19–0000	Life, Physical, and Social Science	38,883	$76,200	12,156	2,949	0.70%
41–0000	Sales and Related	403,379	$38,800	132,719	23,977	0.60%
35–0000	Food Preparation and Serving Related	330,456	$22,500	129,211	19,044	0.60%
49–0000	Installation, Maintenance, and Repair	152,267	$46,100	37,989	10,085	0.60%
17–0000	Architecture and Engineering	78,923	$84,100	20,227	4,524	0.60%
23–0000	Legal	30,890	$100,900	6,253	1,971	0.60%
27–0000	Arts, Design, Entertainment, Sports, and Media	65,607	$55,200	23,157	3,119	0.50%
53–0000	Transportation and Material Moving	236,578	$33,700	63,285	10,078	0.40%
43–0000	Office and Administrative Support	595,240	$36,000	132,273	17,585	0.30%
33–0000	Protective Service	79,879	$45,100	17,914	2,575	0.30%
51–0000	Production	197,828	$35,400	51,660	–8,459	–0.40%
45–0000	Farming, Fishing, and Forestry	12,191	$28,300	4,956	–817	–0.70%
00–0000	Total – All	3,967,998	$49,900	1,041,182	295,249	0.70%

Source: JobsEQ®Note: Figures may not sum due to rounding.1. Occupation wages are as of 2014 and represent the average for all Covered EmploymentWhen both growth and replacement demand are taken into account, sales and related occupations top the list of demand occupations with 156,696 workers needed over the next ten years in Virginia. Office and administrative support occupations, with a need of 149,858, and food preparation and serving related occupations, with a need of 148,255, round out the top three.Table 7. Demand Over Next 10 Years Due to Growth and Replacements by Major Occupation for Virginia

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

Source: JobsEQ®Note: Figures may not sum due to rounding.The top 30 detailed occupations[1] that employ the most people in Virginia make up a quarter of all employment in the state (see table on the next page). Twenty of those occupations typically require only a high school diploma or less to carry out the duties of the job. Two of the occupations require some postsecondary non–degree award; one requires some college, no degree; one requires an associate's degree; and four require a bachelor's degree.Due to growth in industries that employ the top 30 occupations, 88,288 more positions are expected to be filled over the next ten years, beginning with the third quarter of 2015 in Virginia. This need accounts for 30% of the employment growth demand in Virginia over the next decade. In addition to the workers needed because industries are expanding, 241,929 positions will need to be filled in the top 30 occupations as current workers either retire or move to different occupations.As in most states, retail salespersons, cashiers, and combined food preparation and serving workers make up the three largest detailed occupations. The two occupations with the highest location quotient are software developers, applications (1.66) and business operations specialists, all other (1.35).Table 8. Current and Forecast Employment Growth for 30 Largest 6–Digit Standard Occupation Classification (SOC) Groups in Virginia (Employment and Wages reflect Four Quarters Ending 2015q3 and Forecast Over the Next 10 Years)

SOC	Title	Empl.	Avg. Annual Wages1	Location Quotient	Forecast – Total Repl. Demand	Forecast– Total Growth Demand	Forecast – Avg. Annual Growth Percent	Typical Entry–Level Education
41–2031	Retail Salespersons	122,735	$24,900	0.99	45,139	9,708	0.80%	No formal educational credential
41–2011	Cashiers	94,634	$20,100	1.02	41,505	1,657	0.20%	No formal educational credential
35–3021	Combined Food Preparation and Serving Workers, Including Fast Food	85,562	$18,900	1	28,393	5,843	0.70%	No formal educational credential
43–9061	Office Clerks, General	80,108	$31,600	1	17,623	3,010	0.40%	High school diploma or equivalent
37–2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	71,864	$23,000	1.15	14,674	4,786	0.60%	No formal educational credential
43–4051	Customer Service Representatives	69,335	$33,400	1.01	18,591	7,458	1.00%	High school diploma or equivalent
35–3031	Waiters and Waitresses	66,501	$23,500	0.99	32,941	1,510	0.20%	No formal educational credential
43–6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	65,712	$35,100	1.04	7,044	2,059	0.30%	High school diploma or equivalent
29–1141	Registered Nurses	64,279	$63,900	0.86	15,100	9,100	1.30%	Bachelor's degree
11–1021	General and Operations Managers	59,997	$131,900	1.06	16,231	5,231	0.80%	Bachelor's degree
53–7062	Laborers and Freight, Stock, and Material Movers, Hand	57,824	$26,500	0.87	18,801	2,963	0.50%	No formal educational credential
43–5081	Stock Clerks and Order Fillers	49,850	$25,500	0.98	17,207	2,949	0.60%	No formal educational credential
43–3031	Bookkeeping, Accounting, and Auditing Clerks	47,625	$38,600	1.02	4,400	–3,135	–0.70%	Some college, no degree
39–9021	Personal Care Aides	40,897	$19,200	0.88	4,684	10,528	2.30%	No formal educational credential
53–3032	Heavy and Tractor–Trailer Truck Drivers	40,635	$39,500	0.83	7,638	2,302	0.60%	Postsecondary nondegree award
41–1011	First–Line Supervisors of Retail Sales Workers	39,811	$43,700	0.96	11,014	2,102	0.50%	High school diploma or equivalent

SOC	Title	Empl.	Avg. Annual Wages1	Location Quotient	Forecast – Total Repl. Demand	Forecast– Total Growth Demand	Forecast – Avg. Annual Growth Percent	Typical Entry–Level Education
13–2011	Accountants and Auditors	39,210	$78,600	1.12	11,724	4,983	1.20%	Bachelor's degree
25–2021	Elementary School Teachers, Except Special Education	38,907	$60,400	1.13	8,400	3,003	0.70%	Bachelor's degree
43–1011	First–Line Supervisors of Office and Administrative Support Workers	38,252	$56,100	1	5,915	3,347	0.80%	High school diploma or equivalent
49–9071	Maintenance and Repair Workers, General	35,015	$38,900	0.97	9,469	2,110	0.60%	High school diploma or equivalent
47–2061	Construction Laborers	34,619	$29,000	1.07	9,193	5,788	1.60%	No formal educational credential
25–9041	Teacher Assistants	34,540	$26,000	1.11	8,339	2,752	0.80%	Some college, no degree
37–2012	Maids and Housekeeping Cleaners	34,139	$20,800	1.03	9,230	2,756	0.80%	No formal educational credential
37–3011	Landscaping and Groundskeeping Workers	33,886	$25,700	1.08	8,071	2,919	0.80%	No formal educational credential
31–1014	Nursing Assistants	33,498	$24,200	0.82	7,707	5,958	1.70%	Postsecondary nondegree award
15–1132	Software Developers, Applications	33,101	$104,200	1.66	5,770	8,920	2.40%	Bachelor's degree
13–1199	Business Operations Specialists, All Other	32,581	$83,900	1.35	3,891	1,743	0.50%	Bachelor's degree
41–4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	30,508	$69,400	0.78	6,338	2,609	0.80%	High school diploma or equivalent
35–2014	Cooks, Restaurant	30,096	$23,900	0.99	8,682	4,112	1.30%	No formal educational credential
33–9032	Security Guards	29,629	$31,900	1.01	4,140	1,679	0.60%	High school diploma or equivalent

Source: JobsEQ®1. Occupation wages are as of 2014 and represent the average for all Covered EmploymentThe top 30 detailed occupations in Virginia with the greatest demand expected (due to both industry growth and replacement demand) over the next ten years are shown on the next page. Nine of those occupations do not require any formal educational credential for typical entry into the occupation, seven require a high school degree, one requires a postsecondary non–degree award, one requires some college, no degree, and six require a bachelor's degree.Table 9. Top 30 6–Digit Standard Occupation Classification (SOC) Groups in Virginia with Greatest Demand Over Next Ten

Years(Employment and Wages reflect Four Quarters Ending 2015q3 and Forecast Over the Next 10 Years)

SOC	Title	Employment	Avg. Annual Wages1	Total Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent	Growth Plus Repl. Demand	Avg. Annual Growth Percent
41–2031	Retail Salespersons	122,735	$24,900	0.99	45,139	9,708	54,847	0.80%
41–2011	Cashiers	94,634	$20,100	1.02	41,505	1,657	43,162	0.20%
35–3031	Waiters and Waitresses	66,501	$23,500	0.99	32,941	1,510	34,451	0.20%
35–3021	Combined Food Preparation and Serving Workers, Including Fast Food	85,562	$18,900	1	28,393	5,843	34,236	0.70%
43–4051	Customer Service Representatives	69,335	$33,400	1.01	18,591	7,458	26,049	1.00%
29–1141	Registered Nurses	64,279	$63,900	0.86	15,100	9,100	24,200	1.30%
53–7062	Laborers and Freight, Stock, and Material Movers, Hand	57,824	$26,500	0.87	18,801	2,963	21,764	0.50%
11–1021	General and Operations Managers	59,997	$131,900	1.06	16,231	5,231	21,462	0.80%
43–9061	Office Clerks, General	80,108	$31,600	1	17,623	3,010	20,633	0.40%
43–5081	Stock Clerks and Order Fillers	49,850	$25,500	0.98	17,207	2,949	20,156	0.60%
37–2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	71,864	$23,000	1.15	14,674	4,786	19,460	0.60%
11–9199	Managers, All Other	27,275	$122,200	1.07	16,693	2,311	19,004	0.80%
13–2011	Accountants and Auditors	39,210	$78,600	1.12	11,724	4,983	16,707	1.20%
39–9021	Personal Care Aides	40,897	$19,200	0.88	4,684	10,528	15,212	2.30%
47–2061	Construction Laborers	34,619	$29,000	1.07	9,193	5,788	14,981	1.60%
15–1132	Software Developers, Applications	33,101	$104,200	1.66	5,770	8,920	14,690	2.40%
39–9011	Childcare Workers	29,397	$21,000	1.02	11,455	2,243	13,698	0.70%
31–1014	Nursing Assistants	33,498	$24,200	0.82	7,707	5,958	13,665	1.70%
41–1011	First–Line Supervisors of Retail Sales Workers	39,811	$43,700	0.96	11,014	2,102	13,116	0.50%
35–2014	Cooks, Restaurant	30,096	$23,900	0.99	8,682	4,112	12,794	1.30%
31–1011	Home Health Aides	21,739	$21,900	0.86	4,932	7,837	12,769	3.10%
37–2012	Maids and Housekeeping Cleaners	34,139	$20,800	1.03	9,230	2,756	11,986	0.80%
49–9071	Maintenance and Repair Workers, General	35,015	$38,900	0.97	9,469	2,110	11,579	0.60%
25–2021	Elementary School Teachers, Except Special Education	38,907	$60,400	1.13	8,400	3,003	11,403	0.70%
25–9041	Teacher Assistants	34,540	$26,000	1.11	8,339	2,752	11,091	0.80%
37–3011	Landscaping and Groundskeeping Workers	33,886	$25,700	1.08	8,071	2,919	10,990	0.80%

SOC	Title	Employment	Avg. Annual Wages1	Total Repl. Demand	Total Growth Demand	Avg. Annual Growth Percent	Growth Plus Repl. Demand	Avg. Annual Growth Percent
41–3099	Sales Representatives, Services, All Other	28,088	$71,300	1.21	7,364	3,252	10,616	1.10%
15–1121	Computer Systems Analysts	24,416	$97,600	1.62	3,634	6,823	10,457	2.50%
13–1111	Management Analysts	29,114	$101,000	1.5	5,459	4,959	10,418	1.60%
43–4171	Receptionists and Information Clerks	28,177	$28,000	1.02	7,662	2,718	10,380	0.90%

Source: JobsEQ®1. Occupation wages are as of 2014 and represent the average for all Covered EmploymentOccupational AnalysisIn this section, occupations were reviewed using four criteria, stemming from an evaluation method explored by the state workforce board with the support of the Virginia Employment Commission. The method evaluates occupations based on their growth rate, the number of anticipated openings, wage quality and annual wages that can support a family in Virginia, and their relevance and importance to Virginia's target industry sectors. The goal of analyzing occupations in this way is to better inform stakeholders of employment opportunities and to better align resources in the Commonwealth's workforce and education systems with economic development priorities to meet the needs of businesses. Understanding the various dimensions of a job's characteristics is an important step in identifying growth–oriented employment opportunities that lead to middle income earnings.The occupations were evaluated using the criteria described below.1. Annual Growth Forecast: Occupations with an annual average growth rate over the next ten years that is equal to or greater than the state growth rate for all occupations receive one point.

- Justification: Occupations that are expected to grow faster than the average of all occupations indicates that businesses needing these types of workers are rapidly growing over a sustained period.
- Current Measurement Value: Occupations that are expected to grow faster than the average of 0.7% in Virginia from 2015 quarter 3 through 2025 quarter 3.[1]

2. Total Annual Openings: Occupations that have greater than or equal to the average annual projected number of jobs openings receive one point.

- Justification: Occupations that are expected to have the largest number of job openings over the next ten years due to replacement demand[2] plus net job growth provide the greatest opportunities for Virginians.
- Current Measurement Value: Projected job openings in Virginia from 2015 quarter 3 through 2025 quarter 3 are 167.[3]

3. Wages: Occupations that earn, on average, a wage at or above the median wage in Virginia receive one point.[4]

- Justification: Occupations which pay wages at or above the median average annual wage in Virginia are likely to provide family sustaining wages.[5]
- Current Measurement Value: Occupations that currently pay an average $38,600.

4. Relevance to Target Sectors: Occupations that account for a significant share of total employment (1% or greater) in one of the Commonwealth's target sectors or a dominant share (20% or greater)[6] of an occupation's total employment is in one of the Commonwealth's target sectors.

- Justification: Virginians should obtain the skills needed to fill positions that make up a significant percentage of the occupations in the Commonwealth's target industry sectors because employment in these target sectors is expected to experience accelerated growth. Furthermore, these occupations are anticipated to have increased transferability across Virginia's workforce regions.
- Current Measurement Value: Occupations which make up 1% or more of employment in one of Virginia's target sectors or 20% of an occupation's employment is in one of the target sectors based on an occupation crosswalk from industries targeted by the state.[7] See Appendix D for a definition of sectors.

Appendix E lists the occupations that resulted when the above criteria are applied along with descriptions of the knowledge, skills, and abilities required for these occupations along with credentials. "Part 2: Summary of All Occupations" is provided as a compendium to this plan that includes a forecast, total annual openings, wages, and relevance to target sectors for all 821 detailed SOC occupations.Although some occupations, such as cashiers and nurses, are in demand across every workforce investment area in Virginia, each region also possesses concentrations of certain industries that make its occupational demands unique. Moreover, economic development successes that lead to new demand, as well as contractions that lead to layoffs,+ create region–specific alignment issues that affect growth rates, annual openings, and wages. Understanding regional economies is an important part of optimizing the workforce system's resources. A compendium with summary economic and workforce profiles for each Workforce Development Area (WDA) in the state accompanies this plan. It is entitled "Part 3: Regional Profiles."[1] Counts of unique job postings may not equate with actual job demand. For example, job postings may be placed in anticipation of possible openings that do not materialize. Moreover, slight variations of ads may be placed such that the number of ads exceeds the actual number of openings—this latter example, in particular, can inflate the number of openings for truck drivers as well as taxi drivers and chauffeurs.

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

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[1] Strategic Plan, 2013–2016, Lumina Foundation. https://www.luminafoundation.org/files/file/2013–lumina–strategic–plan.pdf

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[1] ZCTAs were created by the United States Census Bureau to provide a ZIP Code like unit of aggregation for tabulating summary statistics for Census 2000.

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[1] Data for this analytic are ES–203 (characteristics of the unemployed) data from the Virginia Employment Commission, based on applications for unemployment insurance. Applicants stay on the list as long as 1) they have not yet found a new job and 2) the time they are allowed to collect the insurance has not run out. Nevertheless, the totals here are likely understated compared to local area unemployment statistics data which are shown in the unemployment rate chart (in Virginia, for example, unemployment insurance is not granted in certain circumstances, thus dampening these numbers). The data for this analytic comes from questionnaires filled out by the unemployed; so "unknown" results will include those people who did not answer the question

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[1] Source: JobsEQ. This forecast accounts for the latest national forecast for occupations and industries that was released in mid–December 2015. [There are many notable changes to the national long–term projections in the latest release. The overall employment growth for the nation slowed from an average 1.0% per year over the 2012–2022 projection to an average 0.6% growth over 2014–2024.] JobsEQ also includes proprietors as well as railroad employees that are excluded from the quarterly census of employment and wages (QCEW) data.[2] Replacement demand is the number of expected openings based on individuals who are retiring or moving to a different occupation.[3] Source: JobsEQ.[4] The median wage is calculated based on employment and average annual wages for occupations at the detailed occupation level.[5] According to the Massachusetts Institute of Technology's Living Wage Calculator, http://living wage.mit.edu/states/51, a median average annual wage of $38,300 is close to a living wage for an adult in a family with two adults (both working) and three children.[6] The dominance concept is used by Pennsylvania. See Pennsylvania Department of Labor & Industry High Priority Occupations Policy, September 2010.[7] Source: New Virginia Economy, Governor Terence R. McAuliffe, 2014, page 13.

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[1] Detailed occupations refer to those at the six–digit Standard Occupation Classification (SOC) level.

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[1] Source: New Virginia Economy, Governor Terence R. McAuliffe, 2014.[2] Detailed industry definitions for the Governor's Diversified Growth Industries can be found in Appendix 1.

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[1] There are 315 4–digit NAICS industries.[2] The location quotient (LQ) is a measure of the relative size of an industry in a region compared to the average size in the nation. An LQ of 1.0 indicates an industry is the same size in the region as is average in the nation; an LQ of 2.0 means the industry is twice as large in the region compared to average; and an LQ of 1/2 indicates the industry is half as large regionally as average in the nation. The location quotient for an industry identifies the degree to which the industry specializes in or is concentrated in a region. With an LQ of 1.25 or higher, a region is considered to possess a competitive advantage in that industry. Firms in a specific industry often aggregate because of some competitive advantage found in an area such as geographic location, natural resources, and human resources. (A region can have a competitive advantage in a

growing or declining industry.) By formula, the location quotient is the ratio of an industry's share of total employment within the region to the same industry's share of employment in the nation.

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[1] Employment includes estimates for proprietors as well as railroad and religious workers not covered under the unemployment insurance program.[1] Ross, Martha, et al. "Unemployment among Young Adults, Exploring Employer–Led Solutions." Metropolitan Policy Program at Brookings, July 2015.[2] Asians include Native Hawaiians and Other Pacific Islanders. Other includes American Indians, Alaska Natives, multiracial individuals, and those of some other race. Based on American Community Survey microdata.[3] Source: President's Budget for Fiscal Year 2016, Table 5.1.[4] Source: http://www.army.mil/article/151992/Army_to_realign_brigades__cut_40_000_Soldiers__17_000_civilians/[1] Replacement demand is the minimum demand due to separations.

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[1] The Economic and Workforce Analysis section of this report was prepared by Chmura Economics and Analytics.[2] Source: Blue Chip Financial Forecasts, February 1, 2016.[3] Part of the reason the labor force grew a low annual average of 0.2% per year from 2010 through 2014 in the aftermath of the Great Recession was because many people became discouraged that they could not find a job and dropped out of the labor force. These discouraged workers are not counted as part of the labor force.

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

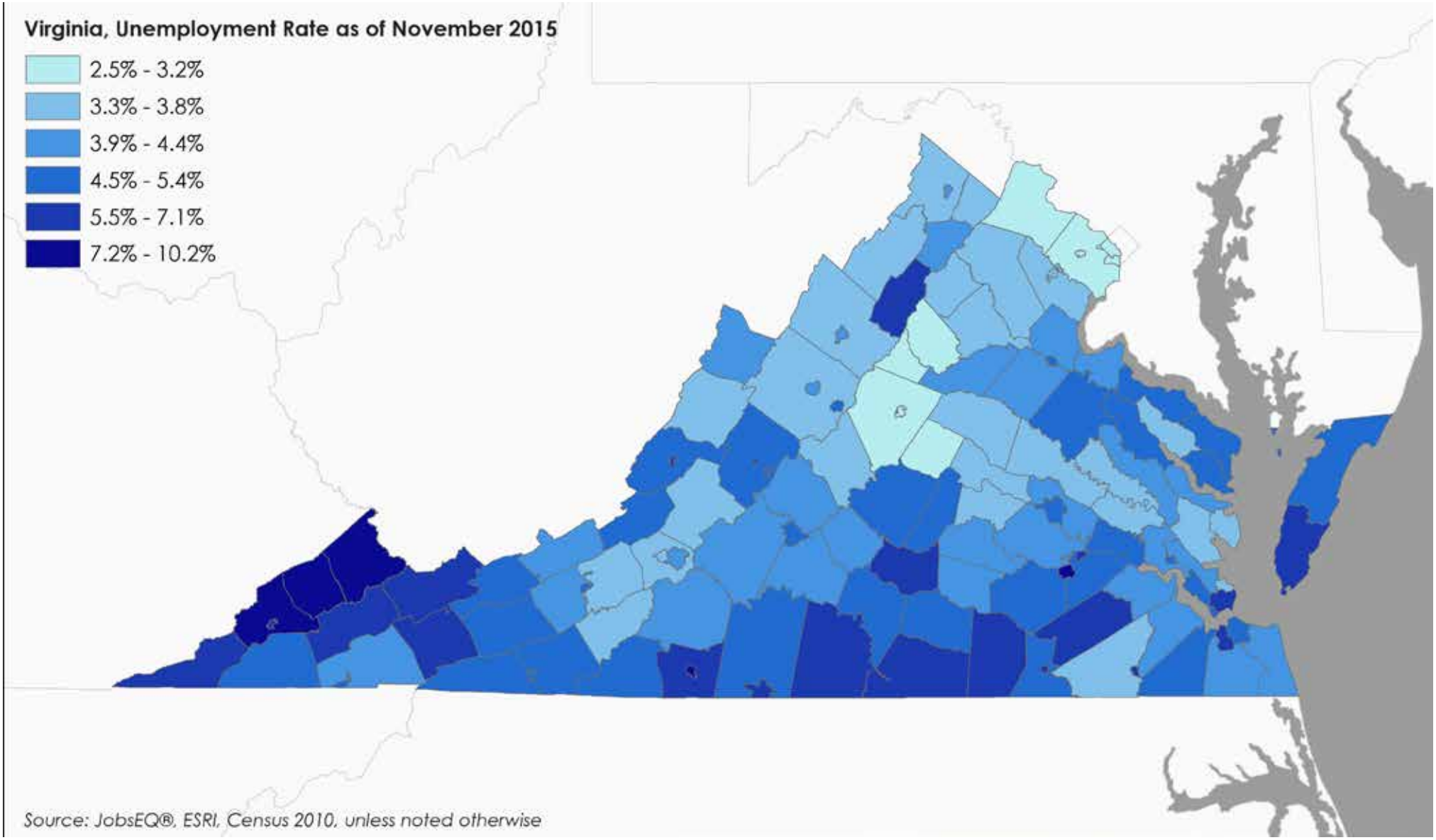
Provide an analysis of the educational and skill levels of the workforce.

IV. SKILL GAPS

Describe apparent ‘skill gaps’.

Workforce Analysis

Unemployment Similar to the nation, the unemployment rate in Virginia has declined considerably since the end of the Great Recession. The unemployment rate in Virginia is typically 1.5 to 2.0 percentage points below the national rate. However, the gap between the national and state rate diminished to less than 1.0 percentage point over the last two years, due, in part, to layoffs related to the reduction in federal spending. The unemployment rate varies greatly around the state. It was the highest in November 2015 in Buchanan County (10.6%) and Dickenson County (10.4%) where the coal mining industry makes an important contribution to the economy and has been in decline. In contrast, the unemployment rate is lowest in Arlington County (2.4%) and Falls Church City (2.6%); both counties are located in Northern Virginia.

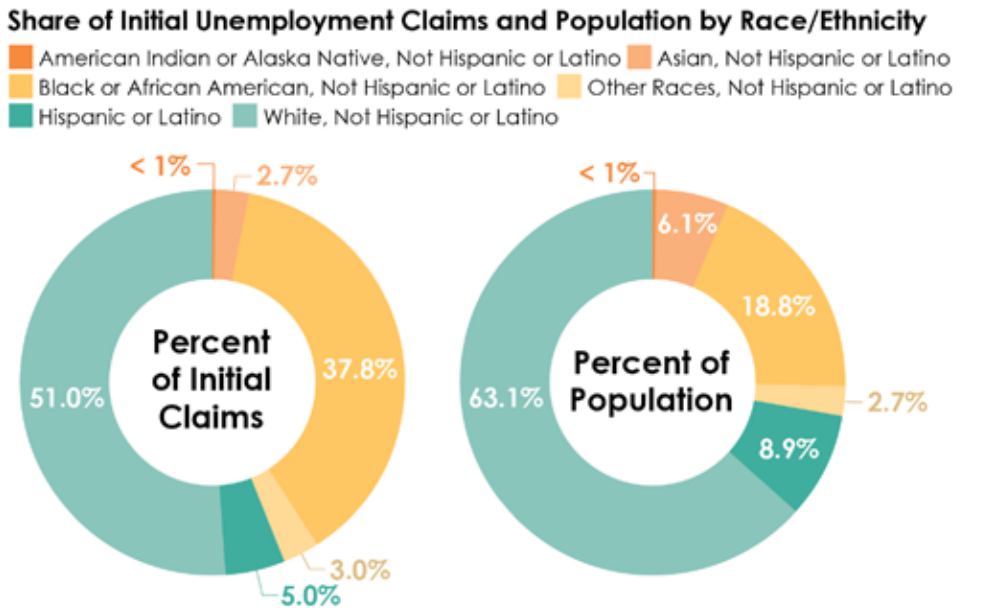

Virginia, Unemployment Rate as of November 2015
2.5% - 3.2%
3.3% - 3.8%
3.9% - 4.4%
4.5% - 5.4%
5.5% - 7.1%
7.2% - 10.2%
Source: JobsEQ®, ESRI, Census 2010, unless noted otherwise

Unemployment claims[1] data provide further insight into the characteristics of the unemployed in the state.

Table 10. Number of Claimants in Virginia by Education Attainment

–	Number	% Total
College Grad 2 Year	7,216	25.60%
College Grad 4 Year	4,160	14.80%
Grade 11	1,601	5.70%
Grade 8	381	1.40%
Graduate Degree	644	2.30%
High School Grad/GED	9,755	34.70%
Ph.D. Degree	1,712	6.10%
Unknown	2,667	9.50%
Total	28,136	100.00%

Source: JobsEQ and the Bureau of Labor Statistics A little over two–fifths of the people in Virginia receiving unemployment claims in November 2015 had a high school degree or less. The percentage of unemployment claims by educational attainment is always highest for those with a high school degree or less, whether in a contracting or expanding economy. This dynamic occurs because the skills of individuals with less education are generally not as easily transferable to other job opportunities as those of people who have more education. By race/ethnicity, non–Hispanic whites made up 51.0% of those filing for unemployment claims in Virginia in November 2015 while accounting for 63.1% of the state's total population. Asians and Hispanics also made up a smaller share of unemployment claims at 2.7% and 5.0%, respectively, than their shares of the state's population (6.1% and 8.9%, respectively). Blacks in Virginia made up a disproportionately large share of unemployment claims; accounting for 18.8% of the state's population, blacks made up 37.8% of those unemployed.



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

The percentage of claimants by race/ethnicity is fairly constant over time as shown in the chart below. At the end of the recession, however, whites made up 50.2% of claimants (compared to 51.0% in November 2015) and blacks made up 30.0% of claimants (compared to 37.8% in November 2015). A little over two–fifths of the people filing for unemployment insurance in Virginia during November 2015 did not identify the industry in which they previously worked. Of those who identified their previous place of work, 3,349 were from administrative and support and waste management and remediation services followed by 2,260 in construction, and 1,956 in health care and social assistance when defined at the 2–digit NAICS sector level.

Table 11. Initial Unemployment Claims in Virginia, November 2015

2–Digit NAICS Industry	Number	% Total
Unclassified	13,584	43.90%
Administrative and Support and Waste Management and Remediation Services	3,349	10.80%
Construction	2,260	7.30%
Health Care and Social Assistance	1,956	6.30%
Professional, Scientific, and Technical Services	1,812	5.80%
Retail Trade	1,787	5.80%
Manufacturing	1,677	5.40%
Transportation and Warehousing	741	2.40%
Wholesale Trade	686	2.20%
Finance and Insurance	674	2.20%
Other Services (except Public Administration)	556	1.80%
Accommodation and Food Services	471	1.50%
Real Estate and Rental and Leasing	356	1.10%
Information	333	1.10%
Mining, Quarrying, and Oil and Gas Extraction	198	0.60%
Educational Services	189	0.60%
Arts, Entertainment, and Recreation	145	0.50%
Management of Companies and Enterprises	112	0.40%
Agriculture, Forestry, Fishing and Hunting	79	0.30%
Utilities	13	0.00%
Total	30,978	100.00%

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

Table 12. Top Ten Unemployment Claims by Industry, November 2015

Industry	Number	% Total
Unclassified	11,541	44.10%
Temporary Help Services	967	3.70%
Computer Systems Design Services	582	2.20%
Ship Building and Repairing	333	1.30%
Engineering Services	285	1.10%
Custom Computer Programming Services	233	0.90%

Industry	Number	% Total
Administrative Management & General Management Consulting Services	206	0.80%
Offices of Physicians (except Mental Health Specialists)	204	0.80%
Professional Employer Organizations	203	0.80%
General Medical and Surgical Hospitals	202	0.80%

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

Table 13. Unemployment Claims in Virginia, November 2015: Occupations with at Least 200 People Unemployed

Occupation	Number	% Total
Customer Service Representatives	1419	5.2
Production Workers, All Other	692	2.5
Construction Laborers	664	2.4
General and Operations Managers	560	2
Sales Representatives, Services, All Other	530	1.9
Managers, All Other	496	1.8
Stock Clerks and Order Fillers	481	1.8
Cashiers	451	1.6
Retail Salespersons	423	1.5
Office and Administrative Support Workers, All Other	409	1.5
Executive Secretaries and Executive Administrative Assistants	405	1.5
Helpers—Production Workers	404	1.5
Heavy and Tractor–Trailer Truck Drivers	391	1.4
Laborers and Freight, Stock, and Material Movers, Hand	360	1.3
Electricians	330	1.2
Personal Care Aides	322	1.2
Business Operations Specialists, All Other	274	1
Sales Managers	253	0.9
First–Line Supervisors of Retail Sales Workers	251	0.9
Carpenters	250	0.9
Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other	247	0.9
Healthcare Support Workers, All Other	246	0.9
Receptionists and Information Clerks	240	0.9
Maids and Housekeeping Cleaners	228	0.8
Bookkeeping, Accounting, and Auditing Clerks	221	0.8
Sales and Related Workers, All Other	213	0.8
Operating Engineers and Other Construction Equipment Operators	210	0.8
Accountants and Auditors	205	0.7
Packers and Packagers, Hand	204	0.7
Landscaping and Groundskeeping Workers	204	0.7
First–Line Supervisors of Office and Administrative Support Workers	200	0.7

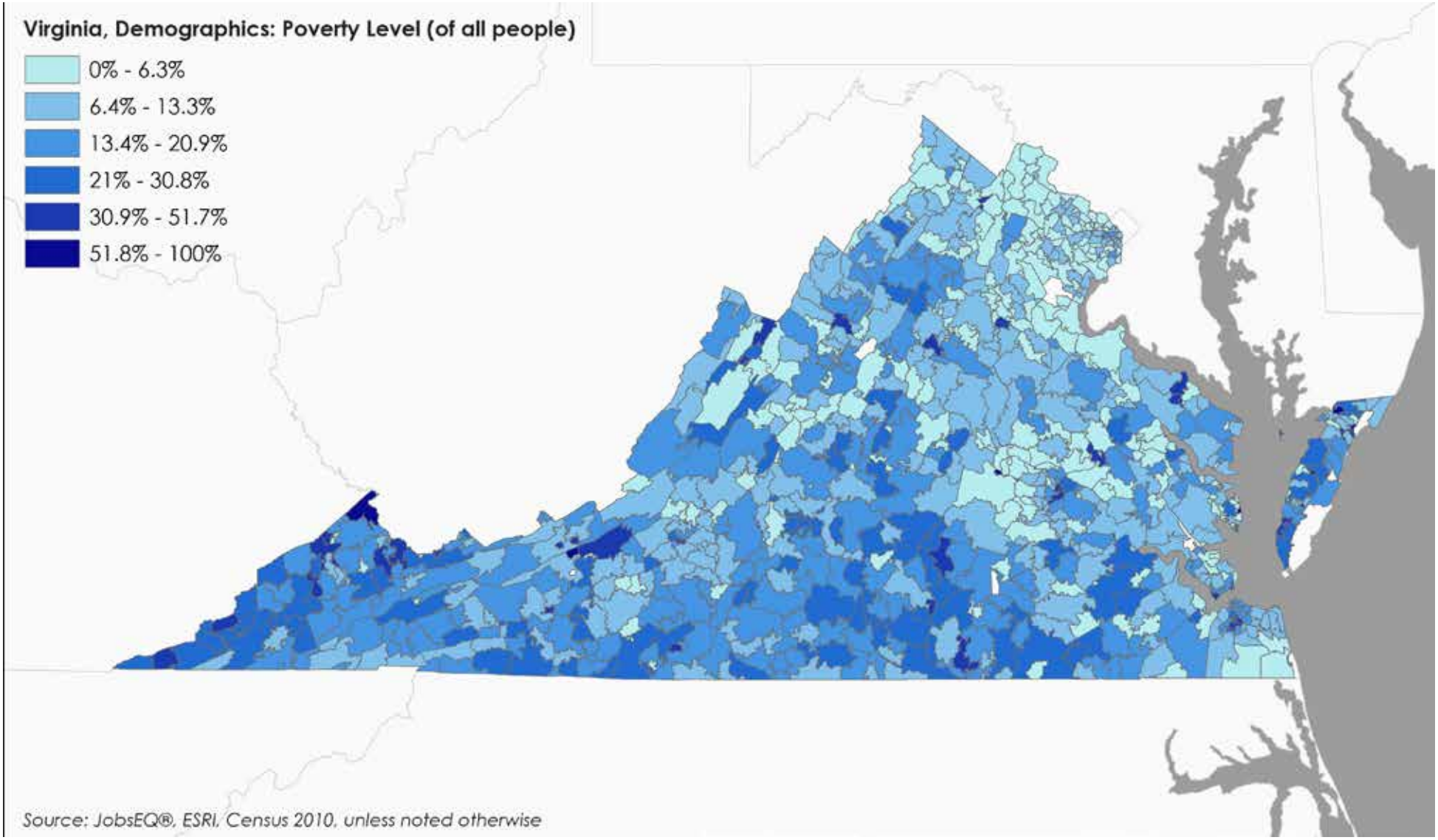
Source: JobsEQ® and Virginia Employment Commission. **Individuals with Barriers to Employment** With an annual average population growth rate of 1.1% between 2004 and 2014, Virginia has outpaced the national rate of 0.9% over the same period. The percentage of populations

with barriers to employment, as shown in the table below, is fairly close to that of the nation, with the exception of youth aged out of foster care as a percentage of those exiting. This figure is 20% in Virginia, compared to 10% in the nation. (Note, however, that the number of youth aged out in Virginia comes from a different source than the data for the nation. For that reason, some of the difference in percentage may be due to the methodology used to collect the information.)

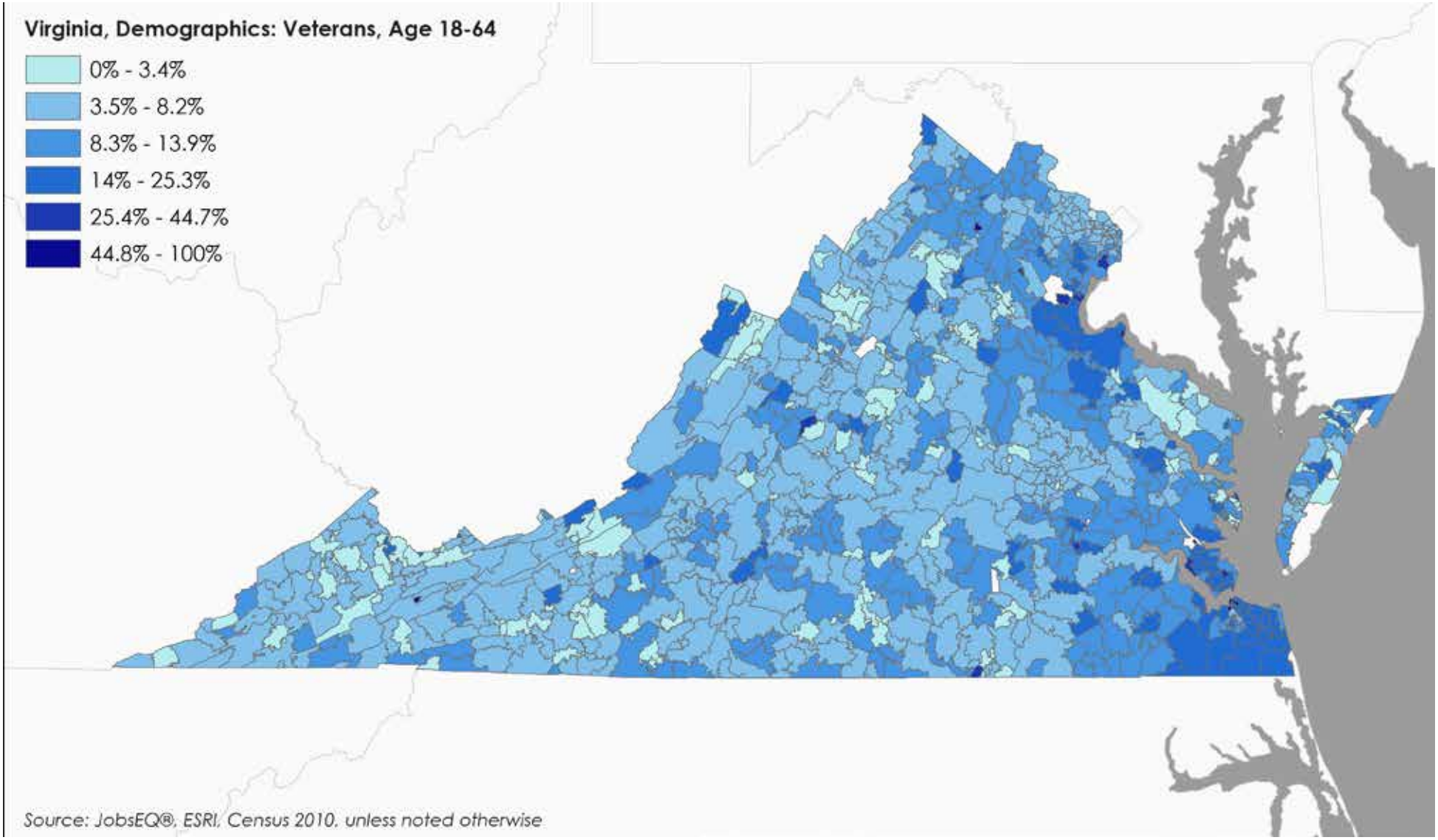
Table 14. Populations with Barriers to Employment

Population Type	Virginia %	USA %	Virginia	USA
Population2	—	—	8,326,289	318,857,056
Older Individuals	24.10%	24.90%	1,931,901	76,750,713
American Indian and Alaska Native	0.40%	0.90%	29,225	2,932,248
Native Hawaiian and Other Pacific Islander	0.10%	0.20%	5,980	540,013
Veterans, Age 18–643	9.10%	5.80%	470,379	11,371,344
Poverty Level (of all people)3	11.50%	15.60%	914,237	47,755,606
Persons with Disabilities, Age 18–643	9.10%	11.60%	460,216	19,703,061
Labor Force Participation Rate of Population with Disabilities, Age 18–64	43.40%	40.60%	209,513	8,312,694
Speak English Less Than Very Well (population 5 yrs and over)3	5.60%	8.60%	431,036	25,305,202
Homeless5	0.10%	0.20%	7,001	564,708
SNAP Recipients6	10.90%	14.60%	908,370	46,420,759
Disconnected Youth7	1.50%	2.70%	6,934	468,269
Single Parent Families8	31.30%	34.60%	313,746	13,097,386
Youth Aged Out of Foster Care as a Percent of Those Exiting9,10	20.00%	10.00%	532	23,090
Migrant and Seasonal Farmworkers11	13,865	n/a		
TANF Recipients12	2.70%	4.40%	55,099	3,406,751
Youth Unemployment13	16.70%	18.60%	100,516	4,277,904
Ex–Offenders14	12,109	n/a		

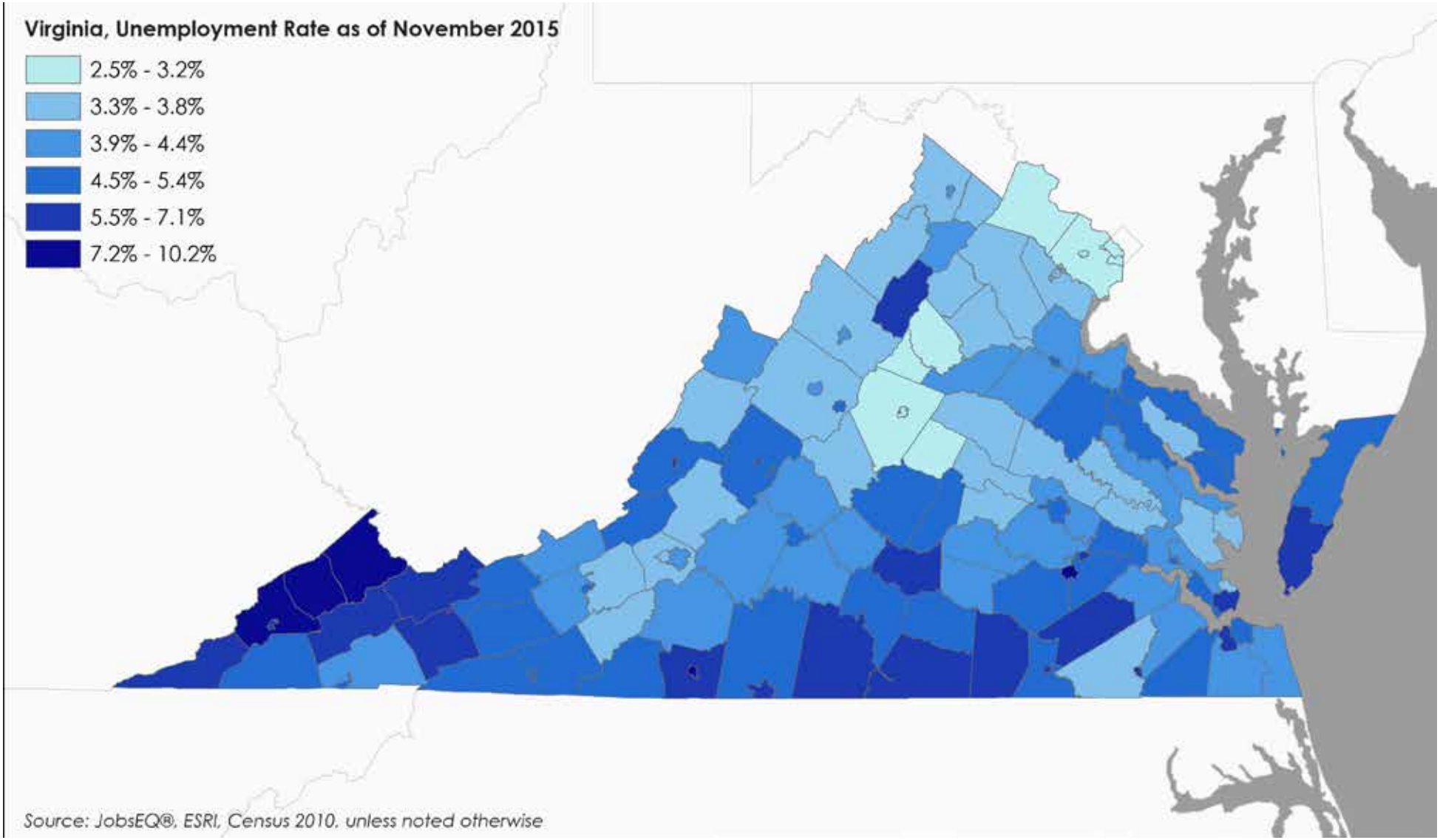
1. Census 2010, unless noted otherwise 2. Census 2014, annual average growth rate since 2004 3. ACS 2010–2014 4. 2014 ACS, 1 Year Estimates 5. The 2015 Annual Homeless Assessment Report to Congress, November 2015, U.S. Department of Housing and Urban 6. As of June 2014. Source: U.S. Census Bureau Small Area Income and Poverty Estimates. 7. Includes 16–19 year olds not in school, not high school graduates who are either unemployed or not in the labor force. Source: 2014 American Community Survey 1–Year Estimates. 8. ACS 2010–2014. Includes male householders, no wife present and female householders, no husband present, both in households with one or more people under 18 years. Percent is a share of all households with one or more people under 18 years. 9. FY 2013. Virginia Source: Kids Count Data. 10. US Data Source: FY 2013 AFCARS Report. 11. Program Year 2013. Source: Commonwealth of Virginia Agricultural Outreach Plan, Virginia Employment Commission, 4/15/2014. 12. Calendar Year 2014 average from TANF Caseload Data 2014, Office of Administration for Children & Families. Percent is TANF recipients as a share of family households (from ACS 2010–2014). 13. ACS 2010–2014. Youth is defined as 16–24 year olds. 14. Represents offenders released by the Virginia Department of Corrections in FY 2014. Source: Judicial Mapping Project, FY 2014 Report, Virginia Department of Corrections. The second widest variance is in poverty level where 11.5% of all people in Virginia are considered in poverty compared to 15.6% in the nation. As shown in the map below that identifies the percent of individuals in poverty at the zip code tabulation area (ZCTA)[1] level, the highest concentrations tend to be in the rural areas and central cities of the state.



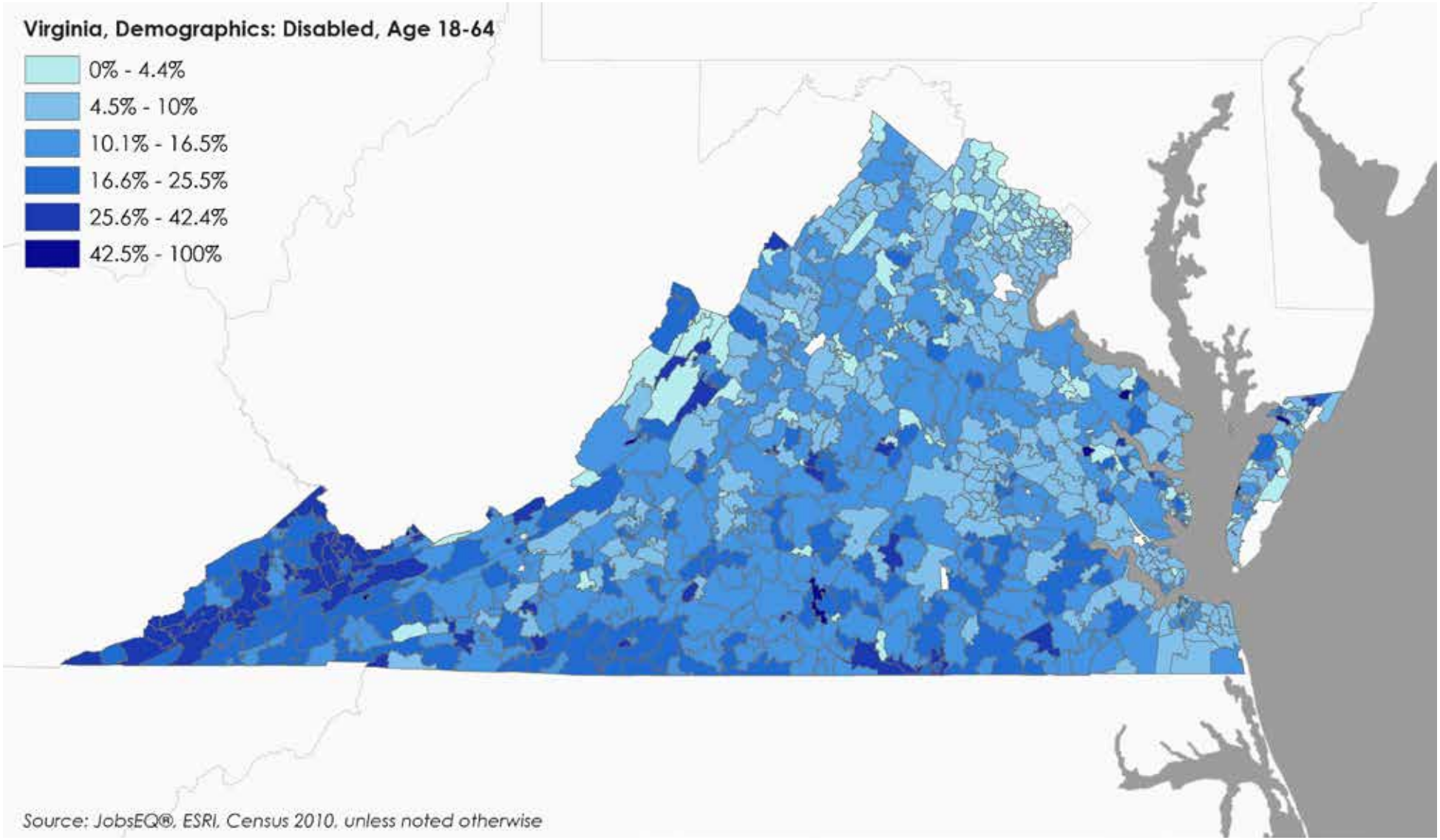
Virginia also possesses a larger percentage of veterans (9.1%) than the nation (5.8%) according to the American Community Survey (ACS), 2010–2014. The map below shows the largest concentration of veterans by ZCTA in the Hampton Roads and Norther Virginia areas.



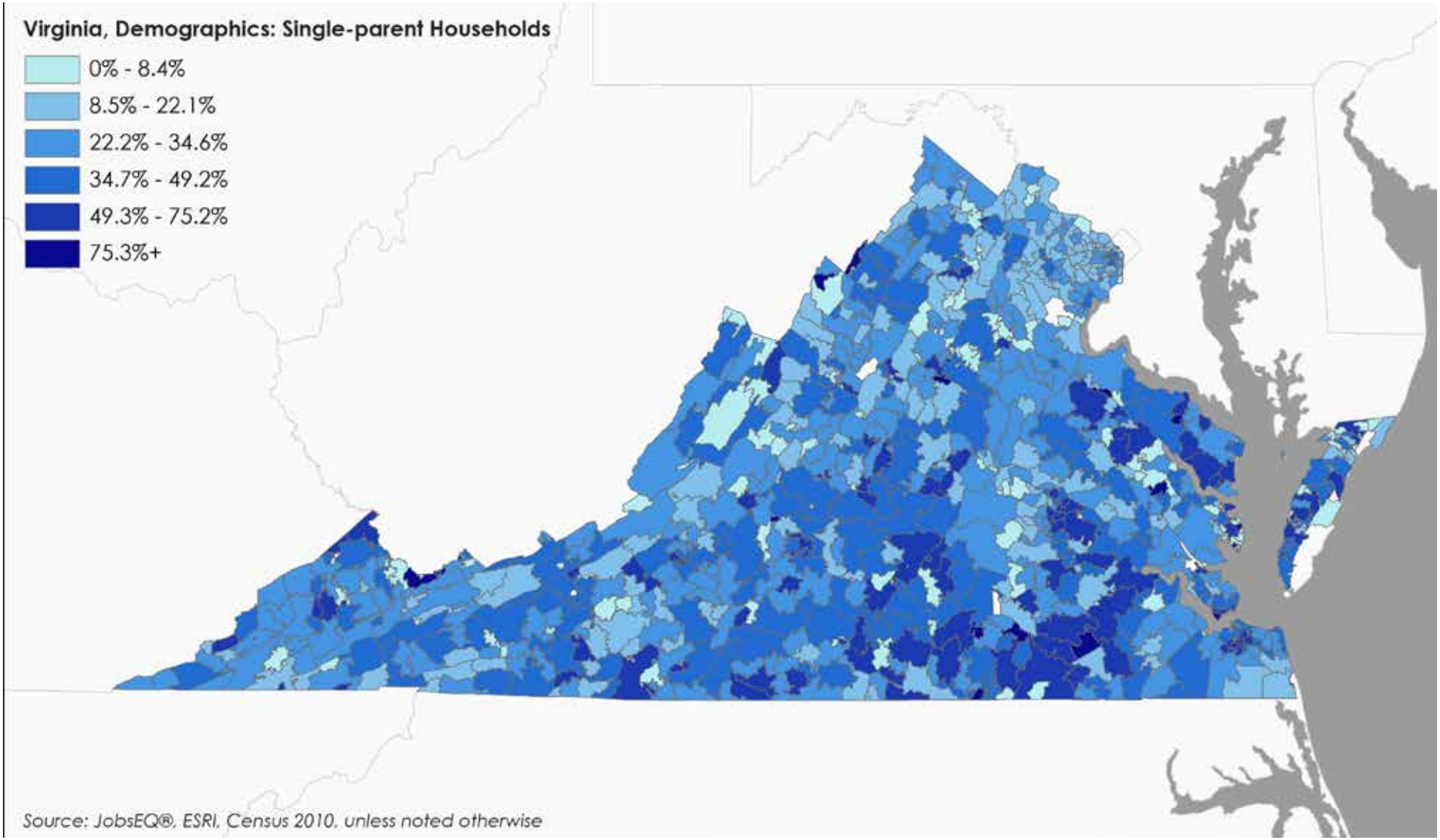
The percentage of the population speaking English “less than very well” is only 5.6% in Virginia, compared to 8.6% in the nation (based on the ACS, 2010–2014). The greatest concentration of those individuals by ZCTA is in Northern Virginia.



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



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


Virginia, Demographics: Single-parent Households
0% - 8.4%
8.5% - 22.1%
22.2% - 34.6%
34.7% - 49.2%
49.3% - 75.2%
75.3%+
Source: JobsEQ®, ESRI, Census 2010, unless noted otherwise

Labor Market Trends Labor market trends impact both the demand and supply sides of the workforce. On the demand side, the industry mix in the Commonwealth is constantly changing in response to consumer preferences, the global economy, and technological changes. The shifting industry mix over time creates changes in the skills and occupations needed by businesses. On the supply side, the workforce in Virginia is aging, and similar to situation in the rest of the nation, businesses are grappling with finding skilled workers to replace those who are retiring. A second trend that has the potential to impact the skill level of the workforce is the increasing racial and ethnic diversity in the state and its implications for education attainment. **Shifting Industry Mix** One of the broadest changes impacting the types of workforce skills needed in Virginia and the nation is the shift from goods–producing to service–producing industries. The percentage of workers in Virginia creating goods (agriculture, forestry, and fisheries; construction; manufacturing; and mining, quarrying, and oil and gas extraction) has fallen from 18.2% in the first quarter of 2002 to 13.0% in the third quarter of 2015. In contrast, employment at service–producing firms has increased from 81.8% to 87.0% over the same period. In addition to requiring a different skill set, not all growing industries provide the same salaries and wages for low–to–middle skilled workers as the industries in decline. Manufacturing is an example of an industry where output continues to expand but employment is contracting, in part, because of technological advancements. The increased productivity contributes to manufacturing being a high–paying sector. Manufacturing employment in Virginia has contracted by 100,130 jobs since the first quarter of 2002 and it currently pays an annual average wage of $57,348 which is higher than the $52,858 average for all jobs in the state. As noted elsewhere in this analysis, opportunities for job seekers are ample in the manufacturing sector due to replacement demand. In contrast, the health care and social assistance sector, which added the most jobs in Virginia over the last five years (+41,478) paid an average annual wage of $46,460 in the third quarter of 2015. The table shown here, which is ranked by employment changes over the last five years, shows accommodation and food services (+34,509) adding the second largest number of jobs. In contrast, the information sector contracted by 6,809 jobs over the same period and was followed by a contraction of 4,859 jobs in construction.

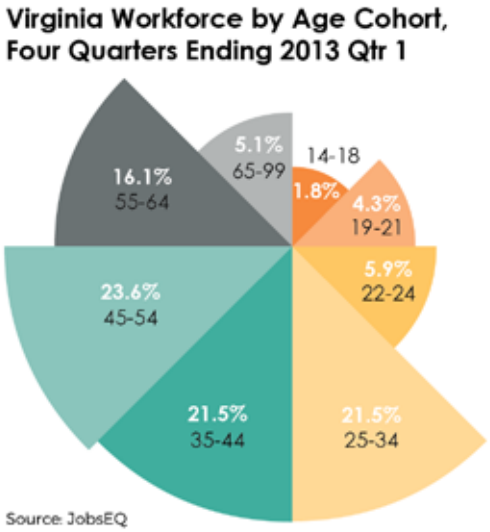
Table 15. Virginia's Changing Industry Mix Ranked Based on Total Employment Change Over the Last Five Years

Current Employment Four Quarters Ending with 2015q3. Historical Change 210q1–2015q3

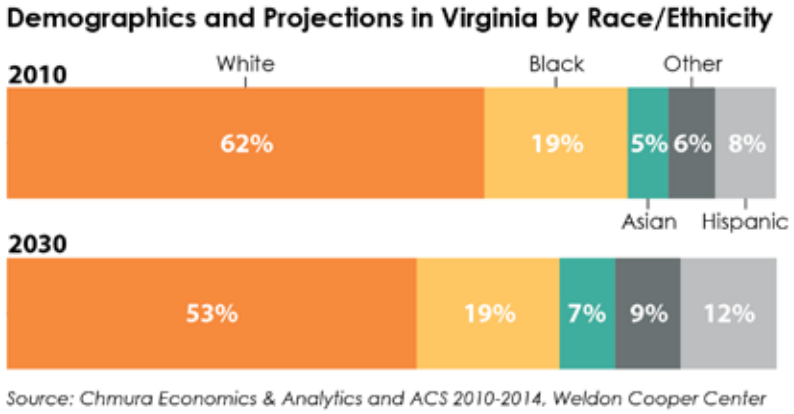
NAICS	Industry	Current Employment	Avg. Annual Wages	Location Quotient	Total Change over the Last 5 Years Past Five Years Employment	Average Annual % Change in Employment Virginia (2010q3–2015q3)	Average Annual % Change in Employment USA (2010q3–2015q3)
62	Health Care and Social Assistance	484,840	$46,460	0.87	41,478	1.80%	2.10%
72	Accommodation and Food Services	334,146	$17,989	0.96	34,509	2.20%	3.00%
56	Administrative and Support and Waste Management and Remediation Services	247,015	$37,414	0.96	29,402	2.60%	3.30%
44	Retail Trade	437,690	$27,361	1.01	17,372	0.80%	1.40%
54	Professional, Scientific, and Technical Services	431,066	$97,238	1.67	11,876	0.60%	2.40%
52	Finance and Insurance	137,513	$99,194	0.87	11,711	1.80%	0.60%
48	Transportation and Warehousing	144,833	$51,119	0.9	10,468	1.50%	2.10%

NAICS	Industry	Current Employment	Avg. Annual Wages	Location Quotient	Total Change over the Last 5 Years Past Five Years Employment	Average Annual % Change in Employment Virginia (2010q3–2015q3)	Average Annual % Change in Employment USA (2010q3–2015q3)
81	Other Services (except Public Administration)	198,516	$34,817	1.12	5,448	0.60%	–0.20%
71	Arts, Entertainment, and Recreation	77,409	$25,007	1	4,203	1.10%	1.80%
31	Manufacturing	246,743	$57,348	0.74	2,971	0.20%	1.40%
92	Public Administration	242,650	$73,437	1.27	1,552	0.10%	–0.90%
11	Agriculture, Forestry, Fishing and Hunting	32,942	$24,455	0.55	1,387	0.90%	1.50%
61	Educational Services	358,630	$41,553	1.09	1,252	0.10%	0.20%
55	Management of Companies and Enterprises	75,040	$125,062	1.3	1,132	0.30%	3.30%
42	Wholesale Trade	112,697	$75,331	0.71	–13	0.00%	1.40%
22	Utilities	18,617	$85,725	0.86	–213	–0.20%	–0.10%
53	Real Estate and Rental and Leasing	62,471	$53,907	0.93	–1,200	–0.40%	1.00%
21	Mining, Quarrying, and Oil and Gas Extraction	7,145	$70,485	0.32	–1,402	–3.50%	4.90%
23	Construction	229,276	$47,367	1.07	–4,859	–0.40%	1.80%
51	Information	78,670	$89,914	0.99	–6,809	–1.60%	0.10%
99	Unclassified	10,090	$42,027	1.19	7,397	30.20%	15.20%
_	Total – All Industries	3,967,998	$52,858	1	167,660	0.90%	1.60%

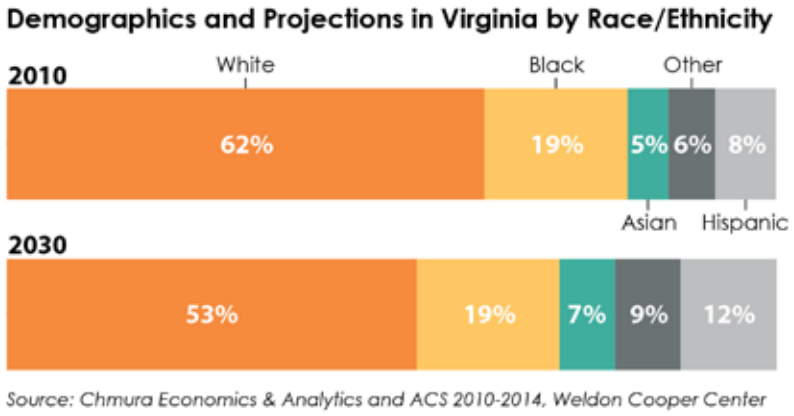
Source: JobsEQ® Note: Figures may not sum due to rounding. **Aging Workforce** Similar to the nation, a large percentage of the workforce in Virginia is nearing retirement. Two–fifths of the workforce are aged 45 through 64 with 16.1% in the 55 through 64 age cohort. The percentage of the workforce near retirement in Virginia varies by industry. In the manufacturing sector, for example, 20.6% of the workforce is 55 through 64 years old compared with 15.3% in the construction sector, and 14.6% in the information sector.



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



There are implications for education attainment because, as shown in the chart below, a smaller percentage of the Hispanic, African American, and Other Race(s) currently attain a 2–year degree or higher in Virginia when compared with the white population, according to the American Community Survey (2014). In 2013, the Lumina Foundation released a strategic plan “based on the goal that 60% of Americans obtain a high–quality postsecondary degree or credential by 2025.”[1] Although the chart below does not contain postsecondary credentials, it is clear that the level of educational attainment is currently lower for Hispanics and African Americans than other ethnicities/races in Virginia.

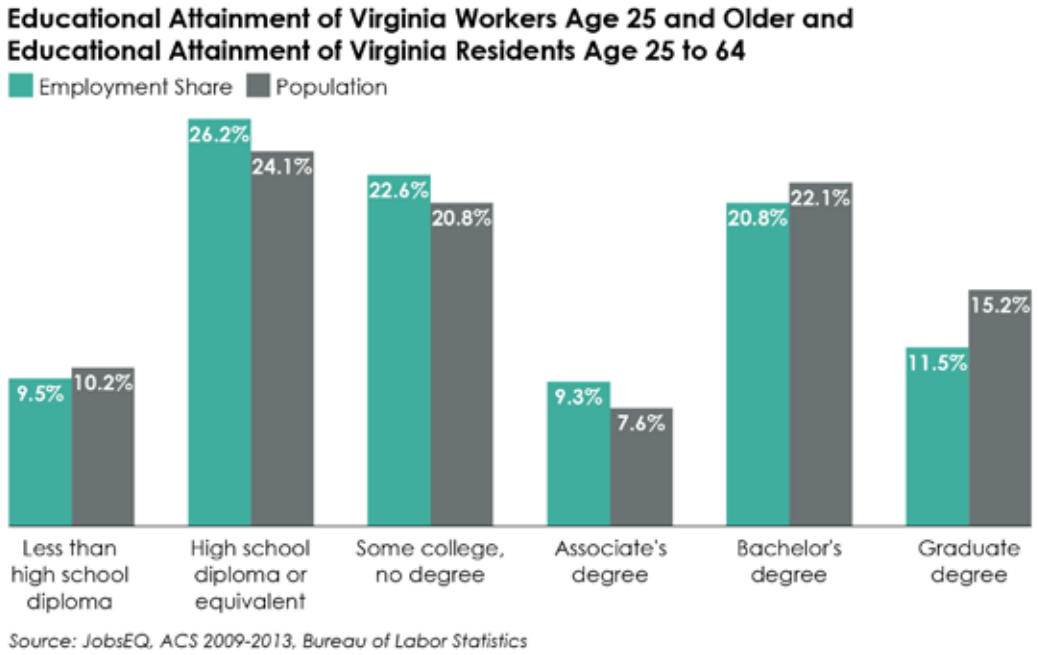


Education and Skill Levels Virginia's working–age population is highly educated when compared with the nation. Thirty–seven percent of individuals aged 25 through 64 in Virginia have a bachelor's degree or higher compared to 30.5% in the nation. At the opposite end of the spectrum, 10.2% of Virginians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

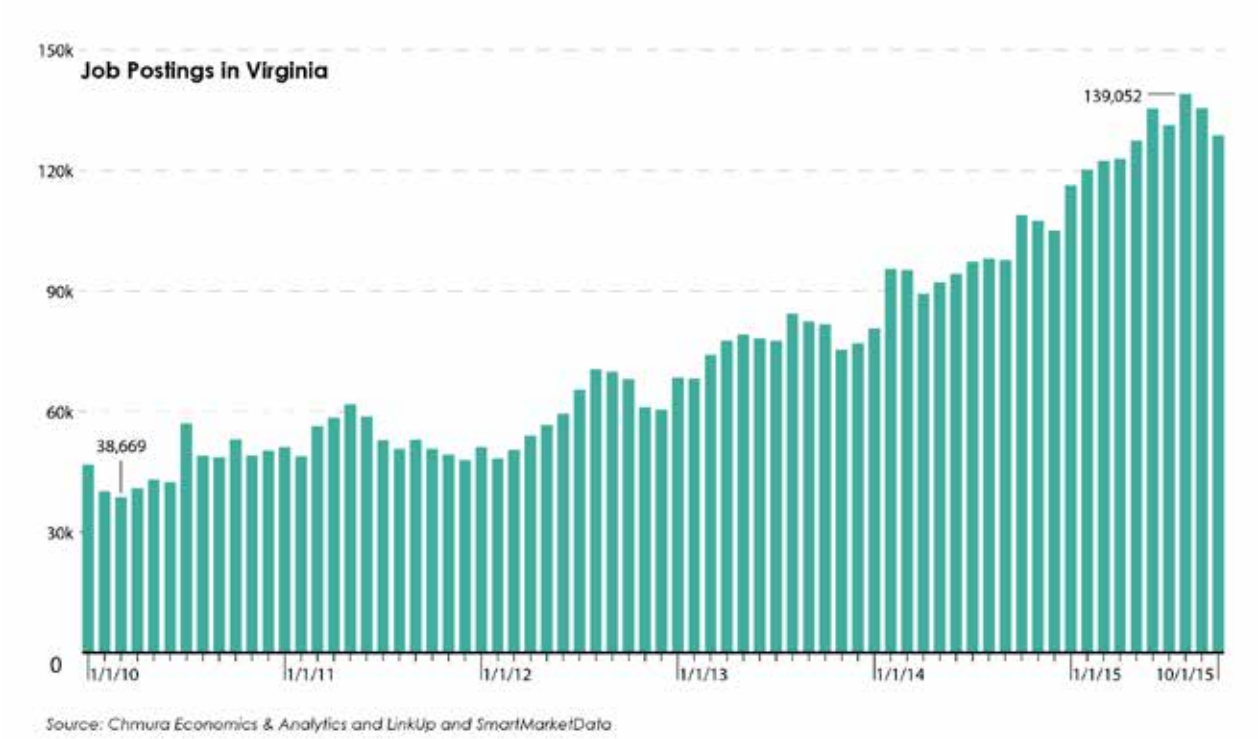
Table 16. Educational Attainment, Age 25–64

Education Attainment	Pct Virginia	Pct USA	Virginia	USA
No High School Diploma	10.20%	12.20%	449,416	20,081,351
High School Graduate	24.10%	26.70%	1,060,312	43,924,394
Some College, No Degree	20.80%	22.00%	914,713	36,266,398
Associate's Degree	7.60%	8.60%	335,360	14,216,331
Bachelor's Degree	22.10%	19.50%	974,026	32,105,737
Postgraduate Degree	15.20%	11.00%	670,825	18,142,599

Source: ACS 2009–2013 & JobsEQ® Based on workforce analysis, the current supply of highly educated workers in the Commonwealth exceeds existing demand and may be resulting in both significant underemployment, as well as increased competition for lower–skilled workers accessing the jobs they have historically performed. In terms of educational attainment, 9.5% of jobs in Virginia required less than a high school diploma, 26.2% required a high school diploma or equivalent, 22.6% required some college, 9.3% required an associate's degree, and 32.4% required at least a bachelor's degree in the 3rd quarter of 2015.[1]



As of 2013, 37.3% of Virginia's population age 25 to 64 has at least a bachelor's degree, while only 10.2% and 24.1%, respectively, have less than a high school diploma or equivalent. This data suggests that at a broad level, Virginia has a sufficient supply of highly educated individuals to meet demand from the Commonwealth's employers. In the middle–skill range of some college, no degree and associate's degree, however, the employment share is larger than the population percentage with the required training. When occupations are analyzed at the detailed occupation level, it is clear that skills gaps exist now in Virginia and will persist in the future if strategies are not identified to close the gaps. *Skills Gaps* Skill gaps that are negatively impacting employers in the state must first be identified in order to implement programs to close them. This section identifies current gaps based on sophisticated algorithms created by Chmura Economics & Analytics that identify job postings by occupation from data collected by LinkUp and SmartMarketData. Long–term gaps are based on JobsEQ analytics. Job openings identify an immediate skills gap for employers and opportunities for job seekers. As one would expect, the number of postings increases when the economy is expanding and businesses need to increase their workforce to meet demand for their goods and services. Approximately 111,027 jobs were posted in Virginia during December 2015. For the entire fourth quarter of 2015, approximately 176,692 unique jobs were posted in the state.



Large numbers of job postings for individual occupations suggest an apparent skills gap as many businesses need the same skills. As shown in the table below, retail salespersons top the list with 8,195 openings[1] followed by first–line supervisors of retail sales workers and computer occupations, all other.

Table 17. Job Postings for Top 20 Occupations, Virginia 2015 Quarter 4

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

SOC	Occupation	Typical Entry–Level Education	Number
43–6013	Medical Secretaries	High school diploma or equivalent	2,082
13–1161	Market Research Analysts and Marketing Specialists	Bachelor's degree	1,960
41–2011	Cashiers	No formal educational credential	1,871
29–2052	Pharmacy Technicians	High school diploma or equivalent	1,840
43–3071	Tellers	High school diploma or equivalent	1,749
35–2021	Food Preparation Workers	No formal educational credential	1,651

Source: Chmura, LinkUp, and SmartMarket Data Six occupations in the top 20 list of job openings require a high school diploma and five require no formal educational credential. One requires postsecondary non–degree awards and eight typically require a bachelor's degree. Skills and occupations that are in demand today may not be in demand in the months or years ahead when a student finishes a training program or education. For that reason, long–term gaps need to be considered in conjunction with current gaps. The approach taken here is to identify the apparent long–term skills gaps based on the total annual demand created from growth in industries needing the occupation, as well as from positions that need to be filled because individuals are retiring or moving to different occupations. In this case, a shortage of qualified workers could potentially occur if individuals are not being trained or educated to fill the openings. The potential supply shortfall or gap is an underlying force that the labor market will resolve in one way or another, such as by employers recruiting from further distances for these occupations, wages going up to attract more candidates, and demand and wages both enticing more local residents to get training for particular occupations. To restate, this demand is an underlying force that has the potential to create a gap and should be considered in conjunction with other state or regional data, such as growth and replacement forecasts, unemployment rates, and wages. Among occupations at the detailed level in Virginia, the largest projected potential shortfalls are for retail salespersons; cashiers; waiters and waitresses; and combined food preparation and serving workers, including fast food workers. For these occupations, which typically do not require a formal educational credential for entry, there is a potential annual supply gap of at least 3,000 workers per occupation over the next decade. Customer service representatives had the fifth largest potential annual supply gap over this period at 2,605 followed by registered nurses at 2,420 and laborers and freight, stock, and material, movers, hand at 2,176. Among computer and mathematical occupations (SOC 15–0000) in Virginia, software developers, applications had the largest annual supply gap at 1,469; this occupation typically requires a bachelor's degree for entry. *Computer systems analysts*; *computer user support specialists*; and *software developers, systems software* also had annual supply gaps exceeding 500. *Both computer systems analysts* and *software developers, systems* generally require a bachelor's degree for entry while *computer user support specialists* need "some college, no degree" for entry.

Table 18. Potential Occupation Gaps over 10 Years in Virginia: Occupations with Total Annual Demand > 500

SOC	Title	Typical Education Need for Entry	Current Employ–ment 2015Q3	Annual Growth Demand	Annual Repl Demand	Total Annual Demand/ Potential Supply Gap
11–1021	General and Operations Managers	Bachelor's degree	59,997	523	1,623	2,146
11–9199	Managers, All Other	Bachelor's degree	27,275	231	1,669	1,900
11–9013	Farmers, Ranchers, and Other Agricultural Managers	Bachelor's degree	17,170	–170	1,035	865
11–3031	Financial Managers	Bachelor's degree	14,993	116	388	504
13–2011	Accountants and Auditors	Bachelor's degree	39,210	498	1,172	1,671
13–1111	Management Analysts	Bachelor's degree	29,114	496	546	1,042
13–1161	Market Research Analysts and Marketing Specialists	Bachelor's degree	16,076	364	224	588
13–1199	Business Operations Specialists, All Other	Bachelor's degree	32,581	174	389	563
15–1132	Software Developers, Applications	Bachelor's degree	33,101	892	577	1,469
15–1121	Computer Systems Analysts	Bachelor's degree	24,416	682	363	1,046
15–1151	Computer User Support Specialists	Some college, no degree	22,426	468	313	781
15–1133	Software Developers, Systems Software	Bachelor's degree	17,794	445	259	704
23–1011	Lawyers	Doctoral or professional degree	18,941	156	359	515
25–2021	Elementary School Teachers, Except Special Education	Bachelor's degree	38,907	300	840	1,140
25–9041	Teacher Assistants	Some college, no degree	34,540	275	834	1,109
25–2031	Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	27,148	212	656	868
25–2022	Middle School Teachers, Except Special and Career/Technical Education	Bachelor's degree	18,000	140	398	538
25–3098	Substitute Teachers	High school diploma or equivalent	17,436	143	375	518
29–1141	Registered Nurses	Bachelor's degree	64,279	910	1,510	2,420
29–2061	Licensed Practical and Licensed Vocational Nurses	Postsecondary nondegree award	16,614	264	444	709
31–1014	Nursing Assistants	Postsecondary nondegree award	33,498	596	771	1,367
31–1011	Home Health Aides	No formal educational credential	21,739	784	493	1,277
31–9092	Medical Assistants	Postsecondary nondegree award	15,298	338	325	663
33–9032	Security Guards	High school diploma or equivalent	29,629	168	414	582

SOC	Title	Typical Education Need for Entry	Current Employ–ment 2015Q3	Annual Growth Demand	Annual Repl Demand	Total Annual Demand/ Potential Supply Gap
35–3031	Waiters and Waitresses	No formal educational credential	66,501	151	3,294	3,445
35–3021	Combined Food Preparation and Serving Workers, Including Fast Food	No formal educational credential	85,562	584	2,839	3,424
35–2014	Cooks, Restaurant	No formal educational credential	30,096	411	868	1,279
35–3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	No formal educational credential	12,847	47	873	919
35–1012	First–Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent	23,534	178	729	907
35–2021	Food Preparation Workers	No formal educational credential	23,098	118	708	826
35–9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	No formal educational credential	10,170	43	781	824
35–9011	Dining Room and Cafeteria Attendants and Bartender Helpers	No formal educational credential	11,030	63	563	626
35–9021	Dishwashers	No formal educational credential	13,754	15	579	594
35–3011	Bartenders	No formal educational credential	11,572	128	462	590
37–2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	No formal educational credential	71,864	479	1,467	1,946
37–2012	Maids and Housekeeping Cleaners	No formal educational credential	34,139	276	923	1,199
37–3011	Landscaping and Groundskeeping Workers	No formal educational credential	33,886	292	807	1,099
39–9021	Personal Care Aides	No formal educational credential	40,897	1,053	468	1,521
39–9011	Childcare Workers	High school diploma or equivalent	29,397	224	1,146	1,370
39–5012	Hairdressers, Hairstylists, and Cosmetologists	Postsecondary nondegree award	16,151	164	686	850
41–2031	Retail Salespersons	No formal educational credential	122,735	971	4,514	5,485

SOC	Title	Typical Education Need for Entry	Current Employ–ment 2015Q3	Annual Growth Demand	Annual Repl Demand	Total Annual Demand/ Potential Supply Gap
41–2011	Cashiers	No formal educational credential	94,634	166	4,150	4,316
41–1011	First–Line Supervisors of Retail Sales Workers	High school diploma or equivalent	39,811	210	1,101	1,312
41–3099	Sales Representatives, Services, All Other	High school diploma or equivalent	28,088	325	736	1,062
41–4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	High school diploma or equivalent	30,508	261	634	895
43–4051	Customer Service Representatives	High school diploma or equivalent	69,335	746	1,859	2,605
43–9061	Office Clerks, General	High school diploma or equivalent	80,108	301	1,762	2,063
43–5081	Stock Clerks and Order Fillers	No formal educational credential	49,850	295	1,721	2,016
43–4171	Receptionists and Information Clerks	High school diploma or equivalent	28,177	272	766	1,038
43–1011	First–Line Supervisors of Office and Administrative Support Workers	High school diploma or equivalent	38,252	335	591	926
43–6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	High school diploma or equivalent	65,712	206	704	910
47–2061	Construction Laborers	No formal educational credential	34,619	579	919	1,498
47–2031	Carpenters	High school diploma or equivalent	26,326	218	448	666
47–2111	Electricians	High school diploma or equivalent	18,034	278	320	598
49–9071	Maintenance and Repair Workers, General	High school diploma or equivalent	35,015	211	947	1,158
49–3023	Automotive Service Technicians and Mechanics	Postsecondary nondegree award	21,688	91	685	776
53–7062	Laborers and Freight, Stock, and Material Movers, Hand	No formal educational credential	57,824	296	1,880	2,176
53–3032	Heavy and Tractor–Trailer Truck Drivers	Postsecondary nondegree award	40,635	230	764	994

Source: JobsEQ® Occupation wages are as of 2014 and represent the average for all Covered Employment

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.*

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* 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.

ELEVATE VIRGINIA

Elevate Virginia is the Commonwealth's collaborative approach to delivering tailored workforce development solutions. *Elevate Virginia* aspires to focus state and local leadership on regional labor demands and then engages the training capacity of school divisions, community colleges, workforce development boards (WDBS), the Virginia Employment Commission (VEC), One–Stop Career Centers, job developers, career coaches, 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 Elevate Virginia network are represented in this Combined State Plan. Virginia expects to engage these programs, as well as others, as we operationalize the strategies to achieve the goals stated. An organizational chart of the programs included in this plan can be found in Appendix A and an agency/program narrative follows.

VIRGINIA'S COMMUNITY COLLEGE SYSTEM

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

with current and emerging workforce needs. In 2015, the VCCS served more than 262,000 students with credit–based education.

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

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

THE VIRGINIA DEPARTMENT OF EDUCATION

The Virginia Department of Education administers Title II, 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.

As the designated state agency with primary responsibility for skills development and integrated workforce preparation for non–native speakers and adults with skills below the twelfth–grade level, the Office of Adult Education and Literacy (OAEL) within the Department of Education supports, with federal and state funding, programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics (IEL/Civics) education, workforce preparation activities, and/or 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/Civics (IEL/Civics) Education – 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) – OAEL also holds primary responsibility for high school equivalency testing in the Commonwealth and for the National External Diploma Program (NEDP®) for high school completion.

PluggedIn Virginia (PIVA) – OAEL holds primary responsibility for the PluggedIn Virginia workforce development program. Components include basic skills instruction, integrated industry content, postsecondary dual enrollment, computer literacy, soft skills instruction, and credentialing with nationally recognized industry credentials.

Adult Education and Literacy, WIOA Title II, is a key component in the workforce development continuum in the Commonwealth, especially for the 400,000 adults in the current workforce who have not completed high school and the 350,000 who lack sufficient English speaking skills.

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

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

THE VIRGINIA EMPLOYMENT COMMISSION

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

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

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

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

Unemployment Insurance (UI) – The unemployment insurance program, created by the Social Security Act of 1935, is administered by each state, the District of Columbia, Puerto Rico, and the Virgin Islands with oversight by the U.S. Department of Labor (DOL). Federal law provides the

guidelines, but the 53 jurisdictions determine many requirements related to eligibility, benefit levels, and tax rates.

The UI program has three broad objectives:

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

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

Jobs for Veterans State Grant – The Jobs for Veterans State 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 to find 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 LVERs are included among the One–Stop Career Center partner staff. Virginia presently has 49 LVER and DVOP staff that was collectively responsible for 274 job seeker placements in 2015.

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

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

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

DEPARTMENT OF LABOR AND INDUSTRY

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

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

THE DEPARTMENT FOR AGING AND REHABILITATIVE SERVICES AND THE DEPARTMENT FOR THE BLIND AND VISION IMPAIRED

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

Strengths

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

In particular, collaboration among the agencies has been institutionalized through two cross–agency workgroups, which will be discussed in detail later in this plan: The Career Pathways Workgroup and the WIOA Implementation 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.

Weaknesses

Virginia's workforce delivery system itself is fragmented, with responsibility for the programs under each of the four titles of WIOA split amongst five different state agencies. Administrative responsibilities for Title 1 programs and 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 produced duplication of services at higher than desirable rates. A key objective of this state plan is to mitigate the effects of programmatic fragmentation in the Commonwealth, and build a streamlined approach to workforce services delivery. There are eight historical weaknesses in Virginia's workforce system – weaknesses which have been identified and reported by the Joint Legislative Audit and Review Commission of the General assembly (JLARC). These weaknesses are:

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

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

Many of the weaknesses outlined above have been addressed since the JLARC report was issued in December of 2014. For example, staff in the governor's office recently conducted a successful budget survey involving all of the core WIOA program agencies; and the Virginia Board of Workforce Development continues to evolve, strengthening its 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.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

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 is core to the way Virginia envisions the workforce system delivering on its promise to support those individuals identified as needing services to meet the requirements of the 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—

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- 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 the middle class and demonstrate career progression.

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

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.)

FEDERAL COMMON PERFORMANCE MEASURES	Baseline	Proposed/Expected Level PROGRAM YEAR: 2017	Negotiated/Adjusted Level PROGRAM YEAR: 2017	Proposed/Expected Level PROGRAM YEAR: 2018	Negotiated/Adjusted Level PROGRAM YEAR: 2018
FEDERAL COMMON PERFORMANCE MEASURES	–	–	–	–	–
Employment (2Q after Exit)	–	–	–	–	–
ADULTS	–	77%	–	77%	–
DISLOCATED WORKERS	–	83%	–	83%	–
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)	–	63%	–	65%	–
ADULT EDUCATION	–	50%	–	60%	–
WAGNER–PEYSER	–	63%	–	64%	–
VOCATIONAL REHABILITATION (DARS)	–	46%	–	47%	–
VOCATIONAL REHABILITATION (DBVI)	–	46%	–	47%	–
Employment (4Q after Exit)	–	–	–	–	–
ADULTS	–	87%	–	87%	–
DISLOCATED WORKERS	–	92%	–	93%	–
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)	–	68%	–	68%	–
ADULT EDUCATION	–	40%	–	45%	–
WAGNER–PEYSER	–	83%	–	84%	–
VOCATIONAL REHABILITATION (DARS)	–	44%	–	45%	–
VOCATIONAL REHABILITATION (DBVI)	–	44%	–	45%	–
Median Earnings (2Q after Exit)	–	–	–	–	–
ADULTS	–	$8,000	–	$8,000	–
DISLOCATED WORKERS	–	$10,000	–	$10,000	–
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)	–	$2,713	–	$2,713	–
ADULT EDUCATION	–	$11,600	–	$11,600	–
WAGNER–PEYSER	–	$14,000	–	$14,500	–
VOCATIONAL REHABILITATION (DARS)	–	$3,200	–	$3,200	–
VOCATIONAL REHABILITATION (DBVI)	–	$3,200	–	$3,200	–
Credential Attainment Rate	–	–	–	–	–
ADULTS	–	70%	–	70%	–
DISLOCATED WORKERS	–	70%	–	70%	–
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)	–	61%	–	61%	–
ADULT EDUCATION	–	25%	–	30%	–
WAGNER–PEYSER	–	–	–	–	–

FEDERAL COMMON PERFORMANCE MEASURES	Baseline	Proposed/Expected Level PROGRAM YEAR: 2017	Negotiated/Adjusted Level PROGRAM YEAR: 2017	Proposed/Expected Level PROGRAM YEAR: 2018	Negotiated/Adjusted Level PROGRAM YEAR: 2018
VOCATIONAL REHABILITATION (DARS)	–	30%	–	32%	–
VOCATIONAL REHABILITATION (DBVI)	–	30%	–	32%	–
Measurable Skills Gains	–	–	–	–	–
ADULTS	–	50%	–	55%	–
DISLOCATED WORKERS	–	50%	–	55%	–
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)	–	50%	–	55%	–
ADULT EDUCATION	–	42%	–	43%	–
WAGNER–PEYSER	–	–	–	–	–
VOCATIONAL REHABILITATION (DARS)	–	30%	–	32%	–
VOCATIONAL REHABILITATION (DBVI)	–	30%	–	32%	–
Effectiveness in Serving Employers	–	–	–	–	–
ADULTS	–	0	–	0	–
DISLOCATED WORKERS	–	0	–	0	–
YOUTH*(EDUCATION, TRAINING OR EMPLOYMENT)	–	0	–	0	–
ADULT EDUCATION	–	0	–	0	–
WAGNER–PEYSER	–	0	–	0	–
VOCATIONAL REHABILITATION (DARS)	–	0	–	0	–
VOCATIONAL REHABILITATION (DBVI)	–	0	–	0	–

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 the workforce development system of the state. These include performance evaluation and quality improvements opportunities 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). "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.

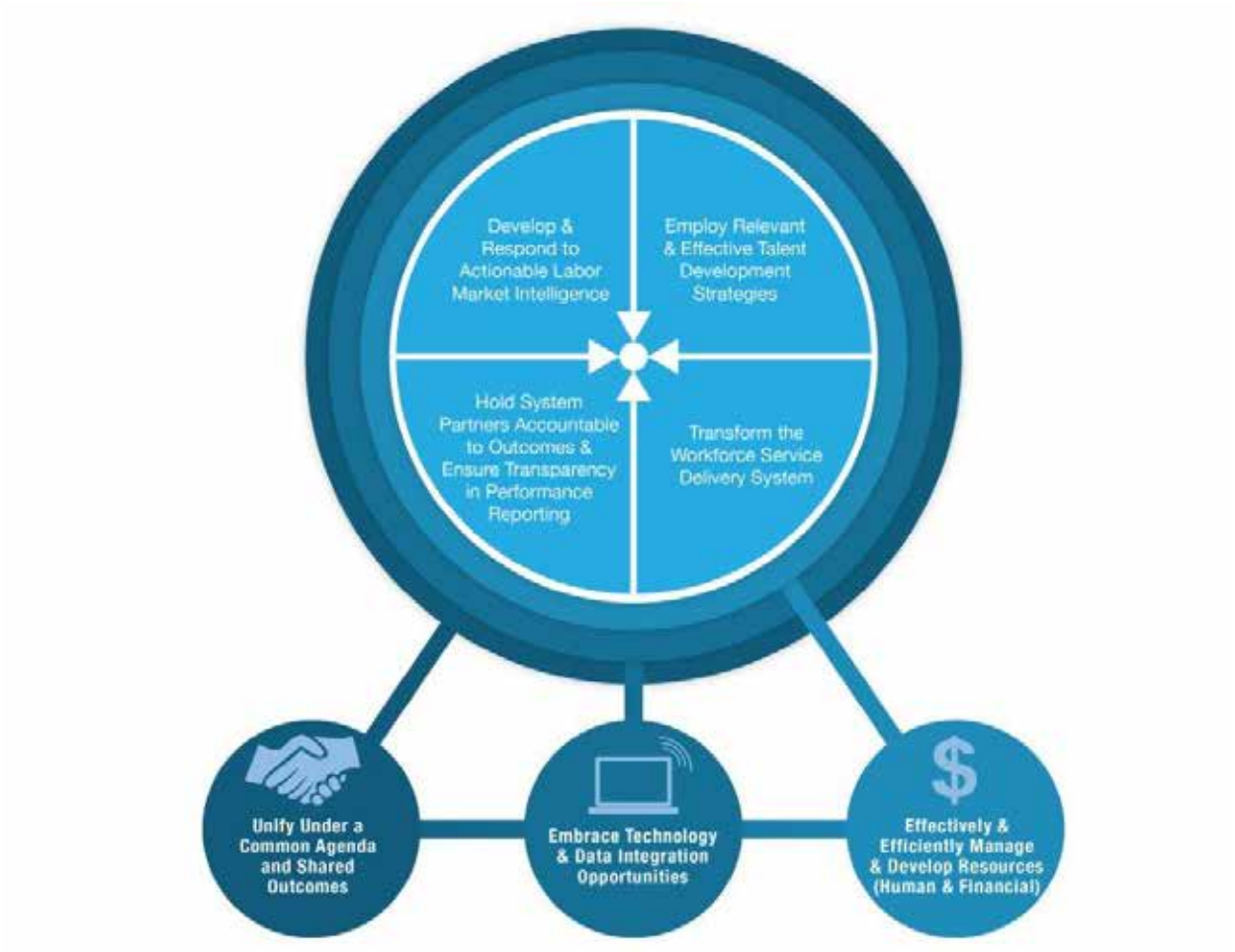
External research was conducted that drew perspective and insight from the state's economic development strategy[1], the VEDP's 2015 Strategic Review[2], business perspective gleaned from *Blueprint Virginia*[3], and critical research conducted recently by JLARC[4] and VCU[5]. Extended review of prior 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 then 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.



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.

Goal	How?
Help individuals, including individuals with barriers, gain access to the middle class and demonstrate 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.

Make relevant LMI accessible ad actionable

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

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

- 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.

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

- 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.

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

- 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:

- “Credentials to Compete” (New Virginia Economy)
- Career Pathways Workgroup
- Virginia Values Veterans (State program)

EMPLOY RELEVANT AND EFFECTIVE TALENT DEVELOPMENT STRATEGIES

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

In order to ensure alignment and engage businesses, Virginia intends to expand its state sector strategy initiatives in ways that support its economic development strategies. This 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.
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 the middle class and demonstrate 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.

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

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

Pilot one (at least) sector–based partnership per WDA

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

Align resources to support sector strategy development and deployment

- Inventory economic development, education and workforce–related available funds;

- Identify potential synergies; and
- Incentivize industry participation in the workforce system.

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

- "Credentials to Compete" (New Virginia Economy)
- Stackable Credentials (New Virginia Economy)
- Career Pathways Workgroup
- Professional Staff Development (VBWD)
- Sector Strategies (VBWD)

TRANSFORM THE WORKFORCE SERVICE DELIVERY SYSTEM

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

Virginia currently operates more than 60 workforce centers across the state. In addition, many system partners operate free–standing service locations, 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 the middle class and demonstrate 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

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

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

Implement continuous process improvement (CPI) practices

- Identify CPI model to emulate;
- Determine how to deliver training for workforce system partners' staff;
- Support access to training;
- Integrate CPI measures into data dashboard that is accessible by all workforce system partners;

- Design and make accessible a best practice “model” for ongoing guidance; and
- Support peer to peer networking across WDBs to exchange ideas and experiences.

Design and implement a mechanism for common intake and affirmative referrals

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

Increase accessibility of services for customers

- 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.

Implement business CRM technology

- 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 the middle class and demonstrate 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

Develop a cross–agency taskforce that drives technology integration

- Recruit subject matter experts from workforce system partners;
- Define governing body and governance structure;

- Map existing data system operations and requirements across workforce system partners, identify commonalities and potential barriers;
- Perform “future state” analysis of system requirements that aim to achieve data sharing and integration;
- Define functional requirements; and
- Determine plans for design, development and implementation.

Incorporate shared measures of success into system performance dashboard

- 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 and 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.

In addition to the items mentioned below, the State 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.

Several significant initiatives are presently underway involving all of the workforce system partners, including but not limited to the following:

Co-location

Because Virginia has a bifurcated system in which Title I and Title III activities are housed within two different agencies (the VEC and the VCCS), 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 any and all programs beneficial to them, with as little burden placed upon enrollees as possible. In this process, it is imperative that all workforce partners have the ability to get credit for the services they provide to customers, whether or not those customers are co-enrolled in several programs at the same time. Currently, co-enrollment in WIOA Title 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. Before the end of calendar year 2016, Virginia expects to see a common screening tool deployed statewide, which will greatly reduce the administrative burden on our customers and enable workforce development staff to better track the outcomes of customers. 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.

Collaboration on Discrete Grant Activity

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

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

enhancing access to and use of existing career pathways in selected occupational clusters (including advanced manufacturing) by individuals with disabilities.

Career Pathways Workgroup

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

• State Council of Higher Education for Virginia

• Virginia Community College System

• Virginia Department of Education

• Virginia Department of Labor and Industry

• Virginia Department of Social Services

• Virginia Economic Development Partnership

• Virginia Employment Commission

• Virginia Department for Aging and Rehabilitative Services

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

- Co-development of Virginia's first workforce report card, which will be an annual measurement comparing how the state is performing year to year
- The development of A Strategic Plan for Virginia's Career Pathway System and Booklet: Taking Root: The Virginia Career Pathways System.
- Ford Foundation funding to support three regional career pathways grants in advanced manufacturing, energy and allied health
- PluggedIn Virginia (PIVA) - OAEL holds primary responsibility for the PluggedIn Virginia workforce development program. PluggedInVA (PIVA) is a career pathway program that prepares lower-skilled adults with the workforce training and education they will need to succeed in high-demand, high-wage careers. In partnership with local employers and postsecondary institutions, the program provides learners an opportunity to complete a high school equivalency credential, earn a digital literacy certificate, earn a Career Readiness Certificate, earn industry-specific credentials, and strengthen the academic and professional skills needed to succeed in their careers and in higher education and training. The six- to-nine-month program has had success in more than fifteen regions across the Commonwealth and has covered a wide range of industries, including healthcare and manufacturing. Governor's STEM Academiesare programs designed to expand options for the general student population to acquire STEM (Science, Technology, Engineering and

Mathematics) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry. Students are required to earn at least nine (9) dual enrollment college credits.

- Governor's Health Sciences Academies are programs designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials. Each academy must implement five health science career pathways including: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development. Each academy is a partnership among school divisions, postsecondary institutions and business and industry. Students are required to earn at least nine (9) dual enrollment college credits.

WIOA Implementation Team

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

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that support 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 chairman) from a wide variety of industries. Also included are state and local elected officials, cabinet-level officials from various agencies who deliver and direct workforce services and programs, and representatives of the workforce itself, including labor organizations and community-based organizations that serve populations with barriers to employment.

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

Standing Committees

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

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

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

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

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

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

Decision Making Process

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

The Board developed a 2-year strategic plan in 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 may be accessed on the workforce system partner website 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 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.

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 for system partners to prioritize shared investment opportunities, develop affective and appropriate mechanisms to allocate costs, as well as mechanisms to 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 create customer confusion. State workforce agencies are currently working to co-locate all federally-funded employment services in One-Stop Career Centers (in accordance with WIOA) and streamline service delivery at these sites. In the process, stand-alone VEC employment services operations will close, as will redundant or non-productive satellite operations run by Local Workforce Development Areas.

Co-enrollment

Hand-in-hand with co-location is co-enrollment of workforce development customers in state and federal workforce programs. Partner agencies are presently negotiating the terms, conditions, and outcomes of successful co-enrollments; and the goal is for customers to be co-enrolled in any and all programs beneficial to them, with as little burden placed upon enrollees as possible. In this process, it is imperative that all workforce partners have the ability to get credit for the services they provide to customers, whether or not those customers are co-enrolled in several programs at the same time. Currently, co-enrollment in WIOA Title 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. Before the end of calendar year 2016, Virginia expects to see a common screening tool deployed statewide, which will greatly reduce the administrative burden on our customers and enable workforce development staff to better track the outcomes of customers. 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.

Collaboration on Discrete Grant Activity

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

• The Disability Employment Initiative Grants (The Department for Aging and Rehabilitative Services, the Virginia Employment Commission, Virginia's Community College System, and five Local Workforce Development Boards)

• The Veterans' Demonstration Grant (Virginia's Community College System, the Virginia Employment Commission, and the Department of Veterans' Services)

• Local Apprenticeship Grants (Shenandoah Valley Workforce Region, the Department of Labor and Industry, and Virginia's Community College System)

• The Department for Aging and Rehabilitative Services and the Department of the Blind and Vision Impaired jointly received a RSA funded CPID grant The grant collaborates with multiple workforce partners including adult education and two local workforce boards, other DOL grants and the Virginia

Manufacturers Association to enhance employment opportunities for individuals with disabilities. project goals include helping individuals with disabilities acquire marketable skills and credentials that enable them to secure competitive integrated employment in high-demand, high-quality occupations; enhancing the capacity of existing career pathways programs in Virginia to effectively serve individuals with disabilities; enhancing access to and use of existing career pathways in selected occupational clusters (including advanced manufacturing) by individuals with disabilities.

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

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.

Coordination with Other State-Funded Workforce Programs

Virginia holds an expansive view of the public workforce system, as evident by the programs included in this plan. There are additional state- and federally-funded programs which are not included; however, it is the intention to involve them, as well as state, regional, and communit parters in the implementation of this Plan as well as the development an dimplementation of local area plans per guidace issued by the Title I Administrator.

A sample of the programs identified as part of Virginia's public workforce system and contributors to attainment of state workforce system goals administered by agencies that are partners in this plan is below.

Department for Aging and Rehabilitative Services

Senior Community Service Employment Program - This program is most closely aligned with the programs administered under Title IV of the WIOA. Specifically, The Virginia Department for Aging and Rehabilitative Services (DARS), which administers SCSEP, is responsible for taking the lead role in aligning the program with the Combined State Plan. The current SCSEP alignment includes a

four-year strategy for the statewide provision of community services and other activities for eligible individuals under the SCSEP.

The four-year strategy requires that grantees take a longer-term view of the SCSEP program to foster both short term and long-term coordination among the various national and state SCSEP grantees and sub-recipients operating within the State. It is intended to facilitate the efforts of key stakeholders to work collaboratively through a participatory process to accomplish the SCSEP's goals.

Department for the Blind and Vision Impaired

As the co-administrator of WIOA Title IV programs, the Virginia Department for the Blind and Vision impaired dovetails two programs with core vocational rehabilitation programs offered at Virginia's One-Stop Career Centers and elsewhere. These programs are the:

- Learning Excellence in Academic (LEAP) Program - a 5 week collaborative program with Virginia Commonwealth University that affords rising high school juniors and seniors the opportunity to assess their college- and workforce-readiness skills.
- Learning Independence Feeling Empowered (LIFE) - a 5 week residential training program for high school-aged blind and vision impaired youth providing basic training in the skills of blindness and an opportunity to gain real world work experience or additional skills of blindness training.

Department of Education

The Virginia Department of Education (VDOE) Office of Adult Education and Literacy (OAEL) has oversight for WIOA Title II programs. Additionally, VDOE is responsible for Career and Technical education programs, and other wrap-around educations services for adults and youth. These additional services are part of the portfolio of services offered or referred at Virginia's One-Stop Career Centers, and they include the:

- Microsoft IT Program - the Microsoft IT Academy connects students, teachers, employers and local communities through leading-edge technology skills development. The program was developed to bridge the gap between education and the real-world by empowering students with the IT skills they'll need for college and for a career in today's technology centered job market. The program also enables educators by providing the professional development resources they need to be successful in the classroom.
- Path to Industry Certification - designed to encourage more students to work toward a selected industry credential or state license while pursuing a high school diploma. Credentials offered are:

o State-Issued Professional License, required for entry into a specific occupation as determined by a Virginia state licensing agency (Licensed Practical Nurse (LPN), Cosmetology);

o Full Industry Certification, from a recognized industry, trade, or professional association validating essential skills of a particular occupation (A+ CompTIA, Microsoft Certified Professional (MCP);

o Pathway Industry Certification, which may consist of entry-level exams as a component of a suite of exams in an industry certification program leading toward full certification (Automotive Service Excellence, (ASE), Microsoft Office Specialist (MOS); or

o Occupational competency assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area, (NOCTI).

- PluggedIn Virginia (PIVA) - an outgrowth of the ongoing efforts of the Virginia Adult Learning Resource Center and OAEL, and with additional funding provided by the Governor's biennium budget and Trade Adjustment Assistance (TAA). PIVA is an integrated education and training program that provides GED® preparation, transferrable community college credits, digital literacy instruction, and industry-specific certifications.
- Workplace Readiness Skills Assessment - extensive research was conducted on employer needs that led to all career and technical courses incorporating workplace readiness skills instruction. In response to the research to better prepare students to enter the workforce and be successful in their chosen careers, the updated list of 21 Workplace Readiness Skills was adopted by the Virginia Board of Education in April 2010.

Department of Social Services

Virginia Refugee Resettlement Program - The goal of Virginia's Refugee Resettlement Program is to help refugees and their families gain economic self-sufficiency and social integration into their communities. The Virginia Department of Social Services' (DSS) Office of Newcomer Services (ONS) is responsible for administering the Virginia's Refugee Resettlement Program.

DSS is not a core workforce partner; however, the agency administers the SNAP E&T and TANF programs, which are included in this Combined State Plan. For many workforce customers, Refugee Resettlement Program provides a direct complement to services obtained through SNAP E&T, TANF, and other wrap-around services for people with barriers to employment.

Virginia Community College System

Virginia's Community College System (VCCS) administers WIOA Title I programs. Additionally, VCCS is the second largest provider of workforce training and education in the Commonwealth (after the Virginia Department of Education). The VCCS has oversight for Virginia's One-Stop Career Centers, and ensures robust services are offered in addition to core WIOA services. Some of these additional services include:

- Institutes of Excellence - These are grants provided to specific community colleges offering outstanding workforce training and education options to students seeking to enhance job skills and opportunities.
- Non-Credit Workforce Training - This year a nearly $20M Virginia general fund investment was made in educational offerings and financial support for non-credit training for high-demand occupations.

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

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 to individuals including those populations identified in section II(a)(1)(B). 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 that is integrated 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.

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 create customer confusion. State workforce agencies are currently working to co-locate all federally-funded employment services in One-Stop Career Centers (in accordance with WIOA) and streamline service delivery at these sites. In the process, stand-alone VEC employment services operations will close, as will redundant or non-productive satellite operations run by Local Workforce Development Areas.

Co-enrollment

Hand-in-hand with co-location is co-enrollment of workforce development customers in state and federal workforce programs. Partner agencies are presently negotiating the terms, conditions, and outcomes of successful co-enrollments; and the goal is for customers to be co-enrolled in any and all programs beneficial to them, with as little burden placed upon enrollees as possible. In this process,

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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. 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.

State and Local Board Composition

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

Business Service Requirements for Local Workforce Areas

The workforce system in Virginia is demand-driven 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.’

Labor Market Intelligence

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

Virginia Community College System - Town Hall Meetings

In 2015, the Chancellor 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 4 critical gaps impacting Virginian’s 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 has taken a fully integrated and comprehensive approach to ensure that publicly funded workforce training activity is aligned to support the goals of the workforce system, individuals, and businesses. These institutions become vital points of access for individuals seeking other workforce system services. Many of these institutions are also host to a robust network of career coaches who act as extensions of the One-Stop system and points of referral to Virginia’s One-Stop Career Centers.

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

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

Virginia Community College System - Operational and Program Alignment

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

The VCCS - partly because of its role as the administrator of WIOA Title I funds, and partly because of its leadership in providing exceptional postsecondary education and workforce training across the state - is a vital actor in ensuring that partners are connected with job-driven training and education activities.

Career and Technical Education - Planning and Program Alignment

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

State Council on Higher Education in Virginia - Policy Alignment

The State Council on Higher Education in Virginia (SCHEV) is the Commonwealth's coordinating body for higher education. SCHEV makes policy recommendations to the governor and the General Assembly, and conducts strategic research. SCHEV recently released its strategic plan which established 4 ambitious goals, including providing affordable access to higher education for all. The aligned strategies address issues critical to support the work of the workforce system. Most notable is the plan's emphasis on inclusion and alignment of state and federal resources to expand access regardless of a student's ability to pay.

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.

Eligible Training Provider List

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

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

Financial Aid for Non-Credit Training

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

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

FANTIC provides funding for students who demonstrate financial need and are enrolled in an approved noncredit workforce training program leading to the attainment of an industry-recognized credential or 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 to participate in the pilot based on their strength in training towards industry credentials and regional representation across Virginia; three of those are in the Rural Horseshoe footprint. The Rural Horseshoe Initiative is designed to reduce the number of residents who lack a high school diploma or its equivalent, double the percentage of residents who earn a postsecondary associates degree or certification, and double the number of foster youth who earn an associate's degree or a workforce credential.

Other leveraged grants

Workforce Innovation Fund-Working Families Success Network Model

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

Supplemental Nutrition Assistance Program Employment & Training

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

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

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

On August 15, 2014, VCCS was awarded funds in the amount of $170,000 by the National Governor's Association Center for Best Practices for the Commonwealth of Virginia to participate in the Center's policy academy on Connecting Post-Secondary Education & the Workforce. The focus of the academy is to help participating states and territories make progress in four integrated components: 1) articulate and implement a strong vision connecting the education and training systems with the needs of the economy so more Americans achieve the "new minimum" of a postsecondary degree or certificate with labor market value to gain access to the middle class and beyond; 2) integrate and use education and workforce data to inform policy, track progress, and measure success; 3) build industry and education partnerships to get results; and 4) modify the use of resources and incentives to support the attainment of the integrated vision.

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

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

The 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 using the American Council on Education recommendations with recognition for military and workforce training, national exams (i.e. College Level Examination Program-CLEP), and/or portfolio development. This assessment service allows an individual to complete his or her program of study or training more quickly and inexpensively, as well as increasing the likelihood that greater numbers of individual learners will complete credentials.

Expanding Registered Apprenticeship in Virginia

Virginia has a stated goal of doubling the number of registered apprenticeships in the Commonwealth, and has established a number of innovative new strategies to accomplish that goal. In late 2016, the governor established new financial resources (Executive Order 49) to support Virginia employers, including state agencies, in establishing new or expanding existing apprenticeship programs in key industries including information technology, cybersecurity and professional business services.

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

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

Virginia's governor recently announced a series of bold legislative proposals aimed at improving public schools, enhancing the workforce system, and preparing the students of the Commonwealth to be successful members of the new Virginia economy. 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.

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

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

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

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

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

Additionally, to encourage Virginians attaining industry certifications and occupational licenses to become lifelong learners and attain additional postsecondary education credentials, 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. Finally, the bill also ensures that training programs offered through this program align with regional industry needs and requires the Virginia Board of Workforce Development (VBWD) to produce and publish a list of high demand occupations.

The governor's budget includes $24.6 million for this groundbreaking new workforce training program. $22 million was ultimately approved by the General Assembly.

To help more young adults gain access to and complete higher education certificates and degrees, the governor's 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 defined as dependents, such as foster children and homeless youth.

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

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

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

K-12:

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

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

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

Higher Education and Workforce Development

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

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

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

Advanced Manufacturing

- Aerospace

Agriculture and Forestry

Information Technology

- Cyber Security
- Data Analytics
- Modeling and Simulation
- Data Centers

Energy

Federal Government

Healthcare

Life Sciences

Professional Business Services

Tourism

Arguably the most transformative asset for sustainable economic growth is the workforce. The quality of the workforce 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 is, in part, driven by 3 stated goals:

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. The 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.

Governance and Planning

Virginia Board of Workforce Development

The Virginia Board of Workforce Development is comprised of private sector leadership from seven of the nine priority industry targets in the New Virginia Economy economic development plan. 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 Virginia's 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 program 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 a regional economic development outcomes and objectives will be considered.

Local Workforce Boards

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.

Operational Alignment

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 are designed to provide a comprehensive array of services to businesses to maximize the efficiency and expertise of the system partners.

Business service requirements have been developed by the Virginia Board of Workforce Development that further 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.

Virginia TalentLink

Governor McAuliffe recently announced that his biennial budget will include $932,000 for Virginia TalentLink. This program will support new communication strategies between workforce development and economic development professionals and a new information portal for businesses to connect with regional workforce resources and talent. Virginia TalentLink will also provide access to existing and expanded demand-side data analytics to find, plan, and assist in the development of talent pipelines in high-demand occupations and skills.

Policy and Programmatic Alignment

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

In addition, the state workforce board has encouraged, through its Incumbent Worker Training policy and posture towards expanding supported work-based learning in partnership with industry in order to fill in-demand jobs, a more intentional supportive relationship 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.

Rapid Response and Trade Adjustment Assistance

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

Virginia is evaluating alternative models for designing and delivering Rapid Response services. That work has been informed by the state economic development agency, who is serving in an advisory capacity.

Adult Education and Literacy

Moving forward, local workforce boards will have an opportunity to evaluate 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.).

The Virginia Workforce Connection

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

UI System Modernization

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

System-wide Data Collection and Reporting

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

Challenges and Opportunities

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

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

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

B. DATA-COLLECTION AND REPORTING PROCESSES USED FOR ALL PROGRAMS AND ACTIVITIES, INCLUDING THOSE PRESENT IN ONE-STOP CENTERS*.

Data Collection

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 workforce need and 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

A Common Intake Workgroup was also formed in June, comprised of data professionals and thought leaders within the agencies partnering in this Combined State Plan. There is unanimous agreement that a common screening tool for monitoring new workforce system customers is needed, and the group is now deliberating over identifying the most efficient and cost-effective platform for all the partners to use. The Governor 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, the Governor 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 the Governor with 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 to be used by all partners with responsibility for administering Combined State Plan programs; 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. The Governor has also directed that reports on the performance of Virginia's workforce system be provided to him 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, the Governor has asked that non-attributed outcomes such as attainment of credentials, new hires, wages by occupation, and efforts at business engagement be shared with the public via the website of Virginia's Board of Workforce Development, 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 a common screening tool has been adopted, and after two quarters of common workforce performance data have been collected and reported to the Governor.

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
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.	_

CREDENTIALS	Performance Measures
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.

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 in the Governor's Office 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, DESCRIBE THE STATE'S PROCESS FOR DEVELOPING GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM, INCLUDING BENCHMARKS, AND ITS GUIDANCE TO ASSIST LOCAL BOARDS, CHIEF ELECTED OFFICIALS, AND LOCAL ONE-STOP PARTNERS IN DETERMINING EQUITABLE AND STABLE METHODS OF FUNDING INFRASTRUCTURE IN ACCORDANCE WITH SEC. 121(H)(1)(B). BEGINNING WITH THE STATE PLAN MODIFICATION IN 2018 AND FOR SUBSEQUENT STATE PLANS AND STATE PLAN MODIFICATIONS, THE STATE MUST ALSO INCLUDE SUCH GUIDELINES.

State Board Policy and Comprehensive Policy Review

Virginia Board of Workforce Development policies supporting the implementation of workforce development strategies in the Commonwealth can be found at http://www.elevatevirginia.org/practitioners-corner/resources/. This site includes links to both board policy and supporting guidance which is issued by the Virginia Community College System in the form of Virginia Workforce Letters.

The state board is currently undergoing a policy review which includes a review of every board policy, a gap analysis of existing and required polices, as well as a redrafting and re-cataloguing of Board policy under 5 key sections. They include:

- 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. This policy project is expected to be completed in late 2016 to early 2017.

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 who did not have executed Memorandums of Understanding that include 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 infrastructure funding model was provided.

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, which will be comprised of subject matter experts from partnering agencies along with WIOA Title 1 program staff. This team will be selected from among agency and LWDB staffs. 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 impact 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. That work will be completed by June 30, 2017 and will be reflected in subsequent updates to this Combined State Plan.

Technical Assistance

Technical assistance for administering programs in One-Stop Career Centers is provided to local boards, chief elected officials and One-Stop partners by staff at Virginia's Community College System, which serves as the Administrator for Title I of WIOA. In the 2014-2015 program year, the VCCS reported expending $0.00 on technical assistance.

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 (late fall and spring) 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. In accordance with VBWD Policy 10-1, One-Stop Service Delivery System, the VCCS compiles and disseminates a Technical Assistance Guide (TAG) for local use in establishing and maintaining the Virginia Workforce Network. "The contents of this guide will be based upon this policy, federal and other state requirements, administrative policies and guidance documents and best and promising practices. This TAG may require administrative updates to remain current, and may also be used for compliance purposes as deemed necessary". 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.

Professional Development

A key strategy in the Combined State Plan includes a more comprehensive and thoughtful approach to professional development. 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 developed. Currently, the state workforce board requires that 60% of the frontline staff achieve a workforce professional certification.

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, and the cost and delivery method of the training. VCCS, as WIOA Title I Administrator, currently ensures that the Virginia Workforce Network system of partners and their staff employed at the frontline in one-stop centers meet the requirements for staff certification and recertification.

The VCCS is leading 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. In addition to the workgroup, which will begin their review process in the fall of 2016, the state's professional development activities depend on the support of the following roles.

The WIOA State Learning Administrator's role:

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' role:

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's role:

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 Secretary of Commerce and Trade serves as the Governor's Chief Workforce Development Advisor and directs a small 3-person team. The state workforce board is a strategic entity that operates outside of any one agency and works with the governor to provide system-spanning policy recommendations, strategic direction to the One-Stop service delivery system, and performance 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 Secretary of Commerce and Trade serves as the Governor's Chief Workforce Development Advisor and directs a small 3-person team. The state workforce board is a strategic entity that operates outside of any one agency and works with the governor to provide system-spanning policy recommendations, strategic direction to the One-Stop service delivery system, and performance oversite.

The Chief Workforce Development Advisor has responsibilities in state code for the implementation of WIOA as well as the Combined State Plan. Virginia uses a hub-and-spoke service delivery strategy, which delivers services throughout it 15 local workforce areas using a network of 51 one stop career centers, cross-agency Business Service teams, field-deployed program specialists, as well as local office office-based social service agencies. Virginia currently requires that each local workforce area have at least one comprehensive one stop center, which provides access to core partner programs and memorandums of understanding with other system partners.

Local Workforce Areas and Workforce Boards

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

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

Southwestern Virginia (LWIA 1)

Buchanan County

Dickenson County

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

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

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

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

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

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

South Central (Area 8)

Amelia County

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

Capital Region Workforce Partnership (Area 9)

Charles City County

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

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

Northern Virginia (Area 11)

Fairfax County

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)

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

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

Greater Peninsula (Area 14)

Gloucester County

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

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)

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—

Virginia Board of Workforce Development Legal Status and Authority

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

Board Membership

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

- Two members of the House of Delegates to be appointed by the Speaker of the House of Delegates and two members of the Senate to be appointed by the Senate Committee on Rules. Legislative members shall serve terms coincident with their terms of office and may be reappointed for successive terms;
- The governor or his designee selected from among the cabinet-level officials;
- Representative from each of the Core Programs, including the Secretaries of Commerce and Trade (WIOA Title I & 3), Education (WIOA Title II), Health and Human Resources (WIOA Title IV), and Veterans Affairs and Homeland Security, or their designees;
- The Chancellor of the Virginia Community College System or his designee;
- One local elected official appointed by the governor;
- Two representatives nominated by state labor federations and appointed by the governor and;
- Fourteen non-legislative citizen members representing the business community are appointed by the Governor, including the presidents of the Virginia Chamber of Commerce and the Virginia Manufacturers Association, one representative of proprietary employment training schools, and the remaining members who are business owners, chief executive officers, chief operating officers, chief financial officers, senior managers, or other business executives or employers with optimum policy-making or hiring authority who represent life sciences and health care, information technology and cyber security, manufacturing, and other industry sectors that represent the Commonwealth's economic development priorities. Business members represent diverse regions of the state, to include urban, suburban, and rural areas, and at least two members shall also be members of local workforce development boards.

1. MEMBERSHIP ROSTER

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

Mark A. Herzog, Chair

Vice President, Corporate Affairs

Kaléo

Nathaniel X. Marshall, Vice Chair

Human Resources Generalist

The Babcock and Wilcox Company

Jeanne S. Armentrout

Executive Vice President

Chief Administrative Officer

Carilion Clinic

Hobart P. “Hobey” Bauhan

President

Virginia Poultry Federation, Inc.

Thomas Bell

Business Manager

Iron Workers Local Union 79

William “Bill” Bell

VP of Human Resources & Administration

Newport News Shipbuilding

The Honorable Kathy Byron

Virginia House of Delegates

Doris Crouse-Mays

President

Virginia State AFL-CIO

Virginia Rae Diamond

Special Counsel

Ashcraft & Gerel, LLC

Mark B. Dreyfus

President

ECPI University

Barry DuVal

President

The Virginia Chamber of Commerce

Leslie Frazier

Policy Director

Virginia Veteran &Defense Affairs

Secretary Anne Holton

Secretary of Education

Lane Hopkins

Senior VP, Human Resources

Chief Diversity Officer

Capital One Financial Corporation

The Honorable Mary Hynes

Board Chair

Arlington County Board

Secretary Maurice Jones

Secretary of Commerce and Trade

The Honorable Daniel Marshall III

Virginia House of Delegates

The Honorable John Miller

1st Senate District

Bruce Phipps

President and CEO

Goodwill Industries of the Valleys

Carole Pratt

Senior Advisor

Virginia Department of Health

Edward “Ted” Raspiller

President

John Tyler Community College

Carrie Roth

President and CEO

Virginia Biotechnology Research Partnership Authority

The Honorable Frank M. Ruff, Jr.

15th Senate District

Brett Vassey

President & CEO

Virginia Manufacturers Association

Tom Walker

President

Web Teks

Brian T. Warner

Commonwealth Center for Advanced Manufacturing

2. BOARD ACTIVITIES

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

Governance

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

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

Standing Committees

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

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

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

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

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

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

Decision Making Process

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

The Board developed a 2-year strategic plan in 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.

Quality

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 4 areas.

Effectiveness

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).

He 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.

Improvement of Programs

- 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 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 an assessment 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 to conduct a statewide business needs survey to assist the Commonwealth in developing more responsive business services.

Moving forward, the state’s WIOA Implementation Team, the state workforce board, and other system partners will work to identify critical questions to evaluate the efficacy and efficiancy 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—

1. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3),

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

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

- Unemployment in Areas of Substantial Unemployment - (33? 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? 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? 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)

2. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3),

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

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

- Unemployment in Areas of Substantial Unemployment - (33? 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? 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? 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)

3. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED.

Dislocated Worker Funding Formula: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:

1. 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 2016-17 fiscal year, the Office of Adult Education and Literacy (OAEL) will conduct competitions for three years, for sections 231, 225, and 243. The process for application and distribution of funds under each program is described below.

OAEL will issue a Request for Proposal (RFP) for awarding AEFLA grants in the 22 adult education regions across the state. The 22 regions correspond to the state's legislated planning district commissions and are aligned within Virginia's system of 15 local workforce areas. In some cases, an

adult education region mirrors its local workforce development board region; in other cases, there are multiple adult education regions within a local workforce development board region.

AEFLA applicants will be required to submit plans for providing adult education and literacy services for the entire adult education region. Proposed services shall be delivered as required in section 203 of WIOA. Applicants are also expected to coordinate their proposed adult education and literacy activities with services provided by the region's local workforce agencies. An applicant may apply for more than one region and, depending on the number and quality of applications in the regions, to which it applies, may be awarded multiple regional grants. However, no more than one AEFLA award will be made per region. Only submissions from applicants that meet the definition of "eligible provider," provided in Section 203 of WIOA, will be considered.

Demonstrated Effectiveness 463.24

An eligible provider must demonstrate 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. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. There are two ways in which an eligible provider may meet these requirements:

1. An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.
2. An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed above.

The AEFLA award amount for each region is based on the need for adult education and literacy services in each region. OAEL follows the federal formula for determining need by calculating the number of adults without a high school credential or equivalent in each region according to the most recent three-year American Community Survey (ACS) data. Any award amounts not used by the grantee must be returned to Virginia Department of Education for redistribution to other approved, regional adult education providers that demonstrate a need for additional AEFLA funding.

AEFLA award decisions will be based on independent review teams evaluating the quality of each application by region. The application with the highest score in each region will be awarded a grant. Determination of the quality of each application will be based on several factors including, but not limited to, the extent to which the application addresses the 13 considerations listed under Section 231 of WIOA, as well as the extent to which the application demonstrates the effectiveness with which the applicant has been able to provide previous adult education and literacy services. Determination of demonstrated effectiveness will be based on a review of performance data indicating the applicant's success in improving the literacy skills of adult learners, particularly adult learners with low literacy levels. Applicants previously funded under Title II of Workforce Investment Act may provide data that fulfills the WIOA reporting requirements identified under Section 116 of WIOA to demonstrate past effectiveness. Applicants that have never received AEFLA funding will be required to demonstrate past effectiveness by submitting program-level performance data such as student test results, student enrollment, student retention, and student attendance, as well as data indicating the success of the applicant's students in gaining employment, entering postsecondary education or training programs, and obtaining a high school credential or equivalent.

AEFLA grants are for three years. Continued funding will be based on the grantee's success achieving its annual goals and objectives and meeting state performance benchmarks. The state will develop a 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.

2. 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.

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

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

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

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.

1. 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.

2. 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.

3. 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.

4. 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 can be viewed 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 July 2016 and common reporting to USDOL in Oct 2017.
- Mid-Term - Execute a memorandum of understanding between relevant system partners that describes roles, responsibilities, and resource expectations for the development of shared system performance reports and the eventual development of a comprehensive, web-based solution.
- Long-Term - Build a dynamic, web-based dashboard to ensure transparency and accountability around a robust set of common performance measures.

<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. Separately, the Departments of Labor and Education anticipate working with States to inform future

guidance and possible information collection(s) on these accountability systems. 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.

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.

Foundations

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

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

Future

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

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

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR 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.

People residing in the Commonwealth speak many native languages, including Spanish (6.41%), Korean (0.77%), Vietnamese (0.63%), Chinese, including Mandarin (0.57%), Tagalog (0.56%), French (0.46%), Arabic (0.40%), German (0.37%), Hindi (0.34%), and Persian (0.32%). Each individual 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.

Leadership from Virginia's Office of Career Technical Education and Adult Literacy recently conducted a base practice scan of policies, procedures, and tools used in the one stop environment. The also conducted a scan of best practices in other states to identify high impact efforts to serve the English language learner.

The Commonwealth requires local boards to submit local area plans for review and approval by the Governor, in consultation with the state workforce board. Moving forward, these local plans will require an access strategy as well as local policy guidance to ensure LEP individuals 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.

The Commonwealth will establish a Limited English Proficiency (LEP) advisory committee. This committee will provide guidance to the one-stops ensuring LEP individuals will have meaningful access to all programs and services. Some resources made available may 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

This LEP committee intends to convene in the fall of 2016 and develop an action plan that will include responsible parties, tasks and timelines, identify key deliverables, as well as resource requirements.

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 Secretaries of Commerce and Trade, Education, Health and Human Resources, as well as the chancellor of Virginia Community College System, the Board will strengthen its position as a hub for dialogue regarding overarching state strategies and policy.

Career Pathways Workgroup

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

WIOA Implementation Team

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

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

2. New River/Mt. Rogers

Bristol, Galax, Radford, Bland, Carroll, Floyd, Giles, Grayson, Montgomery, Pulaski, Smyth, Washington, Wythe

3. Western Virginia

Covington, Roanoke, Salem, Alleghany, 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 local elected officials. Identifying and designating regions is referenced as part of the development and continuous improvement process of workforce development systems in the State.

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

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/2016/07/Policy-200-01-Designation-of-Local-Workforce-Development-Areas-FINAL.pdf

Consistent with WIOA section 106(b)(4), the Virginia Board of Workforce Development, in consultation with Local Boards and chief local 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 Local Elected Officials (CLEO) to submit requests for initial designation of the currently established local workforce areas. All CLEOs of the local workforce areas, as established under WIA, submitted requests and were granted approval to remain as such under the initial designation period.

The 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, 2015-June 30, 2017), 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 local 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 local 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 local 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 local 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 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 for 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. Further guidance and regional planning guidelines will be issued that identify requirements and timelines.

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS.

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

D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING.

This process is under development and will be completed and implemented to lead to full compliance by PY 2017 per guidance issued by the United Stated 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 of 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-virginia-board-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. Reference Link: http://www.elevatevirginia.org/wp-content/uploads/2016/07/Policy-200-01-Designation-of-Local-Workforce-Development-Areas-FINAL.pdf

This policy provides guidance to chief local elected officials (CLEOs) 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 county or group of counties, requests designation of local workforce investment 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 Local Elected Officials (CLEOs) 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 Local 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 local elected officials (CLEOs) and Virginia workforce system stakeholders per statutory and regulatory requirements under the Workforce Innovation and Opportunity Act (WIOA).

f. VBWD Policy 14-00, Quality Standards for One-Stop Career Centers in Virginia. Reference Link: https://web.archive.org/web/20160702125552/http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-Policy-14-00-Quality-Standards-for-One-StopsMHsigned.pdf

This policy provides the operating principles, quality standards and reporting requirements of Virginia's One- Stop Career Centers and the partners supporting the Centers. This policy explains that the Centers and their requisite and voluntary partners will take a "Balanced Scorecard" approach to the way they conduct business on behalf of employer and job-seeker customers. The four critical factors that must exist in balance in order for the Commonwealth's One Stop Centers to be successful include Customer Relations, Operations, Professional Development and Resource Management. To help ensure quality assurance, the LWDBs must provide performance metrics on the four factors of the Scorecard on a quarterly basis to the VBWD.

g. VBWD Policy 15-02, Identification of Eligible Providers of Occupational Skills Training. Reference Link: http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-15-02-Eligible-Training-Provider-Policy-FINAL.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.

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.

There are additional VBWD policies under review for revisions. Once the policies and guidelines are in final form they will be submitted and posted on the EleVAte website.

2. Virginia Workforce Letters (VWL) are administrative policy document for local Workforce Development Boards (WDB's) issued by the Virginia Community College System, as the administrator of WIOA Title 1 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 a 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 16-00 Poverty and 70% Lower Living Income Standard Levels. Reference Link: http://www.elevatevirginia.org/wp-content/uploads/2016/08/VWL-16-00-2016-Poverty-and-70-Lower-Living-Standard-Income-Levels.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: Minimum Training Expenditure Requirement. Reference Link: http://www.elevatevirginia.org/wp-content/uploads/2016/05/VWL-14-17-Minimum-Training-Expenditure-Requirement-3-2.pdf

This administrative guidance document provides the 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 of 40% expenditure rate.

There are additional VBWD policies and VWL administrative guidance documents under review for revisions. Once the policies and guidelines are in final form they will be submitted and posted on the EleVAte website.

Question VI.a.2.B. and response addresses use of state set-aside funds. The Commonwealth will develop and provide state policy on use of recaptured local workforce area formula funds during PY16.

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

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

Network, other community resources, the company or companies, unions etc.) to serve the additional dislocated worker population.

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

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

Layoff aversion strategies that have been implemented to address at risk companies and workers include using an early warning system (e.g. economic forecasting groups) to identify and track firms and industrial sectors that may be in trouble or benefit from early economic development assistance; provide pre–feasibility studies to assess whether it is possible to continue the business operation and under what conditions; promote incumbent worker training; and collaboration with partners for technical assistance (e.g. Small Business Development Centers, Trade Adjustment Assistance Center, Virginia Employment Commission, etc.). These strategies are outlined in the Business Retention/Layoff Aversion Strategy document in the following link: http://www.elevatevirginia.org/wp-content/uploads/2012/05/Layoff–Aversion–Strategy–9–1–12.pdf

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

C. IN ADDITION, DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

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

D. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A).) THIS DESCRIPTION MUST INCLUDE

HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE TRADE-AFFECTED WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE TRADE-AFFECTED DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION.

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 Local Elected Official (CLEO) 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, Department of Economic Development, 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 a job fair, 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 re-employment 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 Trade Act administering agency in Virginia, the Virginia Employment Commission (VEC), is a presenter during workforce services 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. If 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 the Workforce Investment Act (WIA) Dislocated Worker and Trade Adjustment Act 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 between Title I and TAA Services. This will include emphasizing co-enrolment and eliminating duplicate services. The Commonwealth will be updating VBWD Policy 1-07 within the next year.

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_WIATAA-coenroll.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/wp-content/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.

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 investment 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 staff will work with the local board to determine whether adequate resources exist with the currently available WIA 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 WIB 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 Resource 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 LWIA's 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 Emergency Grant (NEG) funded under WIA/WIOA or some other federal funding. Once a decision has been made, the Local Workforce Investment 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.

VBWD Policy 01-04 is being revised to be applicable to the WIOA. Reference:
http://www.elevatevirginia.org/wp-content/uploads/2014/04/policy01_04_techrev_april20102.pdf

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. 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 15-02 Identification of Eligible Providers of Occupational Skills Training. 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 15-02 Identification of Eligible Providers of Occupational Skills Training 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 15-00 Incumbent Worker Training, describes the use of Workforce Innovation and Opportunity Act (WIOA) statewide and local formula funding to create incumbent worker training programs. VBWD Policy 15-00 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.

The VCCS WDS will also be developing an OJT and Customized training guidance document 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 WDS is committed to incorporating work-based training strategies into Virginia's grant proposals. The Commonwealth is currently implementing four key grants, the Veterans Demonstration Project Grant, Job Driven National Dislocated Worker Grant, Disability Employment Initiative Grant, and the Workforce Innovation Fund Grant. 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 is leveraging 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 15-00, Incumbent Worker Training http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-Policy-15-00-Incumbent-Worker-Training-002Signed.pdf

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

VBWD Skills for Jobs and Business Growth Powering the New Virginia Economy 2015-2017 Strategic Plan http://www.elevatevirginia.org/

Complete 2021 Educating for A Competitive Commonwealth VCCS Strategic Plan for 2021 http://www.vccs.edu/about/where-we-are-going/

2. DESCRIBE HOW THE STATE WILL INCORPORATE REGISTERED APPRENTICESHIP INTO ITS STRATEGY AND SERVICES.

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.

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 of 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 15-02) 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 an 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) 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 15-03, Registered Apprenticeship and the Eligible Training Provider List. 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 (ETPPL), 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 ETPPL will increase opportunities for Registered Apprenticeship Programs in the Commonwealth.

Increased Funding Resources:

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

The 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.

Reference:

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

3. 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 Virginia Board of Workforce Development has issued Policy No. 15-02 Identification of Eligible Providers of Occupational Skills Training and Policy No. 15-03 Registered Apprenticeship and Eligible Training Provider List (ETPL); and the VCCS Title I Administrator has issued the guidance documents Virginia Workforce Letter (VWL) No. 15-01 Procedure for Establishing Training Provider Eligibility under the Workforce Innovation and Opportunity Act (WIOA) of 2014 and Virginia Workforce Letter (VWL) No. 15-01, Change 2.

VBWD Policy No. 15-02 provides eligibility criteria for providers of training, information, and procedures for implementing the Eligible Training Provider (ETP) requirements in the Workforce Innovation and Opportunity Act of 2014. This policy is applicable to providers of occupational skills training services for adults, dislocated workers, and other populations as defined by WIOA, Title 1-B. VWL No. 15-01 and VWL No. 15-01, Change 2 provide the procedures and guidelines for determining training provider eligibility effective July 22, 2015 through June 30, 2016. This policy applies to training programs provided by the Eligible Training Provider and Individual Training Account Services supported by WIOA Title I funds. Registered Apprenticeship programs are also addressed in these and other policy documents.

Initial Program Eligibility:

Per VBWD Policy No. 15-02, 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. 15-03 describes the eligibility criteria and procedures specific to Registered Apprenticeship programs.

Continued Program Eligibility:

Per VBWD Policy No. 15-02, 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 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. 15-03 Registered Apprenticeship and Eligible Training Provider List 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. 15-03, 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. Revisions to current policies (VBWD Policy No. 15-02 and No. 15-03 and guidelines (VWL 15-01) are being made to reflect the information contained in the Final Rule and they will be released once approved by the Virginia Board of Workforce Development. Once in final form, the documents will be submitted and published.

References:

VWL No. 15-01 Procedure for Establishing Training Provider Eligibility under the Workforce Innovation and Opportunity Act (WIOA) of 2014 http://www.elevatevirginia.org/wp-content/uploads/2014/04/VWL-15-01-Eligible-Training-Provider.pdf

VBWD Policy No. 15-02 Identification of Eligible Providers of Occupational Skills Training http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-15-02-Eligible-Training-Provider-Policy-FINAL.pdf

VBWD Policy No. 15-03 Registered Apprenticeship and Eligible Training Provider List http://www.elevatevirginia.org/wp-content/uploads/2014/04/VBWD-15-03-Registered-Apprenticeship-ETP.pdf

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 FUNDING BY THE ADULT FORMULA PROGRAM.

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

References:

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

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

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS.

The Commonwealth of Virginia has created the Local Area WIOA Funds Transfer Procedures and it is awaiting final approval. The purpose of this administrative guidance will be 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.

Transfer of Funds between Adult and Dislocated Worker Programs Criteria and Guidance:

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 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.*

* Sec. 102(b)(2)(D)(i)(V)

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

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

2. DESCRIBE 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, AND 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 the 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 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 on identifying OSY, enrolling OSY in program services and improving overall outcomes for OSY. For example, this committee will identify outreach and engagement strategies of 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, 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. In addition, every local workforce development board will be required to have a 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 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.

Utilizing the fourteen program elements will provide a structure for programs and are there to support customers in the attainment of their individual goals as well as the 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 this individual service plan support the attainment of the youth specific performance outcomes.

A structured 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 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.*

* Sec. 102(b)(2)(D)(i)(I)

The fourteen program elements:

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

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

(C) paid and unpaid work experiences that have as a component academic and occupational education, which may include— (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre–apprenticeship programs; (iii) internships and job shadowing; and (iv) on–the–job training opportunities;

(D) occupational skills training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123;

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

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

(G) supportive services;

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

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

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

(K) financial literacy education;

(L) entrepreneurial skills training;

(M) services that provide labor market and employment information about in–demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and

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

The availability and delivery of the Youth Program elements will be an integral part of the LWDA Local Plan, the Youth Request for Proposal (RFP) process and will be addressed in the Commonwealth's response to the establishment of RFP criteria. The LWDA Local Plan will state how these programs will be available and include an implementation plan. The foundation of the provision of services for youth should be a strong assessment process and referral system. The change in emphasis to serving the out–of–school population will require a different approach than serving the in–school population. The assessment and service plan will reflect the needs of the individual customer and must be kept current to adjust to the changing needs of the individual customer. State and local monitoring will review the provision of the services to youth and how these services are delivered within a local area. Evaluations of program effectiveness will include a review of the provision of the youth services.

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

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).

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

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

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

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

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

–The language for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out–of–school youth" is primarily located in VWL 15–02, Attachment C, WIOA Youth eligibility. See http://www.elevatevirginia.org/wp-content/uploads/2014/04/postVWL–15–02–WIOA–Youth–Eligibility–Attachment–C–UPDATED–10–27–2015.docx.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.

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

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

6. IF NOT USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE SPECIFIC STATE DEFINITION.

The term ''basic skills deficient'' means, with respect to an individual—

(A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 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 also 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. THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES, INCLUDING AN IDENTIFICATION OF SUCCESSFUL PROVIDERS OF SUCH ACTIVITIES. (WIOA SECTION 108(B)(9).)

Not Applicable

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:

A. SUPPORTING EMPLOYER ENGAGEMENT;
B. CONNECTING EDUCATION AND TRAINING STRATEGIES;
C. SUPPORTING WORK-BASED LEARNING;
D. IMPROVING JOB AND CAREER RESULTS, AND
E. 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 PROCESS USED TO:

A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT

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;

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;

The Commonwealth of Virginia is requesting a waiver for the State Workforce Development Board Membership requirements in Sec.101 (b) of the WIOA.

2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

Changing membership will require changes in state Code, including changes that were just made in 2014 and 2015 to increase the efficiency by reducing the number of members, and by increasing the Board's effectiveness by increasing the percentage of members representing business. Since the composition of the Board was a subject of legislative action for two years and due to the timing of Virginia's legislative session, the composition of the Boards membership cannot be addressed until 2017.

3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted; Please see the attached document.

Board Transformation – The State Workforce Board in Virginia has transformed over the last year. This transformation has been welcomed by all workforce development stakeholders in the Commonwealth. Changing the membership at this point will require changes in state Code, including changes in Code that were just made in 2014 and 2015 to increase the efficiency by significantly reducing the number of members, and to increase the Board's effectiveness by increasing the percentage of members representing business. Since composition of the Board was a subject of legislative action for two years, and since the reputation, among legislators and other stakeholders, of the Board's performance record has only started to improve with the changes in Board membership in 2014 and 2015, key stakeholders in Virginia are concerned about additional changes in Board membership just as the Board's new membership is hitting its stride. These recent efforts have yielded what we consider to be just the right balance of backgrounds, experience, and perspectives on the Virginia Board of Workforce Development for this juncture in the Board's development. Changing the composition of the members at this critical moment in the life of the Board is very likely to upset this ecosystem, which has been years in the making.

Structural Continuity – Because Virginia is in the unique position among the states of having four year statutory limits on gubernatorial administrations, we have striven to achieve a critical mass of state board members who, because of their stature within the business, political, and workforce communities, are able to maintain their membership on the Virginia Board of Workforce Development for more than one administration. This crucial phenomenon– the ability to maintain corporate knowledge and policy momentum over several administrations – is what has made the new Virginia Board of Workforce Development's recent progress possible. Tilting the balance of membership toward more short–term appointees may weaken the structural continuity of the Board.

Current Composition of the Board –Virginia is currently honored to have very strong interest and participation on the Board of Workforce Development from members of our business community, who make up the majority of the Board's current composition. We are especially pleased to have had long–standing representation from the Virginia Manufacturers Association and the Virginia Chamber of Commerce. Virginia's Board also benefits from the participation of legislators in both the House and the Senate; and from four cabinet secretaries representing economic development, social services, education, and veterans. The Chancellor of the Virginia

Community College System sits on the Board, as well, and positions are filled for one representative of a community–based organization, and three representatives from labor, including a representative

of a management–labor apprenticeship program. There is also currently one local elected official on the Board. This composition makes the current twenty–six member Board ideally suited to maximize member involvement while ensuring that it is diverse and nimble enough to create effective workforce policy.

We ask that you consider granting Virginia this waiver. We have built what we believe is the most innovative and ambitious path towards workforce development excellence in our Commonwealth's history – and there is much more we intend to accomplish. Leaving the composition of our state board intact will go a long way toward ensuring our success in Virginia and beyond.

Questions 4–6 are not applicable to this waiver.

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 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. The Unemployment Insurance (UI) Unit will provide annual training to all One Stop and Call Center staff about UI eligibility and qualification issues and how to help customers apply for benefits.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE.

At least one VEC staff member in each One-Stop will have full access to the entire UI system and will be able to help claimants file for benefits and correct errors. One-Stop Center customers will receive one-on-one help from qualified trained staff to help apply for UI benefits. The One-Stop Centers feature dedicated phone lines to our Customer Contact Centers and resource rooms with internet access for customers to apply for UI benefits. VEC staff in One-Stop Centers will have the ability to address common issues such as password and address changes, and help with weekly continuing eligibility reports.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

Reemployment services are available to all UI claimants through all of Virginia's One Stop Centers and VEC offices. Guidance and instruction about reemployment services are printed on UI Claimants' confirmation letters and provided through the VEC Call Centers. Instructions about how to apply for UI benefits are also available through the VEC's website, with links to online registration and application for both UI benefits as well as how to get registered as a job seeker in the Virginia Workforce Connection. Under Virginia UI law, claimants must register for reemployment/job service and register in the Virginia Workforce Connection within 5 days of filing a UI claim. Failure to do so puts benefit receipt in jeopardy. All UI claimants are required to conduct and report weekly work searches to continue receiving benefits. All unemployed individuals are eligible to receive all Wagner-Peyser services and most other services offered by our partners, including job matching, training and education opportunities, on the job training, and registered apprenticeship programs.

Virginia is also in the process of expanding its RESEA program to serve more individuals who are likely to exhaust benefits and to braid this program with Rapid Response Services offered through the VCCS. Our intensified efforts to engage with individuals determined to be most likely to exhaust benefits will begin at the moment of layoff and connect UI claimants with the full range of case-managed services offered by Virginia's One-Stop Centers from assessment to job placement.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE, INCLUDING THE FOLLOWING:

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; • Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and • Provision of referrals to and application assistance for training and education programs and resources.

As stated in section C, Virginia will use WP funds to assist claimants in finding suitable employment through the Virginia Workforce Connection, the State's labor exchange database as well as publicly advertised job fairs and general outreach to employers throughout the Commonwealth.

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

Within the One Stop Center, the WP staff will also make referrals to partner programs to provide training and education programs and other necessary resources to give UI claimants and other individuals registered in the Virginia Workforce Connection the skills necessary to obtain employment.

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 in the Shenandoah Valley and down the I-81 corridor, vegetables including tomatoes, primarily on the Eastern Shore and in the Northern Neck, Christmas trees in Southwest Virginia and nursery stock, which is spread throughout the state. The following lists 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 for the coming year have been indicated by location and crop.

EASTERN SHORE (ONLEY)

Crop-Tomatoes Activity Period- April-October Total Employment-2055 MSFW Employment-1755 MSFW Availability-Decrease Crop Changes-Increase in production Labor Shortage-Yes H-2A Utilized-Yes

EASTERN SHORE (ONLEY) continued

Crop- Nursery Activity Period- March-June Total Employment- 300 MSFW Employment- 300 MSFW Availability- Decrease Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

Crop- Potatoes Activity Period- May-July Total Employment- 75 MSFW Employment- 75 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

Crop- Grapes Activity Period- July-October Total Employment-30 MSFW Employment-30 MSFW Availability-Stable Crop Changes- Stable EASTERN SHORE (ONLEY) continued

Labor Shortage- No H-2A Utilized- No

NORTHERN NECK (WARSAW) Crop- Vegetables Activity Period- June to November Total Employment- 400 MSFW Employment- 300 MSFW Availability- Decrease Crop Changes- Increase in Production Labor Shortage- Yes H-2A Utilized- Yes

Crop- Nursery Activity Period- February to November Total Employment- 350 MSFW Employment- 325 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

NORTHERN NECK (WARSAW) continued

Crop- Grapes Activity Period- March-September Total Employment- 150 MSFW Employment- 150 MSFW Availability- Stable Crop Changes- Increase in Production Labor Shortage- No H-2A Utilized- No

Crop- Aquaculture Activity Period- March-October Total Employment- 75 MSFW Employment- 60 MSFW Availability- Stable Crop Changes- Increase in Production Labor Shortage- Yes H-2A Utilized- Yes

CENTRAL (ROANOKE) Crop- Apples Activity Period- February to November Total Employment- 125 MSFW Employment- 125 CENTRAL (ROANOKE) continued

MSFW Availability- Stable Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

Crop- Tobacco Activity Period- April to November Total Employment- 80 MSFW Employment- 20 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Nursery Activity Period- February to December Total Employment- 75 MSFW Employment- 75 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

CENTRAL (ROANOKE) continued

Crop- Peaches Activity Period- April to August Total Employment- 60 MSFW Employment- 60 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

Crop- Grapes Activity Period- March-October Total Employment- 30 MSFW Employment- 30 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

Crop-Vegetables Activity Period- April-October Total Employment- 30 MSFW Employment- 30 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

CENTRAL (PETERSBURG)

Crop- Vegetables Activity Period- April-November Total Employment- 300 MSFW Employment- 60 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Tobacco Activity Period- March-October Total Employment- 110 MSFW Employment- 50 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Nursery Activity Period- February-June Total Employment- 135 CENTRAL (PETERSBURG) continued

MSFW Employment- 80 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Melons Activity Period- April-July Total Employment- 75 MSFW Employment- 75 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

Crop- Grains Activity Period- March-august Total Employment- 75 MSFW Employment- 55 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

CENTRAL (PETERSBURG) continued

Crop- Sod Activity Period- March-October Total Employment- 35 MSFW Employment- 20 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

SHENANDOAH VALLEY (WINCHESTER)

Crop- Apples Activity Period- July-November Total Employment- 956 MSFW Employment- 381 MSFW Availability- Decrease Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Nursery Activity Period- February-October Total Employment- 146 MSFW Employment- 136 SHENANDOAH VALLEY (WINCHESTER) continued

MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Grapes Activity Period- August-October Total Employment- 74 MSFW Employment- 74 MSFW Availability- Decrease Crop Changes- Increase Labor Shortage- No H-2A Utilized- No

Crop- Peaches Activity Period- July-September Total Employment- 54 MSFW Employment- 44 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

SHENANDOAH VALLEY (WINCHESTER) continued

Crop- Vegetables Activity Period- March-November Total Employment- 40 MSFW Employment- 35 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Sod Activity Period- February-November Total Employment- 10 MSFW Employment- 10 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

SHENANDOAH VALLEY (CHARLOTTESVILLE)

Crop- Apples Activity Period- September-November Total Employment- 238 MSFW Employment- 178 SHENANDOAH VALLEY (CHARLOTTESVILLE) continued

MSFW Availability- Decrease Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Peaches/Nectarines Activity Period- July-September Total Employment- 120 MSFW Employment-98 MSFW Availability- Decrease Crop Changes- Stable Labor Shortage-Yes H-2A Utilized- Yes

Crop- Nursery Activity Period- October-July Total Employment- 385 MSFW Employment- 335 MSFW Availability- Stable Crop Changes- Increase Labor Shortage- Yes H-2A Utilized- Yes

SHENANDOAH VALLEY (CHARLOTTESVILLE) continued

Crop- Vegetables Activity Period- May-October Total Employment- 20 MSFW Employment- 20 MSFW Availability- Stable Crop Changes- Increase Labor Shortage- No H-2A Utilized- No

Crop- Grapes Activity Period- August-October Total Employment- 74 MSFW Employment- 74 MSFW Availability- Stable Crop Changes- Increase Labor Shortage- No H-2A Utilized- No

SOUTHSIDE (SOUTH HILL)

Crop- Tobacco Activity Period- March-November Total Employment- 1675 MSFW Employment- 650 SOUTHSIDE (SOUTH HILL) continued

MSFW Availability- Stable Crop Changes- Decrease Labor Shortage- Yes H-2A Utilized- Yes

Crop- Nursery Activity Period- February-August Total Employment- 190 MSFW Employment- 175 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Hay Activity Period- February-December Total Employment- 300 MSFW Employment- 40 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

SOUTHSIDE (DANVILLE)

Crop- Tobacco Activity Period- April-October Total Employment- 1349 MSFW Employment- 610 MSFW Availability- Stable Crop Changes- Decrease Labor Shortage- Yes H-2A Utilized- Yes

Crop- Vegetables Activity Period- June-August Total Employment- 40 MSFW Employment- 10 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

Crop- Nursery Activity Period- February-August Total Employment- 60 MSFW Employment- 60 MSFW Availability- Stable Crop Changes- Stable SOUTHSIDE (DANVILLE) continued

Labor Shortage- No H-2A Utilized- No

Crop- Apples Activity Period- August-October Total Employment- 40 MSFW Employment- 20 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- No

Crop- Sod Activity Period- March-September Total Employment- 5 MSFW Employment- 2 MSFW Availability- Stable Crop Changes- Stable Labor Shortage- Yes H-2A Utilized- Yes

SOUTHWEST (BRISTOL) Crop- Christmas Trees Activity Period- October-December Total Employment- 1200 MSFW Employment- 900 MSFW Availability- Decrease Crop Changes- Increase Labor Shortage- Yes H-2A Utilized- Yes

Crop- Vegetables Activity Period- March-November Total Employment- 350 MSFW Employment- 200 MSFW Availability- Decrease Crop Changes- Increase Labor Shortage- Yes H-2A Utilized- Yes

Crop- Fruit (Apples, Peaches, Grapes) Activity Period- June-October Total Employment- 150 MSFW Employment- 100 MSFW Availability- Stable SOUTHWEST (BRISTOL) continued Crop Changes- Stable Labor Shortage- No H-2A Utilized- No

Crop- Tobacco (Burley) Activity Period- May-December Total Employment- 75 MSFW Employment- 45 MSFW Availability- Decrease Crop Changes- Decrease Labor Shortage- Yes H-2A Utilized- Yes

Crop- Nursery Activity Period- March-October Total Employment- 40 MSFW Employment- 30 MSFW Availability- Stable Crop Changes- Increase Labor Shortage- Yes H-2A Utilized- Yes Crop- Berries Activity Period- May-August Total Employment- 20 SOUTHWEST (BRISTOL) continued

MSFW Employment- 15 MSFW Availability- Stable Crop Changes- Increase Labor Shortage- Yes H-2A Utilized- Yes

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. 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. Economic, natural, or other factors that are affecting agriculture in the state or any projected factors that will affect agriculture in the state. Agriculture is expected to remain the number one industry in Virginia. By far the largest sector of the economy, agriculture has an economic impact of $52 billion annually and creates

hundreds of thousands of jobs, according to Virginia's Department of Agriculture and Consumer Services. Virginia has more than 40,000 farms, which occupy over 8 million acres of Virginia land, constituting 33 percent of its total land area. In addition to the top five labor intensive crops discussed previously, other commonly farmed crops include grains, corn, peanuts, and cotton. There is also booming wine production, horse and cattle breeding, and aquaculture, including numerous fisheries.

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-times 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.

During PY 16, the agency will use one full-time Farm Placement Specialist (FPS) each in the local offices of Bristol, Charlottesville, Lynchburg, Tri-Cities, South Boston, and Winchester. The Eastern Shore Local Office will use two full-time, bi-lingual Farm Placement Specialists, for a total of eight 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. Additionally, the VEC may hire bi-lingual, temporary, seasonal outreach workers to supplement the efforts of full time staff as needed. The information 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 192 Bristol East Road Bristol, VA, 24202

CELL: (276) 591-8090 PHONE: (276) 642-7350 FAX: (276) 642-7362

COUNTIES Bland, Buchanan, Carroll, Dickenson, Floyd, Giles, Grayson, Lee, Montgomery, Pulaski, Russell, Scott, Smythe, Tazewell, Washington, Wise, Wythe.

CHARLOTTESVILLE OUTREACH SERVICE AREA

FARM PLACEMENT SPECIALIST- LARRIE UBERTE, Lawrence.Uberte@vec.virginia.gov OFFICIAL STATION-CHARLOTTESVILLE LOCAL OFFICE 2211 Hydraulic Road Charlottesville, VA, 22901

CELL: (434) 872-1780 PHONE: (434) 984-7630 FAX: (804) 295-4234

COUNTIES Albemarle, Amherst, Buckingham, Culpeper, Fluvanna, Goochland, Greene, Louisa, Madison, Nelson, Orange.

SOUTH BOSTON OUTREACH SERVICE AREA

FARM PLACEMENT SPECIALIST– EVE BAGLEY, eve.bagley@vec.virginia.gov OFFICIAL STATION-SOUTH BOSTON LOCAL OFFICE 2506 Houghton Avenue South Boston, VA, 24592

CELL: (434) 774-6864 PHONE: (434)-572-8064 FAX: (434)-572-8330

COUNTIES Amelia, Appomattox, Brunswick, Charlotte, Cumberland, Dinwiddie, Greensville, Lunenburg, Mecklenburg, Nottoway, Powhatan, Prince Edward, Sussex.

EASTERN SHORE OUTREACH SERVICE AREA **Federally Designated Significant, Bi-lingual Office** FARM PLACEMENT SPECIALIST- LUIS ECHEVARRIA, luis.echevarria@vec.virginia.gov

FARM PLACEMENT SPECIALIST-SORAYA BUCKNER, Soraya.buckner@vec.virginia.gov OFFICIAL STATION- EASTERN SHORE LOCAL OFFICE 25036 Lankford Highway, Unit 16 Onley, VA, 23418

CELL: (757) 709-5115 PHONE: (757) 302-2029 FAX: (757) 302-2025

COUNTIES/CITIES Accomack, Chesapeake, Northampton, Suffolk, Virginia Beach.

LYNCHBURG OUTREACH SERVICE AREA

FARM PLACEMENT SPECIALIST- FRED MENDEZ, wilfredo.mendez@vec.virginia.gov OFFICIAL STATION- LYNCHBURG LOCAL OFFICE 3125 Odd Fellows Road Lynchburg, VA, 24501 CELL: (434) 363-6671 PHONE: (434) 947-6671 FAX: (434) 947-2339 COUNTIES Alleghany, Bedford, Botetourt, Campbell, Craig, Franklin, Halifax, Henry, Patrick, Pittsylvania, Roanoke.

TRI-CITIES OUTREACH SERVICE AREA

FARM PLACEMENT SPECIALIST-MELANIE WRIGHT, melanie.wright@vec.virginia.gov OFFICIAL STATION- TRI-CITIES LOCAL OFFICE 5240 Oaklawn Blvd. Hopewell, VA, 23860 CELL: (804) 720-5009 PHONE: (804) 541-6548 FAX: (804) 541-6517 COUNTIES Caroline, Charles City, Chesterfield, Essex, Gloucester, Hanover, Henrico, Isle of Wright, James City, King George, King and Queen, King William, Lancaster, Matthews, Middlesex, New Kent, Northumberland, Prince George, Richmond, Spotslyvania, Southampton, Stafford, Surry, Westmoreland, York.

WINCHESTER OUTREACH SERVICE AREA **Federally Designated Significant Office FARM PLACEMENT SPECIALIST-CINDY WEBB, cynthia.webb@vec.virginia.gov OFFICIAL STATION- WINCHESTER LOCAL OFFICE 100 Premier Place Winchester, VA, 22602 CELL: (540) 431-9296 PHONE: (540) 722-3415 FAX: (540) 722-3418 COUNTIES Augusta, Bath, Clarke, Fairfax, Fauquier, Frederick, Highland, Loudoun, Page, Prince William, Rappahannock, Rockbridge, Rockingham, Shenandoah, Warren.

Numerical Goals: During PY 16, VEC staff plan to contact 33% of the MSFWs (one-third of the estimated peak MSFWs in the state) to offer job services. The VEC will make at least five contacts per staff day. Actual VEC minimum staff contacts are listed below by individual local office. Also included is the state total outreach goal for PY 16. • Winchester 214 Outreach Contacts • Eastern Shore 739 Outreach Contacts • Charlottesville 174 Outreach Contacts • Tri-Cities 434 Outreach Contacts • Lynchburg 247 Outreach Contacts • Bristol 615 Outreach Contacts • South Boston 378 Outreach Contacts

• State Total 2,799 Outreach Contacts

The WIA 167 Grantee, Telamon Corporation, under a cooperative agreement, will supplement the VEC outreach with approximately 2,168 MSFW contacts. Joint outreach activities may be arranged

and conducted when possible. For PY 16, 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 job 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 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 2,168 MSFW contacts. Joint outreach activities may be arranged and conducted when possible. For PY 16, 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 job 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:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS;
II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

Migrant and Seasonal Farmworker are provided the full range of employment services, including referrals to partner agencies, who provide specific career and training services in each of our one-stop offices. The Virginia Employment Commission ensures that all services provided to MSFWs are quantitatively equivalent and qualitatively proportionate to those provided to all other job seekers. 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, 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 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 3,400 agricultural job openings are expected. • Approximately 150 agricultural job orders are expected to be placed in VOS. • Approximately 100 interstate clearance orders (H-2A) are expected to be filed. • Approximately 3,000 H-2A job openings are expected. • Approximately 300 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. 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. 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.

Although the statewide outreach goal as outlined in the PY 14 Agricultural Outreach Plan was met for PY 14, four of seven offices did not conduct an adequate amount of outreach or meet their individual office goals. The number of staff days devoted to outreach activities was extremely low in Bristol and Tri-Cities and below expectations in Charlottesville and Winchester. The failure to meet outreach goals was a direct result of Farm Placement Specialist staff vacancies and not having other JS staff conduct outreach where vacancies lingered. Recommendations for corrective action were made to Agency Management by the State Monitor Advocate and the VEC has filled all vacant positions. Staff vacancies will be addressed as quickly as possible in order fulfill performance expectations for PY 16 and going forward. INDICATORS OF COMPLIANCE 20 CFR 653.100 AND 20 CFR 653.112 (a c)

Virginia Employment Commission MSFW Indicators PY 14 STATEWIDE PERFORMANCE MSFWs referred to jobs- 71.5%. In compliance. MSFWs referred to support services- 9.5 % In compliance. Career Guidance- 1 % Out MSFWs for whom job development contacts were made- 1 % Out MSFWs for whom staff assisted services were provided- 67.6 % In compliance. . For PY 14, the VEC met three 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 in need of reconciliation at the Federal Level.

Virginia Employment Commission MSFW Minimum Service Level Indicators PY14 STATEWIDE PERFORMANCE MSFWs placed in a job- 14.24 % Out MSFWs placed $.50 above minimum wage- 10.19 % Out MSFWs placed in long term non-agricultural jobs- 8.74 % In compliance. Field checks- 100% In compliance. Number of MSFWs contacted by per staff day worked- 16 In compliance. Complaints resolved within 45 days- 100% In compliance. Significant MSFW Local Office Reviews 100% In compliance. MSFW local office reviews. 100% In compliance.

For PY 14, the Virginia Workforce Connection data reports reflect that VEC exceeded five of the seven Minimum Service Level Indicators listed. MSFWs "Placed in a job" and "Placed 50 Cents above the Minimum Wage" were not in compliance. Placement data may not be current due to the fact that they are generated based on the employer wage records, which can be a quarter behind. Piece rate earnings are not reflected within the system and based on worker and employer interviews, MSFWs earnings for piece rate work average between $10 and $12 per hour. Therefore, we may conclude that the VEC actually met the indicator for 'Placed 50 Cents above the Minimum Wage." Again we reiterate that the discrepancy between the LEARS and 9002 reporting schemes is in need of reconciliation at the Federal Level.

(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.

F. 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 State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Virginia Office of Adult Education and Literacy (OAEL) adopted the College and Career Readiness Standards (CCRS) for Adult Education effective July 1, 2014. The CCRS are taken directly from Common Core State Standards (CCSS), which, based on evidence from a variety of sources, data, and research, offer clear signposts indicating what is most important for college and career readiness. Review of CCSS resulted in recommendations as to which of the individual CCSS in each content area are most important for adult students. Virginia has not adopted the CCSS, but instead has adopted the 2009 Mathematics Standards of Learning and the 2010 English Standards of Learning (SOL). There is alignment of CCSS with SOL as indicated on the Virginia Department of Education Web site.

"Both the CCSS for Mathematics and Virginia's Mathematics SOL are rigorous and provide a detailed account of mathematics expectations for student learning and understanding. The content topics covered in both documents are clearly defined and sequential. By the time students have progressed into high school mathematics content through the CCSS or SOL, they have received at least the same mathematical content delivered through different learning progressions. Virginia's SOL are equal to or in some instances more rigorous in content and scope than the CCSS. While learning progressions may not completely mirror one another, the content from both is aligned.

Both the CCSS for English Language Arts and Literacy and the Virginia English Standards of Learning (SOL) are rigorous and provide a progression of expectations for student learning and understanding in English Language Arts. By the time students have graduated from high school, they will have been exposed to the same content through different learning progressions, although there is some content in the SOL that is not covered in the CCSS. The CCSS and the SOL generally have a strong alignment. While the organization and learning progressions are not necessarily identical, the overall content from both is generally aligned."

The State-adopted academic content standards, SOL, are, therefore, by extension, aligned with the CCRS. This alignment is currently in place and will be in place on July 1, 2016.

The CCRS reflect the increasingly high demands employers and postsecondary institutions make of applicants in the competitive, 21st century economy. The CCRS are designed to position adult education graduates for success in obtaining postsecondary education and training and pursuing career pathways. CCRS play a crucial role in supporting the Commonwealth's vision that every Virginian be prepared with the knowledge, skills, and credentials necessary to excel in the 21st century economy.

The CCRS include challenging academic content and a focus on analytical reasoning. Bringing these standards into classrooms depends on instructor expertise in balancing explicit instruction with opportunities for learner engagement and collaboration. Realizing the potential of the CCRS involves a cultural transformation in the field of adult education from a "test preparation" to a "standards-based education" mindset. Both the complexity of the CCRS and the changes in program culture called for by implementation underscore the need for extensive staff development around the standards. While instructors are the initial target participants for implementing the strategy of

regional professional learning communities (PLCs), the importance of communication with, coaching, and support of regional managers and leadership is recognized and built into the strategic plan.

Virginia is currently involved in the College and Career Readiness Standards-in-Action (CCR SIA) initiative. CCR SIA is a training and technical assistance program that provides implementation and professional development tools targeted at supporting CCRS-based reform efforts. Virginia's focus areas, drawn from the resources of CCR SIA, include reviewing and revising curriculum to help instructors organize, pace, and sequence instruction aligned with CCRS; developing standards-based lessons; analyzing student assignments against the demands of CCRS standards and revising assignments; and identifying evidence of instructional shifts fundamental to the CCRS when observing classroom instruction. After being piloted in two regions and refined based on pilot programs' experience, CCR SIA materials and approaches will form the basis of SIA training offered to all Virginia regions.

Virginia also officially adopted content standards for English for Speakers of Other Languages (ESOL) instruction in 2012. The Adult Education Content Standards for English for Speakers of Other Languages Instruction (Virginia ESOL Standards) are organized by levels of proficiency described by the National Reporting System (NRS). These levels are further organized by language skills: speaking, listening, reading, and writing. Within each language skill, benchmarks and progress indicators describe what a learner should know and be able to do in order to progress to the next level. In support of these goals, CCRS and the Virginia ESOL Standards are presented not in isolation but as part of Virginia's adult education mission and expectations under the Workforce Innovation and Opportunity Act (WIOA).

Standards-based instruction is integrated into training opportunities provided by OAEL and into the Virginia adult education calendar, featuring prominently in annual state meetings, the summer Virginia Institute for Lifelong Learning (VAILL), and statewide communications. The general goal of standards-based instruction is to ensure that students are acquiring the knowledge and skills that are deemed to be essential for success in education, careers, and adult life. Because the focus is on key instructional practices that lead to student achievement, the SIA approach to instruction readily applies to both CCRS and ESOL standards. The SIA leadership-funded goals are elaborated below.

Goal 1: Expand the SIA initiative to include requirements for Adult Basic Education (ABE) and Adult Secondary Education (ASE), English Language Acquisition (ELA), and Integrated English Literacy and Civics (IEL/Civics) education programs. Building upon the knowledge and skills gained by the pilot groups participating in the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE's) College and Career Readiness Standards-in-Action (CCR SIA) initiative and previous state experience using SIA in ELA instruction, OAEL will provide all AEFLA funded adult education programs with the structure and professional development support to implement SIA. Programs will be expected to identify regional SIA implementation teams for CCRS, ELA, and IEL/Civics instruction based on the adult education populations in their areas. Programs will implement PLCs, record the work of these groups on a statewide portal, and participate in professional development activities provided by OAEL. Regions will be encouraged to use observation tools and practices to assess programmatic needs in the area of standards-based instruction. This will be supported by OAEL training and coaching.

Goal 2: Build capacity for SIA implementation by using the teacher-leadership approach to create PLCs in all Virginia regions. The teacher-leadership approach allows information about CCRS, the Virginia ESOL Standards, and SIA to reach all regions around the state more quickly than a more

gradual region-by-region rollout, maximizing limited staff and financial resources and providing timely support to regions during the critical WIOA implementation period.

In fall 2015, three representatives (the regional specialist, an English Language Arts and Literacy instructor, and a math instructor) from each of the state's 22 regions received initial, in-depth CCRS training from the state implementation team and the state Resource Center. These regional teacher leadership teams (RTLTs) field questions from colleagues and support regional managers in staff development planning even as they deepen and develop their own expertise around CCRS implementation.

The IEL/Civics lead teachers and specialists will join this group and receive training on using SIA with the Virginia ESOL Standards. These educators will be supported by the OAEL in developing standards-focused PLCs in each region in fiscal year 2016-2017 and sustaining them in fiscal year 2016-2017 and beyond. The OAEL will support developing teacher leaders through coaching and fostering connections among regions.

Goal 3: Develop an ABE/ASE curriculum framework as a resource for regional programs and individual teachers in CCRS implementation. Virginia's regional programs have historically exercised autonomy in selecting curriculum, choosing from a wide variety of published and educator-crafted resources. While programs value this flexibility, many are interested in curriculum guidance, particularly in light of the rigors of CCRS. Selected members of the RTLTs will work with OAEL to develop a curriculum framework resource to provide a model for regional administrators along with guidance and instructional ideas for teachers. The CCRS curriculum framework will be designed to be a flexible and relevant resource for Virginia adult educators. It is anticipated that the CCRS curriculum framework will be contextualized in the CCRS content areas as well as other subjects and will build on a framework already familiar to Virginia adult educators, the integrated English literacy and civics (IEL/Civics) curriculum framework, which aligns with Virginia ESOL Standards and correlates with CCRS.

B. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
    1. Provides adult education and literacty 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.

The OAEL expects to award grants on a three year cycle with an annual continuation grant submitted. Each year's renewal will be based on evidence of success in provision of the contracted services and subject to the availability of funds. The OAEL will use the following process to distribute funds to approved applicants: 1. shall use not less than 82.5 percent of the grant funds to award grants and contracts under Section 231 and to carry out Section 225, Programs for Corrections Education and Other Institutionalized Individuals, of which not more than 20 percent of such amount shall be available to carry out Section 225; 2. shall use not more than 12.5 percent of the grant funds to carry out State leadership activities under Section 223; and 3. shall use not more than 5 percent of the grant funds, or $85,000, whichever is greater, for administrative expenses of the eligible agency. All adult education programs funded under Section 231 and state matching funds will be required to be full-service adult education programs providing instruction at all six (ABE) and (ASE) educational functioning levels (EFL) plus English language acquisition (ELA) activities and IEL/Civics education where there is a need. Programs providing ELA and/or IEL/Civics services must support transition of those students to ABE or ASE instruction. Programs must also prepare students for and support them in achieving successful transition to postsecondary education and training or employment. In accordance with federal regulations, eligible providers may receive adult education funding for the delivery of any of the following adult education and literacy activities: adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, and/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. OAEL will require that programs receiving AEFLA funds available under WIOA section 231(b) deliver adult education, literacy, English language acquisition activities, and workforce preparation activities concurrently. Other adult education and literacy activities identified under WIOA section 231 will be optional. As part of the application process, the OAEL will collect basic information from the eligible provider (e.g., location, service area, scope of the program, demographics served, demonstrated need, data collection, and fiscal management procedures).

Additionally, each applicant will be required to submit a proposed budget and program design information. Applicants will be expected to respond to OAEL priorities and the Title II considerations for funding Adult Education and Family Literacy Act (AEFLA) programs. These considerations are (1) The degree to which the eligible provider would be responsive to — (A) regional needs as identified in the local plan; and (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills; or who are English language learners; (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities; (3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted performance levels, especially with respect to eligible individuals who have low levels of literacy; (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners; (5) whether the eligible provider's program— (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction;

(6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice; (7) whether the eligible provider's activities effectively use technology services and delivery systems including distance; (8) whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship; (9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means; (10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways (11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs; (12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance; and (13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs

Applicants will be encouraged to develop integrated education and training that provides adult education and literacy activities, concurrently and contextually with both work force preparation activities and work force training for a specific occupation or occupational cluster, for the purpose of educational and career advancement. Integrated education and training programs will align with the needs of the local labor market and will be developed in consultation with the Local Workforce Development Board(s) (LWDB), employers, and training providers. The occupational training

provided as part of an integrated education and training program will be connected to realistic, existing employment opportunities in the local area that connect to a career pathway for the participants.

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:

a. Adult education and literacy activities;
b. Special education, as determined by the eligible agency;
c. Secondary school credit;
d. Integrated education and training;
e. Career pathways;
f. Concurrent enrollment;
g. Peer tutoring; and
h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Through the competition described above, the OAEL will ensure that there is at least one eligible provider offering corrections education and/or the education of other institutionalized individuals in each adult education region throughout the state. Entities funded to provide these services will provide at least one of the allowable activities listed in Section 225 and will be required to ensure that priority of service is given to those individuals who are likely to leave the correctional institution within five years of participation in the program. The OAEL will work with representatives from the Virginia Department of Corrections, local and regional jails, and other education stakeholders to identify best practices to support the requirements of Section 225 of Title II and use the information to inform development of the grant application.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

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.

OAEL will 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 according to the process described in section III.b.5B.i. The OAEL will make funds available under Section 211(a)(2) for the delivery of IELCE programs and will hold a competition for funds under Section 243 of WIOA for IELCE programs. A Request for Proposal (RFP) will be released providing criteria for submitting an application and budget. Applicants will be expected to address the thirteen considerations and seven requirements established in Title II. The IELCE applications may be submitted by regional AEFLA programs and/or by any of the other eligible providers as defined in Section 203. Applications shall include:

• Extensive data to demonstrate the need and potential for success of IELCE activities in combination with integrated education and training in the proposed jurisdiction. Such data shall include, but not be limited to, immigration trends, demographics of the English language learners in the geographical area where the program will be provided, and employment and labor market statistics for the area. • Evidence that they have developed, or will be able to 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 will be delivered by an approved trainer in accordance with Title I. • Strategic plan that demonstrates continuous improvement toward attaining the performance goals over the next three years. • Budget with narrative is based on the needs of ELLs in the geographical area. All applications for IELCE funding will be evaluated by independent review teams. The applications with the highest scores will be funded. All funded programs shall be required to submit an annual report demonstrating that their goals have been achieved. Programs that have not achieved all of 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. Adult Education programs who are awarded IELCE funds will be expected to provide services that provide 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. Learners will achieve competency in the English language through standards-based instruction and acquire the basic skills needed to function effectively as parents, citizens, and workers in the United States. Instruction must emphasize content in English language acquisition, the rights and responsibilities of citizenship, civic participation, workforce preparation, and workforce training for a specific occupation or occupational cluster that align to the local workforce development board needs for those interested and eligible participants. Partnerships with qualified providers are expected to help the learners achieve their next step whether it is earning a high school equivalency, entering postsecondary education or receiving occupational training through an approved provider in an in-demand industry. The OAEL's goal is that the English language learners will then gain English proficiency, understand the rights and responsibilities of citizenship and obtain the workforce skills needed to gain employment that leads to self-sufficiency. The competition for the IELCE program will adhere to all requirements of Subpart C. The funds will be distributed using the competitive process as described in III.b.5.B.i of

this plan. All eligible applicants will apply directly to the state and all applications will be treated in the same manner as well as use the same grant announcement and process to apply for funding. All applications will be evaluated using the criteria as found in Section 231(e) of WIOA.

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION SERVICES AND HOW THE FUNDS WILL BE USED FOR THOSE SERVICES.

Each program that receives funding under this section shall 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 work force development system and its functions to carry out the activities of the program.

The OAEL will consider whether an eligible provider has demonstrated the need for these types of services through its use of data sources that may include tables from the U.S. Census Bureau, reports from the Office of Immigration Services, and documentation of prior participation in these types of services, or other data. The OAEL will award grants for a three–year period with yearly grant contracts. Renewal of the grant for the continuation years will be based on evidence of success and subject to the availability of funds. Funds awarded under Section 243 of WIOA will be used to support the IEL/Civics activities, adult literacy and education activities, and workplace preparation activities of the programs. Applicants will be encouraged to identify alternative funding opportunities to cover the costs of the occupational training portion of the integrated education and training program; however, use of Section 243 funds for such training will be allowable.

Describe how the Integrated English Literacy and Civics Education program will be delivered in combination with integrated education and training activities.

IELCE programs funded under Section 243 will be required to provide integrated English literacy activities, civics education, and integrated education and training services that are made accessible to interested and eligible individuals in the program. The OAEL does not anticipate mandating a specific model for all programs that receive Section 243 funds to provide IEL/Civics with integrated education and training. Applicants will propose a model that ensures provision of all required components in compliance with WIOA regulations. In cases in which the grant recipient does not provide all components itself, it will be responsible for ensuring full integration of all activities through partnerships or contracted services.

Describe how the program is designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in–demand industries and occupations that lead to economic self–sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Applicants will provide evidence of communication with and input from the LWDB and local businesses/employers in identifying the occupational training opportunities to be included in the integrated education and training portion of the program. Applicants will provide evidence that such occupational training is in “in–demand” industries and has the potential to lead to economic self–sufficiency.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA.

The OAEL will provide directly and through contract, opportunities 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, IEL/Civics education, career pathways, workforce preparation activities, secondary completion, instructional standards, and technology integration. (A) The alignment of adult education and literacy activities with other core programs and one–stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities. The vision of the OAEL under WIOA is to expand and enhance career pathway opportunities for low skilled adults so they are not left behind in Virginia's economy and can move into self-sustaining wage jobs. To carry out this vision, the OAEL will use state leadership funds to continue to develop and expand the PluggedInVA career pathways program. This career pathways expansion will continue to be a priority focus in the alignment of adult education and literacy activities with other core programs and one-stop partners.

Funds will be used to expand the PluggedInVA model to lower literacy levels. The two lower levels will be called PluggedInVA Pathways for adult learners at the K-3 literacy level, and PluggedInVA Workforce for adult learners at the 4-8 literacy levels. Expanding PluggedInVA to the lower levels ensures that adult learners in need of basic skill development have opportunities to acquire digital literacy skills, professional soft skills, standards-based instruction using the college and career readiness standards, and employment or entrance into job training. The additional levels of PluggedInVA will hold to the same rigorous standards as the state and nationally recognized PluggedInVA Careers model. The OAEL will use state leadership funds to provide technical assistance and training to eligible providers on how to implement these expanded PluggedInVA models in regional program areas. The OAEL will also provide technical assistance and training to eligible providers that have partnered with the Virginia Department of Social Services (VDSS) on the Supplemental Nutrition Assistance Program, Employment and Training (SNAP E&T) project and with the Virginia Department for Aging and Rehabilitative Services (VDARS) on the Career Pathways for Individuals with Disabilities project. The PluggedInVA Web site (www.pluggedinva.com) features information about PluggedInVA. (B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231 (b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction that relates to the specific needs of adult learners, instruction provided by volunteers or by personnel of the State, and dissemination of information about models and promising practices related to such purposes. The vision of the OAEL is for the continuous improvement of instruction in adult education and literacy. The OAEL will carry out this vision by using state leadership funds to plan, coordinate, and implement the College and Career Readiness Standards (CCRS) for all eligible providers in the state. The OAEL will provide support in the form of in-depth training for the implementation of standards-based instruction both in English language arts and mathematics. Webinars, lesson plans, and observation tools will also be developed to carry out standards-based instruction in adult education classes. The OAEL will train adult educators on how to conduct PLC's and Critical Friends' Groups to support instructional staff. State leadership funds will be used to hold conferences and institutes to ensure ongoing professional development in standards-based instruction and other OAEL priority areas.

The OAEL will improve instruction by using state leadership funds to design, develop, and facilitate online courses in the areas of competency-based reading instruction; writing; numeracy; basic and multilevel ELA classes; and courses in ABE instruction, ASE instruction, and ELA instruction.

(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title including (i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; (ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; (iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

The OAEL disseminates 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.

The OAEL's vision to align more closely with the core partners and the work force development system is another priority under WIOA. The OAEL will use state leadership funds under this combined state plan to provide training, education, and guidance to eligible providers in its role as a one-stop partner.

Additionally, the OAEL will continue to use state leadership funds to support the Web-based Knowledge Center learning management system. The Knowledge Center was adopted several years ago to improve the process of registering for adult education activities, trainings, and workshops conducted by the OAEL. Self-paced, nonfacilitated tutorials in fundamental skills for adult educators such as policy and assessment training, introduction to CCRS, and career pathways are delivered through the Knowledge Center.

(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State. The OAEL plans to use state leadership funding to support monitoring and evaluation activities, which include not only evaluating the quality of and improvement in local adult education activities but also the dissemination of information about models and proven or promising adult education practices within the state.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

(A) The support of State or regional networks of literacy resource centers.

OAEL has, in the past, funded regional resource centers in two areas of the state. OAEL will continue to use leadership funds to carry out required and permissible professional development activities through contract for services agreements and/or other arrangements.

(B) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.

The OAEL funds two full-time technology staff responsible for implementing technology applications and Web development. All training is aligned to the CCRS and models integration of technology into instruction.

(C) The development and implementation of technology applications, translation technology, distance education, including professional development to support the use of instructional technology.

The OAEL uses state leadership funds to support staff responsible for implementing technology applications and Web development. All training is aligned to the CCRS and models integration of technology into instruction.

(D)Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.

The OAEL will use funds to develop and disseminate CCRS curriculum frameworks contextualized in subject areas including science and social studies. An IEL/Civics curriculum framework will be disseminated at the OAEL funded IEL/Civics Symposium and to the field in general once complete.

(E) Developing content and models for integrated education and training and career pathways.

The development of multilevel, integrated education and training in Virginia is part of the PluggedInVA Career Pathway Expansion initiative. This career pathways initiative will continue to be a priority focus in the alignment of adult education and literacy activities with other core programs and one-stop partners, providing adults access to employment and training services. The PluggedInVA Pathways and PluggedInVA Workforce levels, modeled after Virginia's successful PluggedInVA program, incorporate best practice elements derived from other grant-funded experiences.

(F) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).

The OAEL will use state leadership funds to provide technical assistance and training in the form of data summits, regional trainings, regional program manager meetings, and the summer Virginia Institute for Lifelong Learning to assist eligible providers to measure progress in meeting state adjusted levels of performance.

(G) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

The OAEL's vision is to expand and enhance the PluggedInVA career pathways program that extends across the core partners and the entire workforce system in Virginia. To accomplish this vision, the OAEL will be fund the provision of technical assistance, training, and the dissemination of resources to implement PluggedInVA to further the purpose of WIOA in transitioning adult learners to postsecondary education, training, employment, and to link with institutions of higher education.

(H) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.

The OAEL funds a full-time ELA specialist who provides resources, training, and professional development to eligible providers for integrating literacy and English language instruction with occupational skill training and linkages with employers.

(I) Activities to promote workplace adult education and literacy activities.

Eligible providers are encouraged to promote workplace adult education and literacy activities and may request the OAEL to assist in this activity.

(J) Identifying curriculum frameworks and aligning rigorous content standards that— (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and (ii) take into consideration the following: (I) State adopted academic standards. (II) The current adult skills and literacy assessments used in the State or outlying area. (III) The primary indicators of performance described in section 116. (IV) Standards and academic requirements for enrollment in non–remedial, for–credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area. (V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.

The OAEL will develop and implement curriculum frameworks for the CCRS English language arts and math content. The OAEL will develop a curriculum framework resource to provide a model for eligible providers along with guidance and instructional ideas for teachers. It is anticipated that the CCRS framework will be contextualized in the CCRS content areas as well as other subjects and will build on the framework already familiar to Virginia adult educators, the IEL/Civics curriculum framework.

(K) Developing and piloting of strategies for improving teacher quality and retention.

In addition to the very complex and intensive undertaking to improve teacher quality and retention by developing CCRS activities for adult education programs, the OAEL will develop ongoing professional development in almost all areas of adult education and literacy to assist instructors in developing effective practice.

(L) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

The OAEL provides training for instructors of adults with learning disabilities that is modeled on the Literacy Information Communication System (LINCS) Learning to Achieve, Educating Adults with Learning Disabilities series. Adults and Learning Disabilities training is available in both on-site and online formats.

(M) Outreach to instructors, students, and employers.

The OAEL uses state leadership funds to design, develop, and maintain the Virginia Adult Learning Resource Center Web site. The Web site is used as a tool for broad dissemination of adult education resources. The OAEL also provides outreach via a helpline for students seeking information about high school equivalency or for the public seeking information about adult education services in their local areas. Outreach is provided to employers through the state and nationally recognized PluggedInVA model.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The OAEL's system for monitoring and evaluating adult education service delivery will be conducted according to three purposes: 1. Regulatory compliance 2. Risk assessment 3. Provider effectiveness, including state leadership activities

Regulatory Compliance As the state adult education agency, the OAEL must ensure that adult education programs receiving federal and state adult education funding comply with applicable rules and regulations concerning the spending of these funds. While many of the rules and regulations focus on cash management and allowable spending, there are other areas that have regulations that carry the burden of compliance, including state procurement regulations, federal Family and Educational Rights and Privacy Act (FERPA) notification, and state assessment and distance learning policies.

Risk Assessment The OAEL will develop and implement criteria to assess the extent to which an adult education service provider is at risk of not fulfilling its grant responsibilities as part of the state's monitoring and evaluation system. The OAEL will develop criteria in areas such as financial reporting, cash management, budget controls, and instructional performance to determine whether the grant recipient is fulfilling its fiduciary responsibility as an adult education service provider. By incorporating a component focused on assessing program risk, OAEL will be in a position to identify program areas in need of improvement throughout the grant term rather than having to wait until after the grant has ended. Given the breadth of the proposed criteria, OAEL will also be able to evaluate risk beyond whether a program met its education targets or spent all of its funding.

Provider Effectiveness Under WIOA, OAEL will be expected to meet federal accountability standards, though these standards have been revised to address the priorities identified in WIOA. In addition, the Virginia Board of Workforce Development, working in conjunction with the Governor's office, will identify state workforce performance standards that the state work force agencies, including OAEL, will be responsible for meeting. The OAEL will incorporate both the federal and state accountability standards in its evaluation of provider effectiveness.

OAEL will improve provider effectiveness by planning, implementing, and evaluating quality professional development opportunities to both volunteers and contract instructors designed to improve teaching and learning in the essential components of reading instruction, instruction related to specific needs of adult learners, and standards-based instruction. These include webinars, face-to-face trainings, monthly newsletter focusing on the College and Career Readiness Standards or other best practices, bi-annual regional program managers meetings, technical assistance as needed, annual professional development conferences, and other venues of delivery for specific topics as needed, and keeping the field apprised as to professional development opportunities available in the field. These services are coordinated and provided by the OAEL staff in collaboration with the Virginia Adult Learning Resource Center.

The OAEL will develop and implement a system for evaluating professional development activities, drawing on established research such as the Guskey's Model, to inform the development of the system. The evaluation system will include data on participants' satisfaction with professional

development activities, and its impact on the learner's successful transition to further education and entry into the workforce.

The OAEL's Monitoring and Evaluation System The OAEL's approach to monitoring and evaluating program quality will be based on three major activities throughout the grant cycle: 1. A desk review of data and information entered by each program in the state Management Information System (MIS) throughout the program year. 2. The distribution and review of an annual performance report card for each program. 3. A site review of each program and if necessary, follow-up site reviews.

Desk Reviews The OAEL will develop a desk review process that identifies and tracks information that can be used to evaluate program risk. Measures such as financial spending, timeliness and accuracy of reimbursement requests, and required reporting compliance will be developed with appropriate performance benchmarks and reviewed on a regular basis to determine each provider's level of risk. Providers deemed a high risk during the program year will be subject to a series of follow-up procedures that range from telephone or e-mail follow-up to a targeted site visit. The desk review report will be developed as a special report that programs will be able to download from the state MIS, ensuring that they have quick and easy access to this information as needed.

Annual Report Cards The OAEL will update its current program performance report card to reflect the measures that comprise the state work force and federal WIOA accountability standards. The current report card includes measures that fall under three categories: financial management, target performance, and policy compliance. While these categories are expected to continue as part of the updated report card, OAEL expects to add a new category, work force partnership alignment, which will contain measures that evaluate the extent to which an adult education program has integrated its services as part of the local work force continuum. Unlike the desk review, the report card is designed to provide programs with a report of their performance at the end of the year and will be used to recognize strong program performance. Programs will be able to download the report card from the state MIS.

Site Visits The OAEL will update its current site visit system to reflect the priorities identified in WIOA and in the state work force plan. Under WIA, OAEL used the site visit to gather data and information about a program's activities that could not be gleaned from a desk review or program performance report card. The OAEL expects to continue conducting site visits for the same purpose but in accordance with WIOA and state work force priorities.

Site visits typically involved OAEL staff traveling to a site to conduct an extensive document review, faculty and staff interviews, and class visits. While OAEL expects to continue relying on this same format, it may expand the scope of the visit to include interviews with select work force partner agency staff and the local Workforce Development Board director(s). Since WIOA has placed considerable expectation on alignment of services among the local work force agency partners, OAEL is planning to incorporate this mandate in its monitoring and evaluation system.

Dissemination of Models and Practices The OAEL is responsible for providing leadership on adult education for the state. Information about models and proven or promising adult education practices, therefore, originates with OAEL. However, OAEL uses different methods to disseminate the information, depending on the nature of the model or practice. Information about strategies for improving a student's academic involvement, for example, is often shared at VAILL.

Information regarding models or practices that go beyond the individual classroom and affect students on a broader scale is often introduced by OAEL. Typically such models or practices are

documented as proven or deemed promising by a panel of experts. Last year, for example, OAEL adopted the Test of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E) as an assessment option to be used to assess English as second language (ESL) learners. The decision to adopt TABE CLAS-E was the result of the assessment having been approved by the NRS, which governs adult education assessment rules and policies on behalf of OCTAE.

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 R. Staples**

Title of Authorized Representative: **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

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: Identify DARS offices with strong success rates and define and assess best practices in order to provide training and technical assistance to other offices to encourage replication of successful strategies. This includes the continuing work of analyzing and aggregating data to build a system for District Managers to learn and share best practices from each other.

SRC Recommendation 2: Analyze unsuccessful case closures to determine possible barriers and challenges to service delivery and how the agency can improve its success rate leading to a higher rehabilitation rate.

SRC Recommendation 3: The SRC is pleased to see a gradual increase in the average hourly wage of VR consumers who become successfully closed. The SRC recommends a continuing focus on wage quality for consumers with the overall goal to enhance the quality of their lives and make them less dependent on public benefits.

SRC Recommendation 4: While DARS has been under an order of selection since 2004, there have been significant strides to address Priority Category 1 waiting list, with the goal of opening one or more of the Priority Categories. The SRC encourages the agency to continue with this effort so that all eligible individuals may receive the services that they need to become successfully employed.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

DARS Response 1: On a monthly basis, DARS reviews the success rates of its offices and individual VR counselors based on defined performance measures. The Lead Program Analyst for the division is responsible for this web–based data tool which is available and utilized by District Managers. This data tool includes point in time evaluation of Districts and Offices by status and milestones. District Managers also have access and have been trained in the use of performance reports generated through the AWARE database system. During meetings of the District Managers and the full DRS Services Staff, best practices and successes are shared for continuous improvement of the program. DARS will continue to assess beneficial means to define and assess best practices and have these shared and replicated as appropriate. DARS looks forwarding to continuing to work with the SRC on this matter.

DARS Response 2: DARS continues to monitor its rehabilitation rate (aka Employment Rate). In FFY 2013, the rate was 53.7 % which exceeded the goal by 1.3%. In FFY 2014, the rate rose dramatically to 61.7% coming off a record year of successful employment outcomes. For FFY 2015, the rate dropped slightly to 57.3%, but still exceeded the goal. DARS agrees with the SRC that it is important to continue to assess the documented reasons for unsuccessful case closures. DARS also

believes that keeping consumers actively involved in their VR case is a key to consumers remaining in the program and, therefore, continues to emphasize our ICE (Intense Consumer Engagement) program to ensure that our consumers continue to be involved in their plan and working towards employment. Another important program has been the “Cold Case” project which locates VR consumers who have lost touch with their counselor. In FFY 2015, 1,428 consumers were referred to the project. Three hundred thirty–nine who had received substantial services from DARS and had been working for 90 or more days were closed as successfully employed. Five hundred and ninety–three are now back receiving DARS services.

DARS Response 3: DARS concurs with this recommendation and also will be placing emphasis on increasing the average hours worked by our consumers.

DARS Response 4: DARS is pleased that we have been able to offer services to the consumers on the waiting list in Priority Category 1 (most significantly disabled). With careful financial planning, we hope to open this Category in 2016. If sufficient funds are received for the VR program during the 2016 General Assembly, DARS may be successful in also opening Priority Category 2 (significantly disabled with two serious functional limitations).

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 servivces 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 past year, VATS provided seven (7) AT@Work trainings to targeted audiences with a total of 95 participants. With the passage of WIOA, all seven trainings were conducted at Virginia Workforce Centers in order to increase staff and employer knowledge of 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. In 2015, 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 Areas to facilitate effective transition services for students with disabilities to engage in competitive, integrated employment, post–secondary education, and community living.

(2) Supporting the Postsecondary Education Rehabilitation and Transition 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.

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 Areas (LEA) 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 regional Virginia Transition Practitioners Councils (TPC). TPC provides a forum for transition practitioners and other interested stakeholders from school divisions, adult agencies, and community partners to engage in professional development activities, networking opportunities, and collaborative efforts that enhance the implementation of quality transition services for secondary school students with disabilities. The VITC is comprised of representatives from 14 state agencies who have leadership roles and transition as part of their responsibility in serving youth with disabilities. The Council works to stay abreast of current transition information, to identify gaps in resources, and avoid duplication of transition services. VITC has set a priority to improve communication between the state, regional, and local transition councils. It is anticipated that information will be shared with and by VITC through the regional and local Councils. This flow of communication allows for improved responses to identified needs, as well as recommendations for future efforts.

The Higher Education Coordinator provides training to new counselors as part of the New Counselors Skills Training. This training provides information on how to evaluate and process

training cases to ensure that employment goals meet the employment needs of our communities. The training also provides information on the need for and how to complete the required RS–25.

Cooperative Agreements are also conducted between DARS and state institutions of higher education to ensure that to the best of DARS abilities and within constraints of our order of selection that students in postsecondary training are receiving appropriate and necessary services.

The DRS Support Team utilizes an interactive webinar series to streamline processes and improve communication to/from VR counselors who serve transition–age youth. The webinar series offers a timesaving alternative to the standard face–to–face training approach while simultaneously saving agency resources. Webinar topics are developed based on counselor input, leadership recommendations, and developing issues. Similar technology also is being used for an Annual Review to gather information on effective processes between the local school divisions and their corresponding DARS transition counselor. The Annual Review will also indicate any needs or concerns where the Director of Transition or Transition Projects Specialist may organize a facilitated meeting by use of the GoTo Meeting platform enabling teams to meet online and collaboratively to discuss programming. The Annual Review supports communication and extends support to local team members 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 the fourth year, the Commonwealth of Virginia was invited to bring a team of five members to participate in the National Summit – Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary Education to Postsecondary Options. This was the fourth out of four Summit activities sponsored by pep net 2, which focused on improving postsecondary outcomes for individuals who are deaf or hard of hearing, including those with co–occurring disabilities. During this Summit meeting, the focus was on critical issues in deaf education that address positive student outcomes, graduation, and transition to postsecondary education and training. The Department's State Coordinator of Deaf and Hard of Hearing Services and the DOE Specialist of Deaf and Hard of Hearing co–chair the state team to review gaps in programs and services utilizing tools and strategies related to transition within the goals of the National Agenda: Achieving Educational Equality for Deaf and Hard of Hearing Students. This year the Virginia Team hosted "Opening Doors to Life Beyond High School", a one–day event for students, parents and professionals. Topics included Life Beyond High School (transition information about DRS services), I'm Determined, and Map–It (a new tool from pep net 2).

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 postsecondary institutions;

(8) collaborating with 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 ESO Steering Committee that provides the DARS Commissioner counsel on funding and policy issues related to community rehabilitation programs and allocation of LTESS state funds, and fostering close working relations between agency staff and ESOs;

(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, the Rehabilitation Accreditation Commission, 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 emphasizes 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 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. Other activities in this arena include:

(1) sharing information about employment opportunities to increase client placements; and (2) collaborating with (NISH) staff to help ESOs secure federal services and commodities contracts through meetings and conferences.

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 and the Department for the Blind and Vision Impaired are working with the Governor's Executive Order 46 in Virginia offering all Executive branch agencies training designed to expand existing efforts to recruit, accommodate, retain and advance Virginians with disabilities in the Commonwealth's workforce. 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.

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 will be entering into 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 will be entering into 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 in relation to the number of individuals to be served, which is projected to be as high as 26,785 in FFY 2016.

VR Counselors – 185 Program Support – 86 Field Directors/Managers– 32 Placement Counselors – 29 Vocational Evaluators – 14 Other Service Staff – 23

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 – 91 Field Directors/Managers – 34 Placement Counselors – 29 Vocational Evaluators – 14 Other Service Staff – 26

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 26,000 in the coming years. It is anticipated that approximately 70 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

Field Directors/Managers – 34

Placement Counselors – 29

Vocational Evaluators – 14

Other Service Staff – 26

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

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

64

iii. the number of students who graduated during the prior year from each of theose 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.

26

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 2014, twenty–one practicum experiences/internships were initiated, with fifteen concluding during that same year. Of those who completed their internships, two students secured full–time VR counselor positions with the Department. Internship requests continue to come in on a regular basis from colleges including George Washington University, University of Maryland, West Virginia University and Virginia Commonwealth University. In addition, occasional requests for internship opportunities are received from colleges outside of Virginia, including Alabama State University, University of North Carolina, University of Wisconsin/Stout and Pennsylvania State University. The Department is committed to continuing formal and informal internship programs as a workforce planning tool in an effort to attract and retain qualified professionals. Efforts continue to expand upon the Internship Program and to encourage field offices to fully utilize the program as a VR Counselor recruitment tool.

The Department continues to work closely with the Virginia Commonwealth University Internship Coordinator to coordinate placements within the public VR system wherever possible. The agency's Training Manager visited West Virginia University in March, 2015 to participate in a student intern seminar/career fair to recruit rehabilitation counseling graduate students to Virginia.

The Comprehensive Personnel Plan and agency recruitment and selection policies assure that all newly recruited staff meet minimum state requirements. Information from the personnel study also is used to refine job classifications, job descriptions, and performance standards. The management of 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 the educational requirements of the national CRCC or the actual CRC or CVE certifications. Currently, all VR counselors and vocational evaluators meet the requirement. At this time, no funding is committed to support CSPD coursework. However, funding continues to be available to support the CRC application and examination for those staff that choose to pursue this credential.

Human Resources screening procedures for vacant VR counselor positions allow only applicants with a Master's Degree in Rehabilitation, CRC/CVE certified, or otherwise eligible for CRC examination, to be screened in for an interview.

During the past year, paraprofessional staff in the VR program changed their titles to Employment Services Specialist and Employment Services Specialist Senior to more appropriately reflect their unique services that assist VR consumers in achieving their employment goals.

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 (CRP professional association), are open to VR staff as applicable. Through these associations and training opportunities offered by other entities (i.e. George Washington University, Virginia

Commonwealth University), VR counselors are kept informed of the latest developments in the field of vocational rehabilitation, 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

Through the Rehabilitation Services Administration In–Service Training Grant, DARS has provided a comprehensive in–service training program for VR staff. The training programs contained in DARS' grant application were identified from training needs assessments, information from the VR consumer satisfaction survey, and discussions with agency management and the State Rehabilitation Council. DARS utilized the In–Service Training Grant funds for training activities to include, but not limited to, professional and leadership development, assistive technology, caseload management, job development and placement, and transition services for youth with disabilities. Newly hired VR counselors are required to participate in New Counselor Skills Training, which teaches them the VR process, from referral to case closure, and the availability of other services and supports to support consumers in their rehabilitation plans. During the new counselors first few years on the job, they also are required to participate in individual training modules on caseload management, documentation, a tour and orientation to the Wilson Workforce and Rehabilitation Center, assistive technology and job development/job placement.

When the In–Service Training Grant ended in September 2015, the agency opted to continue to support staff development and training activities at a level comparable to the previous grant to enable the agency to continue its excellent training programs.

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, 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 customers by having counselors who specialize in caseloads serving individuals who are deaf and hard of hearing and has other employees who can communicate in sign language. There are ten “dedicated” Regional Counselors for the Deaf and Hard of Hearing across the State. In addition, sign language and foreign language interpreters and translators are contracted as needed for employees and consumers in need of these services and counselors use other resources, including assistive technology, to communicate with consumers with special needs. All VR forms used by the public have been translated into Spanish and posted on the Internet for public use.

There also e videophones located in each office of the Regional Counselors for the Deaf, State Coordinator for the Deaf, and in the Deaf and Hard of Hearing Services Unit at WWRC. This allows staff and consumers to access Video Relay Services and for consumers to call in “point to point” to discuss their services with counselors.

Currently, the agency is in the process of expanding this technology for our offices. As technology evolves, work continues with community partners (Workforce Development Centers, Community Services Boards, the Department for the Deaf and Hard of Hearing, the Department for the Blind and Vision Impaired and Local Deaf Service Centers) to pilot software to enhance telecommunications and accommodation needs of staff via text and video services. One example is that the Regional Counselors for the Deaf are participating in a pilot utilizing iPads to test and demonstrate various Apps utilized for communication (video and text to speech) to share with consumers and employers.

The 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 Improvement Act of 2004. The DARS and DOE cooperative agreement outlines collaborative practices on respective policies, eligibility criteria, information requirements, agency programs and services and the coordination of transition services. In addition

DARS initiates an Annual Review, a survey of VR counselors and their respective Local Education Areas (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 the regional Virginia Transition Practitioners Councils (TPC). and local Councils. This flow of communication allows for improved responses to identified needs, as well as recommendations for future efforts.

The Higher Education Coordinator provides training to new counselors as part of the New Counselors Skills Training. This training provides information on how to evaluate and process training cases to ensure that employment goals meet the employment needs of our communities. The training also provides information on the need for and how to complete the required RS–25.

Cooperative Agreements are also conducted between DARS and state institutions of higher education to ensure that to the best of DARS abilities and within constraints of our order of selection that students in postsecondary training are receiving appropriate and necessary services.

The DRS Support Team utilizes an interactive webinar series to streamline processes and improve communication to/from VR counselors who serve transition–age youth. The webinar series offers a timesaving alternative to the standard face–to–face training approach while simultaneously saving agency resources. Webinar topics are developed based on counselor input, leadership recommendations, and developing issues. Similar technology also is being used for an Annual Review to gather information on effective processes between the local school divisions and their corresponding DARS transition counselor. The Annual Review will also indicate any needs or concerns where the Director of Transition or Transition Projects Specialist may organize a facilitated meeting by use of the GoTo Meeting platform enabling teams to meet online and collaboratively to discuss programming. The annual review supports communication and extends support to local team members. Using the Annual Review can address specific points of the transition process and encourages VR Counselors and school partners to more clearly establish partner roles and responsibilities.

For the fourth year, the Commonwealth of Virginia was invited to bring a team of five members to participate in the National Summit – Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary Education to Postsecondary Options. This was the fourth out of four Summit activities sponsored by pep net 2, which focused on improving postsecondary outcomes for individuals who are deaf or hard of hearing, including those with co–occurring disabilities. During this Summit meeting, the focus was on critical issues in deaf education that address positive student outcomes, graduation, and transition to postsecondary education and training. The Department's State Coordinator of Deaf and Hard of Hearing Services and the DOE Specialist of Deaf and Hard of Hearing co–chair the state team to review gaps in programs and services utilizing tools and strategies related to transition within the goals of the National Agenda: Achieving Educational Equality for Deaf and Hard of Hearing Students. This year the Virginia Team hosted "Opening Doors to Life Beyond High School", a one–day event forThis year the Virginia

Team hosted “Opening Doors to Life Beyond High School”, a one–day event for students, parents and professionals. Topics included Life Beyond High School (transition information about DRS services), I’m Determined, and Map–It (a new tool from pep net 2).

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 a Comprehensive Statewide Needs Assessment (CSNA) of the rehabilitation needs of individuals with disabilities. The assessment was conducted 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.

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 2014 (the most recent data available) shows that in Virginia, among the civilian noninstitutionalized population, 11% reported a disability. The likelihood of having a disability varied by age, from 4% of people under 18 years old, to 9% of people 18 to 64 years old, and to 34% of those 65 and over.

The disability rate for females was only slightly higher at 11.2% versus 10.9% for males.

The 2014 employment rate for all disabled persons 18 to 64 years of age in Virginia was 37.6% compared to 77.6% among people without disabilities. The employment gap, which is the difference between the employment rate of persons without disabilities and those without disabilities, did not change from 2013 to 2014. Thirty seven and six–tenth percent of all persons with disabilities were employed full time year round compared to 77.6% of persons without disabilities, making the full time employment gap 40.0%. Within the disability groups identified by the ACS as employed, 53.0% had hearing disabilities, 42.4% vision disabilities, 27.5% ambulatory disabilities, 27.0% cognitive disabilities, 17.1% reported independent living disabilities and 16.9% with self–care disabilities.

The 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 Charlottesville, Roanoke, Martinsville, Danville and South Boston. DARS also has a physical presence in other Workforce Board AJC's. DARS is directly involved with both the state Workforce partners and local AJC's in the Department of Labor Disability Employment Initiative grant and is lead on an RSA Career Pathways for Individuals with Disabilities grant. In the coming year, DARS will support training on career counseling, motivational interviewing as well as Customized Employment for our workforce partners.

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 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 Organization were included in the stakeholder survey. Seventy nine percent of the respondents believed that there was a significant need to enhance the ESO's. Seven percent did not believe there was a need to enhance ESO's and 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 ESO's. Six percent did not see a need to expand ESO 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 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

(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

Information from the ACS 2014 (the most recent data available) shows that in Virginia, among the civilian noninstitutionalized population, 11% reported a disability. The likelihood of having a disability varied by age, from 4% of people under 18 years old, to 9% of people 18 to 64 years old, and to 34% of those 65 and over.

The disability rate for females was only slightly higher at 11.2% versus 10.9% for males. The racial breakdown for Virginians with disabilities is presented in an earlier section.

Of all Virginians, 4.9% had a cognitive disability, 4.9% had ambulatory disability, 4.9% had self–care disability, 4.9% had independent living disabilities 4.6% had a vision disability and 4.3% had a hearing disability.

Data from the Virginia Department of Education identified 58,893 students between the ages of 14–18 as disabled in Virginia for the 2014–2015 school years.

The 2014 employment rate for all disabled persons 18 to 64 years of age in Virginia was 37.6% compared to 77.6% among people without disabilities. The employment gap, which is the difference between the employment rate of persons without disabilities and those without disabilities, did not change from 2013 to 2014. Thirty seven and six–tenth percent of all persons with disabilities were employed full time year round compared to 77.6% of persons without disabilities, making the full time employment gap 40.0%. Within the disability groups identified by the ACS as employed, 53.0% had hearing disabilities, 42.4% vision disabilities, 27.5% ambulatory disabilities, 27.0% cognitive disabilities, 17.1% reported independent living disabilities and 16.9% with self–care disabilities.

The ACS estimated that out of 425,520 Virginia civilian veterans in 2014, 12.3% or 52,282 civilian veterans have disabilities. Only Hawaii and Maryland have fewer civilian veterans with disabilities.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

In FFY 2016, DARS expects to serve about 26,785 Virginians with disabilities under the VR program.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

In FFY 2016, DARS expects to serve approximately 500 individuals in the Supported Employment Program.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

DARS will continue in order of selection in FFY 2016. 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: 23,672

Significantly Disabled: 3,113

All Other Eligible Individuals: 0

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, 2016, there were 2,534 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.

Most Significantly Disabled: $17,930,540

Significantly Disabled: $1,069,460

All Other Eligible Individuals: $0

Total: $19,000,000

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, 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.

It should also be noted that the CSNA includes information on the DARS Consumer Satisfaction Survey. In partnership with the SRC, DARS implemented a new consumer satisfaction model in FFY 2014. This model allows DARS to examine consumer perception during service delivery (post Individualized Plan of Employment but prior to Employment). Survey results and highlights are provided below; the percentages are for "Yes" answers.

Counselors kept in contact: 78%

Have agreed with counselors on plans for reaching job goal: 76%

Counselors were doing what they said they would do: 76%

Counselors were helpful in connecting with people and services: 75%

Believed everyone was working together to help: 73%

Counselors were meeting timetables: 67%

Consumers' feedback regarding counselors meeting timetables suggests they associate this aspect of service with the helpfulness of counselors. For example, counselors were perceived as meeting timetables when they were communicating with consumers, providing assistance, involving consumers in scheduling, and keeping appointments. Helping consumers move forward with their job goal is important. Through the FFY 2014 survey, consumers shared their perspective of what had helped them and what was needed to help them move closer to their goal: job related activities, school/training, and positive efforts of counselors were key things that had helped them. Job related

needs and staff/agency support were mentioned as things that would help consumers move closer to their goal.

This information is utilized to help DARS achieve it's 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 FINDING AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

The State Rehabilitation Council issued its 2015 Annual Report in December, 2015. Information in this Report included DARS performance on selected indicators for Federal Fiscal Year 2015 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. During Federal Fiscal Year 2015, all Priority Categories were closed. However, with $1 million in funds received by the 2015 General Assembly, DARS was able to serve individuals on the waiting list in Priority Category 1. It is anticipated that this Category will be opened in Spring of 2016. 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 four Priority Categories: (1) Most Significantly Disabled; (2) Significantly Disabled; and (4) all other Eligible Individuals.

Priority Category 1: Individuals to be served: 23,672 Individuals who will exit with employment after receiving services: 3,563

Individuals who will exit without employment after receiving services: 2,571

Cost of services: $17,930,540

Priority Category 2: Individuals to be served: 3,113

Individuals who will exit with employment after receiving services: 437

Individuals who will exit without employment after receiving services: 325

Cost of services: $1,069,460

Priority Category 3:

Individuals to be served: 0

Individuals who will exit with employment after receiving services: 0

Individuals who will exit without employment after receiving services: 0

Cost of services: $0

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

Priority Category 1: 714 days

Priority Category 2: 675 days

Priority Category 3: 0 days

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 will elect to alter its existing order of selection policy to allow the provision of services to eligible individuals, whether or not receiving VR services, who requirement specific services or equipment to maintain employment.

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 as competitive work in integrated settings for individuals with severe disabilities for whom competitive employment has not traditionally occurred, or for individuals for whom competitive employment has been interrupted or intermittent as a result of a severe disability, and who, because of their disability, need ongoing support services to perform such work. In Federal Fiscal Year (FFY) 2015, 467 individuals with most significant disabilities received services through supported employment programs funded by Title VI. The Department projects to serve at least this many individuals in FFY 2016.

DARS will continue to reserve and expend 50% of its Title VI funds on youth with the most significant disabilities. DARS policies will allow for the provision of extended services for a period not to exceed four years and DARS will continue to utilize other funds (non–Title VI) for SE services for youth. These funds are utilized once the Title VI funds are exhausted.

Other activities include:

(1) continuing to improve the quality of supported employment services to individuals with the most significant disabilities through training and technical assistance. The Department will continue its efforts to deliver quality supported employment services to individuals with the most significant disabilities by: (a) providing ongoing training and technical assistance to VR staff and Employment Services Organizations (ESO) on long term follow along options; (b) conducting, on a regular basis, reviews of cases in long term follow along to ensure that appropriate quality services are being provided along with effective and efficient use of funds; 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 supported employment professionals through training conducted by Department staff and regional provider forums. Training will be developed in part based on gaps and needs identified in the ESO 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 supported employment services are not readily accessible; (b) establish a system to assist existing ESOs to expand into areas of the Commonwealth that are underserved.

(4) assure a full range of choices are available in order to meet the vocational needs of consumers requiring supported employment services. Virginia uses all supported employment models, including the individual placement model, the enclave model, the entrepreneurial model and mobile work crews. Individual placement is the most widely used, and generally offers higher wage rates, better benefits and more flexibility in meeting the needs of customers and employers in an integrated work setting. The group models are important options that provide for the constant presence of the

Employment Specialist at the job site to support customers who need intensive supervision in order to maintain employment.

(5) explore alternative funding mechanisms for long term follow along supports for consumers needing supported employment 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 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 Include:

(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 Pilot in two current locations and adding two new locations, continuing utilization of Autism Spectrum Disorder Specialists to manage and integrate the Autism Speaks Comprehensive Integrated Service model.

(2) Collaborating with the Virginia Assistive Technology Region Sites at George Mason University and Old Dominion University to mentor job coaches in the use of assistive technology and provide assistive technology at work training and presentations to our workforce partners at the American Job Centers.

(3) Creating new Project SEARCH sites in the Commonwealth to benefit the employment of transition age youth with Autism. Planned new sites will be in Loudoun County and Lynchburg.

(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 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) Supporting Virginia's Employment First initiative and implementation of the Department of Justice Settlement agreement by collaborating with the Department for Behavioral Health and Developmental Services to establish staff positions specializing in caseloads of individuals with intellectual and developmental disabilities to enhance their employment.

(11) Providing IPAD Pros for use by Rehabilitation Engineers and Assistive Technology Specialists in a "tele–rehab" environment which allows them to provide more effective on–site services to VR consumers needing these services and to interface more effectively with rehabilitation and assistive technology staff at WWRC.

(12) 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, 2016, DARS will select and train key VR Counselors and Evaluators, AT Specialists, Business Placement and Self–Employment staff, and Partnering Employment Specialists, Behavioral Specialists, and Facilities Personnel in key concepts to implement CE approaches to DARS clients exiting institutions, sheltered workshops, high schools and adults for whom traditional supported employment services have not yielded successful outcomes. DARS will serve 20 or more clients with diverse backgrounds in order to assimilate Customized Employment best practices into our menu of services for these targeted populations. Options for self–employment will also be explored under this approach.

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 State. There also are two rehabilitation fabricators and four Assistive Technology Specialists who provide Computer Accommodation services as well as other individualized AT assessments and worksite assessment for AT in all parts of the state. This has allowed for improvement in access and acquisition of assistive technology statewide. Through the VATS Northern Virginia and Eastern Region sites, the agency will continue to provide training and technical assistance for VR staff and Employment Service Organizations to increase the use of AT in the supported employment process. This effort is being supported with Innovation and Expansion funds.

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.

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 171. The Department's Cultural Diversity Team, composed of agency employees across the Commonwealth, provides guidance and direction on the development of outreach and training plans to enhance service provision. This Team also has provided training to VR staff on cultural competency and effective means for outreach to ethnic minorities. DARS utilizes contractual services to provide language interpretation or translation services as needed for consumers and/or their family members. There also is a Spanish speaking VR counselor in Northern Virginia who has developed a caseload of Hispanic/Latino consumers. In addition, consumer VR forms and standardized letters have been translated into Spanish and the agency's website contains translation software. DARS has collaborative efforts in place with the Virginia Departments of Social Services and Behavioral Health and Development Services to provide services to consumers who are Temporary Aid for Needy Families (TANF) recipients and consumers with substance abuse and serious mental illness. DARS will be working to identify non–traditional referral sources to increase the referrals of those unserved and underserved in the Commonwealth, to include individuals with disabilities of different ethnic backgrounds and those with Limited English Proficiency.

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 Federal Fiscal Year 2015, 50% of the 28,950 open cases were students with disabilities (age 14–24). This was approximately a 3,000 decrease from the previous year, most likely due to the continuing effect of order of selection and the closure of all Categories. DARS continues to have "dedicated" VR counselors who solely serve students with transition. These counselors are actively engaged in the secondary schools throughout the Commonwealth to accept referrals, develop Individualized Plans for Employment with those determined eligible for services, and provide information to school personnel, parents and students on the value of VR services. Other means to improve and expand VR services for students with disabilities include:

(1) Cooperating and coordinating with the Department of Education and Local Education Areas 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 Postsecondary Education Rehabilitation and Transition 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.

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 services, particularly the impact of supported employment on post–VR employment outcomes. The ESO Performance Report provides valuable information to VR counselors, their consumers, and ESO staff on the quality of supported employment service provision by the ESOs and the service delivery strengths of individual ESOs. This information is imperative in assuring effective informed consumer choice in the decision regarding the appropriate service provider and in enhancing communications between DARS and ESOs on supported employment service needs in different Districts and Regional areas. The results of the Comprehensive Statewide Needs Assessment Stakeholder Survey noted a need to enhance the ESO's and expand supported employment options provided by the ESOs. DARS will continue to work with the ESO Steering Committee and individual ESOs in examining these issues.

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 Office and Workforce Board on the Workforce System issues and participates on the WIOA implementation team. A memorandum of understanding is in place with each Local Workforce Development Boards and DARS works closely with the American Job Centers to assure access to individuals with disabilities. The VR program currently is co–located as a One–Stop partner in Charlottesville, Roanoke, Martinsville, Danville and South Boston. DARS also has a physical presence in other Workforce Board AJC's. DARS is directly involved with both the state Workforce partners and local AJC's in the Department of Labor Disability Employment Initiative grant and is lead on an RSA Career Pathways for Individuals with Disabilities grant. In the coming year, DARS will support training on career counseling, motivational interviewing as well as Customized Employment for our workforce partners.

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 postsecondary education, at the community college or four year college level, to achieve their employment goal.

Provide training and implement seven (one per District) teams to pilot and implement Customized Employment across Virginia.

Educate our VR counselors, vocational evaluators, consumers, and their parents (as applicable) on the current and future labor market, the availability of competitively–waged jobs and the skills needed to obtain those jobs.

Implement the Career Pathways grant to include the use of motivational interviewing techniques with our VR consumers.

Priority 2: Discovering new opportunities that expand employment options for our VR consumers and that are more effective in meeting our Commonwealth's workforce demands. Strategies: Outreach to employers to assess their hiring needs and provide the training, services and supports required to help our consumers succeed.

Participate in the implementation of Governor's Executive Order 46, working with the Governor's Chief Workforce Development Advisor, the Secretary of Health and Human Resources, the Department for the Blind and Vision Impaired, and the Department of Behavioral Health and Developmental Services to enable persons with disabilities to participate fully and equally in the social and economic life of the Commonwealth and to engage in remunerative employment.

Expand workforce driven training options at WWRC.

Priority 3: Partnering with the Wilson Workforce and Rehabilitation Center, other state agencies, Supported Employment providers, and other entities in the integration of services for people with disabilities leading to competitive, integrated employment.

Strategies: Continue to strengthen the skills of supported employment professionals through training and regional provider forums, with an increased emphasis on community integration, raising hourly wages, and number of hours worked.

Effectively utilize the resources provided by other state agencies and community partners to ensure the employment of individuals with substance abuse, mental illness, development disabilities or are TANF recipients.

Implement the WWRC 2016–202 Blueprint for Direction and achievement of its performance goals.

Implement the five year Career Pathways for Individuals with Disabilities (CPID) model demonstration program to create new career pathways and/or use existing career pathways in high–demand occupations.

Priority 4: Ensuring accountability and effective performance management

Strategies: Effectively utilize a quality assurance and accountability system that includes ongoing quality case reviews, consumer satisfaction assessments, performance evaluations, and performance analysis to address effective consumer service and use of resources in the Division of Rehabilitative Services and WWRC, leading to quality employment outcomes.

Utilize the improved data literacy of the District 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 PERT and Life Skills Programs at WWRC which have a proven success rate in enhancing employment success for our consumers.

Expand Project SEARCH sites throughout Virginia. Two sites will be added in 2016 in Loudoun County and Lynchburg.

Fully implement DARS Autism Program designed to be planned and delivered as part of a coordinated continuum of services model with DARS for VR consumers with Autism.

Provide VR counselors and their consumers with access to expert technical assistance and support for consumers with Intellectual Disabilities, brain injury and Autism.

Train and implement the provisions of pre–employment transition services across the Commonwealth ensuring that 15% or more of the VR budget is expended on PETS.

Expend 50% of the Supported Employment funds on students with disabilities.

By instituting these strategies to achieve DARS Goals and Priorities, DARS plans to meet or exceed its performance metrics which include:

The development of 7,000 Individualized Plans for Employment

4,000 successful employment outcomes

98% competitive employment rate

$10 average hourly earnings of consumers achieving successful employment

Increase in the average hours worked

56% rehabilitation rate

WWRC plans to meet or exceed its performance metrics which include:

Graduate Rehabilitation Rate: 74% (measure that compares clients whose cases are closed as employed for 90 days to the number of clients served whose cases were closed in any status)

Average Daily Census: 300 or better

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.

DARS Response: The following are the Goals and Priorities for the 2015 RSA Approved State Plan for Vocational Rehabilitation and Supported Employment and DARS achievement for each Goal and indicator.

Goal 1: Virginians with disabilities will achieve quality employment through consumer–focused, timely and effective VR services. Indicators:

1.1 4,000 or more VR consumers will achieve a successful employment outcome. There were 4,032 successful employment outcomes in FFY 2015.

1.2 56% or more VR consumers will achieve their employment goals and work satisfactorily for at least 90 days upon completion of their programs. DARS achieved a 57.3% rehabilitation rate in FFY 2015.

1.3 The average hourly earnings of our consumers will equal or exceed $10.00. In FFY 2015, DARS exceeded this target with an average hourly wage of $10.09.

1.4 97% or more of consumers who achieve successful employment upon completion of their VR programs will be competitively employed. 98.8% of consumers achieved competitive employment in FFY 2015.

1.5 Annually, there will be case audits totaling 100 caseloads with 10 cases per counselor audited. This indicator was achieved.

1.6 In 95% or more of the cases, consumer eligibility will be determined within 60 calendar days of application. In FFY 2015, 96.5% of cases were determined eligible within the 60 day time frame. This did not include cases placed in trial work, extended evaluation that had a waiver of the 60–day eligibility requirement.

1.7 In 85% or more of the cases (those in which consumers are not transition age), the Employment Plan will be developed within 90 days of eligibility. In FFY 2015, 74.3% of Employment Plans were developed within 90 days of eligibility. This was a 10% decrease from the previous year.

1.8 Increase employment (demand side) resources and collaborative efforts to provide VR consumers successful employment options in the current and future job market. The Business Development Managers, Marketing Staff, collaborated this year with numerous businesses assessing their needs and providing training on disability awareness, disability etiquette, and

technical assistance on hiring persons with disabilities. DARS provided awareness training to businesses who are 503 contractors under the Office of Federal Contracting Compliance Program. As a result DARS is the point of contact when these businesses are identified as out of compliance and need additional disabled workers. An expansion of working more closely with federal contracting employers has extended our ability to successfully place more job candidates in businesses. For example, DARS place over 130 job candidates with one business and this business continues to seek more job candidates. New initiatives were started this year and will continue with businesses needing qualified candidates in the IT industry. This year a business provider trained 10 of DARS clients with Autism in IT and 7 were successfully place in Capital One Bank in IT positions. A national initiative was expanded this year and training through our Wilson Workforce and Rehabilitation Center will start January 2016 for CVS Health positions. A mocked store has been installed and will be used for training with External Training Opportunities in the local CVS stores. This year the Business Development Managers works very closely with the National Employment Team (NET) of CSAVR. The exchange of job openings on a national level state to state with our Business Development Managers as point of contact for VA has expanded our business resources in other states. For next year, the Business Development Managers will continue to host Commonwealth Workforce Network meetings bringing businesses together with staff and community partners to meet business needs and refer qualified candidates for positions. Business Development Managers work with all staff providing labor market information so successful job placement and vocational training will occur for successful outcomes. Business Development Managers, Vocational Evaluators, and Vocational Placement Counselors work as a team in visiting businesses, analyzing job tasks, assessing job candidates abilities, and screening job candidates for job openings. The team approach will enhance DARS success with business meeting the business demand and offering qualified candidates (supply) to meet business needs. 1.9 Based on findings and recommendations from the program evaluation on the Vocational Evaluation Program, implement an organizational structure and mechanisms in vocational evaluation to enhance the utilization of best practices, integration of services and support for the achievement of consumer employment goals. The Vocational Evaluation (VE) staff Employee Work Profile has been changed to focus on assessment of job candidate skills and abilities to meet the demands of the workforce and current labor market within all areas of the state. The VE staff will work closely with the Business Development Managers understanding business needs (demand) and will assess DARS job candidates of their skills and abilities to meet business needs. The VE staff will work closely with all counselors informing them of current and future labor market for successful vocational IPE goals. The VE staff will work with the Transition team in DARS assessing students in current work experience sites; provide assessments for on–the–job training, and apprenticeship programs. The VE staff already and will continue to staff cases in each office determining the best methodology for assessment of the job candidate potential for current and future job success. The VE staff will work with all offices providing education on specific job requirements for high demand and higher wage jobs. Evaluators will provide information on credentials needed for various jobs and will assess clients' potential to receive training in various programs that offer credentials. Next year Evaluators will participate in activities that will result in their understanding of the labor market as it relates to workforce credentials by Industry groups for assessment purposes and recommendations for successful outcomes. Currently and in the next year, Vocational Evaluators will continue to work with the Business Development Managers and Placement Counselors, as part of the team for business, identifying qualified job candidates to meet business needs.

1.10 Of the total number of VR consumers who achieve a successful employment outcome, 600 or 15% will receive comprehensive services through WWRC. During FFY 2015, 675 (16.7%) of VR consumers who achieved a successful employment outcome received comprehensive services at WWRC.

1.11 74% or more of VR consumers who graduate from WWRC training programs will achieve a successful employment outcome. In FFY 2015, 81.2% of consumers who graduated from WWRC training programs achieved a successfully employment outcome.

Goal 2: VR, WWRC, and our service providers will be accountable for the achievement of employment by our consumers and the effective use of resources.

Indicators:

2.1 Annual number of VR consumers served will be 20,000 or greater. In FFY 2015, DARS served 28,953 consumers.

2.2 Client average daily census at WWRC will be 300 or greater. During FFY 2015, the average daily census at WWRC was 335.

2.3 Annual number of Individualized Plans for Employment developed will be 6,180 or greater. During FFY 2015, 5,796 Employment Plans were developed.

Goal 3: Ensure that the VR Program continues to be a collaborative leader in the integration of services for people with disabilities in the Workforce Centers and the use of Social Security Work Incentives.

Indicators:

3.1 Complete of 5 or more Workforce Center accessibility surveys annually, as requested. After DARS completed the surveys needed for One–Stop state certification purposes the need for comprehensive assessments declined. There were a few “special” comprehensive assessments completed and there were several follow ups and consultations provided to the One Stop Center managers.

3.2 200 or more VR consumers, served by DARS or WWRC, will obtain a Career Readiness Certificate. During FFY 2015, 216 consumers obtained a Career Readiness Certificate.

3.3 Increase the number of VR consumers jointly receiving services from the Work Force Centers and DARS. 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 Enter into an Administrative Employment Network Agreement with two Employment Networks to determine the feasibility of this model for funding long term employment supports. During this reporting period, there were administrative Employment Network (EN) agreements established with two different groups so that potential EN partners in Virginia would have options when considering participation in Partnership Plus. This has resulted in seven new administrative EN agreements that will support DARS ticket holders after case closure from VR. Preliminary indication is that the administrative EN option seems to be a viable option for long term employment supports for partners that do not have the volume of tickets or administrative infrastructure to support the ticket to work program.

3.6 Maintain the department's presence in all of the State's Comprehensive Workforce Centers. The VR program currently is co–located as a One–Stop partner in Charlottesville, Roanoke, Martinsville, Danville and South Boston. DARS also has a physical presence in other Workforce Board AJC's.

3.7 Increase the number of work incentive authorizations to 600. During this reporting period there were 2,568 total WISA authorizations. These services were provided through over 40 different WISAs around the state, which was a significant increase which allowed DARS to significantly increase the number of authorizations. In tracking closures related to these services, approximately 74% of the cases have been closed successfully. 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 3 business days using a secure email exchange with SSA.

3.8 Implement a pilot program to enhance the reassignment "hand–off" process for the Partnership Plus Employment Network Partners. During this reporting period, there were 86 Ticket to Work handoffs to our Partnership Plus Employment Networks in Virginia and these groups received over $930,000 in Ticket to Work revenue. There were an additional 24 handoffs over this reporting period to Employment Networks not affiliated with DARS Partnership plus agreements. Also during this reporting period, the Ticket to Work handoff process has been streamlined and reduced to 3 to 5 business days.

Goal 4: Increase consumer access to affordable assistive technology (AT) to help remove barriers to employment. Indicators:

4.1 WWRC and DARS will provide Assistive Technology training to 40 DARS staff annually. WWRC hosted two Assistive Technology trainings for DARS staff in 2015. A total of 34 DARS staff were trained on Assistive Technology services offered at the Center and in the field.

4.2 Provide Assistive Technology training to 20 Employment Services Organizations and track the outcomes of this training. The Virginia Assistive Technology Service (VATS) provided seven (7) AT@Work trainings to targeted audiences with a total of 95 participants. With the passage of WIOA, all seven trainings were conducted at Virginia Workforce Centers in order to increase staff and employer knowledge of assistive technology resources and improve programmatic access for Virginians with disabilities. Trainings were conducted across Virginia.

4.3 The WWRC and DARS Assistive Technology Labs will have a comparable compliment of assistive technology equipment for demonstration and/or short–term loan to assure our ability to address the assessment and programmatic needs of consumers. WWRC and DARS Assistive Technology Labs have a comparable compliment of assistive technology equipment for

demonstration and/or short–term loan to meet the needs of consumers. In 2015, the agency made several purchases to improve the inventory of both WWRC and DARS AT labs.

4.4 Complete program evaluation of rehabilitation engineering/Assistive Technology services to ascertain the effectiveness of these services, areas of needed improvement, and gaps in service provision. The program evaluation of rehabilitation engineering was completed in 2015. The evaluation led to changes in the program to include a reduction in the number of rehabilitation engineers needed to support the VR counselors and consumers. As the VR consumer population has changed from more individuals with intellectual disabilities, as compared to physical disabilities, more emphasis is needed on computer assistive technology and devices to assist this population in the workplace. There also is a greater need for tele–rehabilitation to be more efficient and collaborative in service provision.

4.5 Full service equipment reuse programs will be available to VR consumers in all four DARS regions. Currently, there are full service DME reuse program services available to VR consumers in all regions/districts.

Goal 5: Continue to emphasize the employment potential of students with disabilities.

Indicators:

5.1 1,100 students in transition will achieve a successful employment outcome. In FFY 2015, DARS met this goal with 1,727 students in transition (14–24 at application) closed successfully.

5.2 56 % of students in transition will achieve their employment goals and work satisfactorily for at least 90 days upon completion of their programs. This goal was met in FFY 2015 with a rehabilitation rate of 57.2%.

5.3 450 or more VR consumers will be served through the PERT Initial Evaluation Services. 463 consumers were served through the PERT Initial Evaluation Services 9–week Life Skills Transition Program. 482 consumers were served through the 9–week Life Skills Transition 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. 31.3% transition age consumers who achieved successful employment received services at WWRC.

Goal 6: Expand outreach efforts to individuals with disabilities who are unserved or underserved.

Indicators:

6.1 Increase by 5% the number of veterans receiving VR services. In FFY 2015, DARS exceeded the goal, with the number of veterans being served increasing by 7.4% over the previous year.

6.2 Increase by 5% the number of VR consumers from different ethnic backgrounds (Asian, Hispanic/Latino, American Indian, Native Hawaiian/Other Pacific Islander). In FFY 2015, DARS fell

short of this goal with increasing the number of consumers from different ethnic backgrounds by 3.4%.

6.3 Assist 20 or more consumers with criminal background histories with Fidelity Bonding to support them in the achievement of their employment goal. DARS was not able to obtain information to report on this indicator.

6.4 Continue program development efforts to support enhanced employment outcomes for consumers with Autism Spectrum Disorders (ASD) providing 70 clients in four regions and WWRC with access to customized ASD case services and supports. Through this project, DARS deployed high intensity comprehensive service pilots across 13 field offices providing direct services to VR consumers via a team–based model that includes designated autism subject matter experts (ASME), Assistive Technology Experts, and agency vendors of Supported Employment, Community Support Services, and Therapeutic Behavior Services. To date, Innovation and Expansion funding supported the provision of paid services via dedicated Autism Case Dollars for approximately 61 VR consumers, continued funding for 3 DARS Autism Subject Matter Expert Staff Consultants via temporary assignments with a new ASME slated for development in Charlottesville before April. A fifth Autism Subject Matter Expert Staff Consultant was hired in Portsmouth in January, 2016 with the position. Other outputs tracked during this rating period (July 1, 2005 –present) include 70 VR clients with Autism and 27 VRCs participated in the pilot program. The pilot also engaged 27 Coaches (job and life–skills), 3 TBS providers (3 PBSF, 1 LABA), and 4 AT specialists. Additionally, during this rating period: 12 AT devices were in use by ESO HHT loan recipients across the 4 pilot areas and approximately 50 clients received HHT supports to include assessments, device loans, training, and coaching supports to promote use in home, community and workplace environments. All sites reported increases in local community service provider resources to include new vendors of Autism Centered TBS, CSS, HHT and job coaching supports. Preliminary outcome data related to the autism pilots from an October 2015 evaluation is very positive with an 88.5% successful closure rate for 131 clients and positive reviews from providers, individuals with Autism, and their family members.

6.5 Provide training to 20 Employment Service Organization job coaches and 60 agency staff (including WWRC) in the use and application of research–based intervention strategies that have been successful in improving employment outcomes for youth and adults with ASD. During this performance cycle, DARS implemented a multi–component approach to support knowledge translation, staff development, and meet statewide technical assistance needs. These supports have led to an increase in local level knowledge and “Autism expertise” around the Commonwealth. For example, as a result of targeted train the trainer strategies DARS Autism SME’s and their local area provider teams are coordinating technical assistance and training activities in their local areas. These local team activities were implemented in coordination with other central office lead training initiatives that include a mix of modalities to support knowledge dissemination across the commonwealth. Some examples of activities and outputs include a total of 125 VR providers received training on effective strategies for working with youth and adults with ASD via three workshops that were delivered in three different DARS service regions and 28 providers attending a NOVA Interagency Transition Team workshop that featured presentation from VR clients with autism, agency AT specialist and ESO provider staff with expertise in effective practices and supports for VR clients with Autism.

Goal 7: Utilize WWRC’s comprehensive programs and services to address the unique needs of VR consumers with multiple and complex disabilities to help them overcome barriers to employment and obtain a job and/or regain independence to return to work.

Indicators:

7.1 Increase the number of consumers referred by VR counselors to WWRC by 1%. The number of consumers referred to WWRC decreased from FFY 2014 to FFY 2015. There were 2597 referrals in FFY 2015, which is impressive, but affected by DARS order of selection.

7.2 Expand WWRC's medical outreach to increase access for potential VR consumers with an emphasis in 'return to work'. WWRC continued to pilot the use of a specialized VR Counselor position to serve a medical caseload and to coordinate continued therapy services for clients who are close to completing acute rehabilitation but who will need additional services and recovery before returning to the workforce. The majority of this caseload participates in post–acute services offered on Rothrock Hall at WWRC. The specialized VR Counselor position is housed on Rothrock Hall and works closely with WWRC therapy and nursing departments who serve the medical rehab unit. This VR counselor has developed relationships with area hospitals/rehab centers and other medical service providers that refer clients who are recuperating from new disabilities such as traumatic brain injuries, strokes, and spinal cord injuries; this keeps community partners and referral sources continuously aware of the Agency mission and services. After programming is completed at the center, clients are usually prepared to return to previous employment, to attend vocational training at the center, or to work with vocational counselors in their home field offices to engage in vocational services. This specialty VR Counselor caseload position also serves as a statewide consultant to other DRS Counselors to provide information and facilitate appropriate referrals to WWRC. During FFY 2015, WWRC formalized the pilot into program status based on demonstrated outcomes. Formal metrics have been established to continue to monitor the effectiveness of this program, with opportunities for refinement and growth. During the last two fiscal years, the number of medical cases ending with employment has remained steady. It is anticipated that the number obtaining employment may decrease slightly in the next year due to a decrease in referrals/applicants resulting from order of selection.

7.3 WWRC's vocational training programs and occupational family offerings will reflect workforce trends and current/projected VR consumer employment goals. DARS employs four Business Development Managers who continuously assess labor market data and workforce trends across the Commonwealth of Virginia to locate and cultivate relationships with businesses and corporate entities interested in hiring people with disabilities. The Business Development Managers serve as consultants on disability issues and provide a single Agency point of contact to facilitate integration of comprehensive Agency services. WWRC has formalized its evolving partnership with the DARS Business Development Managers to connect classrooms to workplace standards and expectations and modify curriculum to increase the likelihood of successful placements for training graduates, with long–term retention opportunities. This has resulted in the development of several collaborative workforce initiatives with industry professional organizations and corporate networks directly benefitting VR consumer employment goals. The Hershey model is one example of this, with other corporate bodies expressing interest in replication within their organizations. The DARS partnership with the Hershey apprenticeship program offered individuals with disabilities a six–month work experience on the production line. During the apprenticeship, DARS clients could access any needed supports from WWRC to help them complete the program as long as they were able to perform the required duties at the end of the six months. During FFY 2015, an evolving partnership with CVS Health resulted in the set–up of a mock store within WWRC Materials Handling Training Program to prepare VR consumers for direct employment and career pathways within the CVS Health System across the Commonwealth of Virginia. CVS Health donated all supplies and equipment for the mock store and worked with WWRC Instructors to refine the curriculum and develop community internships to prepare students to work in the CVS Health System. The first VR

consumers will be enrolled in the training program in January, 2016. Further plans are in development with CVS Health to develop a pharmacy tech track in addition to retail employment options. A similar partnership was explored with the Virginia Manufacturing Association (VAMA) and the Manufacturing Skills Institute (MSI), endorsed by Virginia's Board for Workforce Development, to offer relevant education, skills training, and workforce credentialing for careers in advanced manufacturing through WWRC's training programs.

7.4 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 FFY2014 and FFY 2015, a new customer satisfaction survey was designed, developed and implemented. The new survey is designed to elicit feedback regarding how WWRC is preparing consumers for their job goal and future. Ninety–five percent (95%) of consumers that have participated in the Life Skills Transition Program or in Vocational Training indicate that WWRC has helped them prepare for their future.

Strategies that Contributed to the Achievement of the Goals: Continuing to emphasize the value of placing consumers in jobs in the competitive labor market, even in geographic areas of high unemployment.

Intensified efforts to retain and hire qualified VR staff by: hiring student interns as a means of recruiting qualified VR personnel to fill staff vacancies; providing professional development programs that strengthen the knowledge, skills and abilities of our VR staff; implementing programs to retain staff who might otherwise leave the agency for other professional opportunities; and nutilizing 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 Area so that students receive the services that they need in a “seamless” process.

Continuing to offer Postsecondary Education Rehabilitation (PERT) Initial Evaluation Services through WWRC for eligible youth with disabilities between the ages of 16 and 22 years, in partnership with the Virginia Department of Education.

Maximizing the number of local school divisions across Virginia that participate in WWRC’s Postsecondary Education Rehabilitation Transition (PERT) Program.

Continuing to offer a 9–week Life Skills Transition Program (LSTP) through WWRC targeting a growing population of young adults with disabilities between the ages of 18–22 years who require intensive pre–employment and independent living skills training in addition to vocational rehabilitation to successfully attain employment goals.

Providing information and training to VR staff to help them more effectively serve individuals with Autism Spectrum Disorders.

Continuing development of an annual WWRC Blueprint for Direction that clearly articulates expected actions to be taken, with defined lines of responsibility and accountability for outcomes. There were targeted Blueprint goals that impacted all of WWRC’s goals and indicators within the DARS State Plan. DRS and WWRC successfully implemented a one–year Autism Speaks grant, awarded in January 2011 to WWRC, and delivered in partnership with DRS and ESO vendors through identified communities in specific Richmond and Northern Virginia localities. Through this grant, WWRC was able to sponsor a variety of training workshops, including a series of webinars focused on assistive technology and specialized workplace supports customized for youth/young adults with autism. Two of WWRC’s Behavior Specialists, along with five ESO and DRS staff members, participated in a Positive Behavior Supports Certification Program offered through VCU’s Partnership for People with Disabilities. Grant partners collaborated with members of WWRC’s Autism Advocacy Partnership Team to identify ‘lessons learned’ and recommendations for enhanced WWRC services and programming for VR clients with Autism Spectrum Disorders.

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, however, began to address the waiting list of those consumers in Priority Category 1 (most significantly disabled). 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 average hourly wage for transition–age consumers during FFY 2013 was $9.20 as

compared to $11.14 for the adult population. The loss of vocational rehabilitation counselors to other employment opportunities and difficulty filling these positions in a timely fashion, particularly in Northern and Southwest Virginia.

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 supported employment with Title I funding. This strategy allows DARS to provide supported employment services to all consumers who require that service to become successfully employed. During FFY 2015, over 3000 individuals with most significant disabilities received services through supported employment programs of DARS. DARS spent 51% of its Title 1 case service funds ($9.8 million) on supported employment services for consumers. In addition, DARS continued its collaborative relationship with the more than 80 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 supported employment program. With the assistance of this Committee, DARS has begun to examine the effectiveness of supported employment services, particularly the impact of supported employment on post–VR employment outcomes. DARS maintains its goal of having Employment Services Organizations (ESO) obtain CARF…The Rehabilitation Accreditation Commission national accreditation standards in order to ensure quality in employment services for our consumers.

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. 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 2015, the funds reserved for Innovation and Expansion were used for the following activities:

(1)Co–location of a VR counselor with a Disability Program Navigator in the Norfolk One–Stop Center to blend the duties of these two positions with a caseload developed from the One–Stop Center to expand coverage and collaboration.

(2) 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.

(3) Collaborating with the Virginia Assistive Technology Regional Sites at George Mason University and Old Dominion University to mentor job coaches in the use of assistive technology and providing loaner assistive technology devices to ESOs for use with VR consumers.

(4) Creating new Project SEARCH sites in the Commonwealth to benefit the employment of transition age youth with Autism.

(5) Increasing the use of Aztec learning software to enhance the career readiness certificate attainment for VR consumers.

(6) Enhancing the coordination of business development activities.

(7) Creating a pilot using the Career Index System, including labor market information, the GPS assessment and automated attendant “SARA” to enhance contact and case management support for VR consumers in targeted areas in the state.

(8) Providing additional driver’s education instruction at WWRC to work in the Life Skills program and integrate into transition services.

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 vendored to provide VR services be nationally accredited through the Rehabilitation Accreditation Commission (CARF). CARF accreditation provides a host of benefits to DARS as a state–funding source, as well as to DARS consumers, and taxpayers. In addition to assuring accountability and consistent quality levels, national accreditation allows DARS to focus on program expansion, improvement and accountability.

DARS currently purchase services through 87 ESOs throughout the state. During FY 2015, these organizations provided supported employment services over 3,000 individuals, 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 supported employment 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 30 days before anticipated case closure, the counselor shall ensure stability based on the following: 1.funding for extended services has been secured; 2. job coaching and related interventions have decreased to a level necessary to maintain the client in employment 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 a mobile work crew or enclave shall also include the client completing 60–day period of placement and training in which intervention is directed at training to maintain production rather than at behavioral issues. After that time the funding is transferred from the basic federal VR grant to the state sponsored long term follow along funding. Coordination among service provider, counselor and long term support office ensures timely accountable transition.

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: **James A. Rothrock**

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 1 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: **James A. Rothrock**

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.

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: **James A. Rothrock**

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,

I. HAS DEVELOPED AND WILL IMPLEMENT,
   A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND
   B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND
II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

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:

I. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT

II. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND

UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

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;

Section A Input of the State Rehabilitation Council

The State Rehabilitation Council (SRC) and the Department for the Blind and Vision Impaired (DBVI) collaborate to develop the DBVI State Plan and Vocational Rehabilitation (VR) policies and procedures. DBVI and the SRC also obtain input from individuals who are blind, vision impaired, or deafblind and other stakeholders through public comment, satisfaction surveys, and Comprehensive Statewide Needs Assessments (CSNA).

During January and February 2016, the SRC assisted DBVI in preparing the 2016 State Plan. The SRC reviewed State Plan drafts, provided input, and agreed to the State Plan after they ensured the Plan was consistent with the SRC and VR program goals, objectives, and policies.

In preparation for development of the Input of the State Rehabilitation Council, the SRC was given an overview summary of the 2015 DBVI CSNA which included input from focus groups consisting of consumers of VR services, Community Rehabilitation Providers, DBVI Staff, Business, and other interested community stakeholders, Public Comment from FFY 2015 and 2016, and recommendations of the SRC throughout the year.

SRC Recommendations:

1. The SRC recommends DBVI remain focused on the six goals and priorities contained in the 2016 State Plan Section L and report to the SRC quarterly on the progress toward accomplishing the goals.

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 2017 State Plan cycle and share the public comments and agency responses from those meetings with the SRC at each scheduled SRC meeting.

b. DBVI continue to provide notification of all public meetings to include regional meetings, state meetings of consumer organizations, and the quarterly SRC meetings to the DBVI website and the designated channel for Virginia on Newsline. In addition, the SRC recommends that DBVI provide notification of the quarterly SRC meetings to students enrolled in VRCBVI.

7. The SRC recommends that DBVI make workforce activities such as job development, job placement, and job coaching training to counselors a very high priority for 2016 and into the future, and include mentoring as one of the training strategies. The SRC recommends that DBVI report on these efforts at each scheduled SRC meeting (a minimum of four times each year).

8. DBVI develops and distributes various marketing materials for individuals in the community, including business and potentially eligible recipients of services. The SRC recommends that DBVI share these materials with the SRC in FY2016, and ensure that all materials are available in alternate format, to include large print, Braille, and electronic media.

9. The SRC has established the following committees to help the Council achieve its goals and priorities: Annual Reports, State Plan, Employment, Marketing, and Legislative committees. The SRC recommends that DBVI provide a liaison to work with each committee to facilitate continued effective collaboration and coordination between the SRC and the agency.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

SRC Recommendation 1 Agency Response: 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.

SRC Recommendation 2 Agency Response: DBVI currently provides individuals with information regarding their rights and responsibilities at application, at eligibility determination, at rehabilitation plan development, and at case closure. However, the agency will collaborate with the SRC in FFY 2016 to review and revise agency practices regarding informing individuals of their rights and responsibilities, and if appropriate, will produce a new document describing individual rights and responsibilities.

SRC Recommendation 3 Agency Response: DBVI accepts and embraces that informed choice is a fundamental part of the VR process and routinely trains personnel regarding the philosophy and practice of informed choice. The agency does not have evidence that individuals do not have the opportunity to make informed choices.

DBVI also accepts and embraces that self–advocacy skills are critical to the achievement of individuals' personal and vocational goals. DBVI provides individuals with self–advocacy training through vocational guidance and counseling and information and awareness regarding consumer group organizations. DBVI addresses self–advocacy skill development, specifically for students and youth, in Section O Goal 5 strategies for the purchase of self–advocacy instruction from vendors as part of pre–employment transition services.

Currently, the training programs at VRCBVI include a self–advocacy component. In Section O Goal 5 of this State Plan, DBVI discusses further enhancement of self–advocacy training, to include the development and implementation of a self–advocacy training program for students participating in transition programs at VRCBVI. Additionally, the Career Pathways grant that was jointly awarded to DBVI and the Department for Aging and Rehabilitative Services in 2015 as referenced in this State Plan in Section O Goal, includes self–advocacy as a focus area for training for eligible individuals seeking competitive integrated employment.

SRC Recommendation 4 Agency Response: DBVI will provide quarterly updates on the consumer satisfaction survey data collection and will provide a full report annually.

SRC Recommendation 5 Agency Response: 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.

SRC Recommendation 6 Agency Response: 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.

SRC Recommendation 7 Agency Response: 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.

SRC Recommendation 8 Agency Response: 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.

RS Recommendation 9 Agency Response: DBVI has already established liaison(s) to the SRC and will continue working with the SRC to facilitate effective communication regarding its previously existing and newly identified committee work.

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 servivces 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

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.

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 that 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 Virginia Office of Protection and Advocacy (VOPA), 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 Woodrow Wilson 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. Click on the "Equipment Reuse" button on the left menu bar for additional information, including a contact list for the reuse services across the State.

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.

Section D Coordination with Education Officials

The Department for the Blind and Vision Impaired (DBVI) maintains collaborative relationships with state and local education officials. Interagency partnering includes developing and implementing cooperative agreements with the Virginia Department of Education (DOE) and each local school division that identify plans, policies, and procedures. These annual agreements facilitate the transition of blind, deafblind, or vision impaired students from school to the receipt of VR services for eligible students, as well as procedures for the timely development and approval of individualized plans for employment for the students and the financial obligations of each agency. Additionally, the agreements establish collaboration and coordination efforts to help blind, vision impaired, or deafblind students fully participate in school. DBVI has begun planning for pre–employment transition services and will include these services in all planning, policies, procedures, and agreements in the upcoming cooperative agreement cycle.

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.

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 mail and provided with general information regarding VR services and the name of a VR counselor from their locality. Within ten days of the date on the letter, the VR counselor makes contact with the student and their parents to discuss VR services. These students, along with eligible students referred to the VR program, may receive vocationally oriented services while in high school. Based on an individual student's needs, these services may include, but not necessarily be limited to:

• Vocational guidance and counseling; • Vocational exploration, evaluation, and assessments; • Rehabilitation technology evaluation; • Adjustment to blindness training; • The Summer Adjustment Program at the Virginia Rehabilitation Center for the Blind and Vision Impaired (VRCBVI); • The College Preparatory Program at VRCBVI; • A Transition Seminar; and • Summer Paid/Unpaid Work Experience Opportunities

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.

Section F Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

DBVI and the Department of Behavioral Health and Developmental Services (DBHDS) maintain an interagency agreement ensuring supported employment and extended supports services for blind, vision impaired, or deafblind individuals, including youth, with behavioral, developmental, and intellectual disabilities as long as funds are available. Services are provided through local Community Service Boards (CSBs) receiving targeted funds for extended employment services. These CSBs sign individual agreements verifying available funds for ongoing support for individuals with most significant disabilities, including youth, who are blind, deafblind, or visually impaired individuals who also have behavioral, developmental, or intellectual disabilities.

DBVI also maintains cooperative agreements with Community Rehabilitation Providers (CRPs) that have been approved by and have vendor agreements with the DARS for the purpose of accessing and providing supported employment and extended support services. The majority of these individuals with most significant disabilities, including youth, are blind, vision impaired, or deafblind, and have secondary or tertiary disabilities causing functional limitations that require the individual to have intensive one–on–one support and services in order to obtain or maintain competitive integrated employment outcomes. DBVI only purchases services from these VR service providers for the purpose of ensuring that individuals enter into or maintain competitive integrated employment.

Virginia appropriates state funds for extended employment services to individuals with physical disabilities. Blind, vision impaired, or deafblind individuals, including youth, who also have secondary physical disabilities, will have supported employment available during this State Plan cycle.

Natural supports will be incorporated into extended services based on the individualized needs of the person receiving services. The use of natural supports and other extended support services assist blind, vision impaired, or deafblind individuals to maintain employment.

Internally, DBVI has two Deafblind Specialists providing extended support services to deafblind consumers, and the salaries of these individuals are funded with state general funds. These staff provide the agency and external VR service providers with technical assistance regarding the provision of services to individuals who are deafblind in all employment settings, including supported employment and extended support services.

DBVI requires a memorandum of understanding (MOU) with providers of extended employment support services. The MOU is required prior to the use of Title VI, Part B funds.

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

Section G Coordination with Employers

The Virginia Department for the Blind and Vision Impaired (DBVI) develops and maintains collaborative relationships with employers to identify competitive integrated employment and career exploration opportunities for individuals, including students and youth, who are blind, vision impaired, or deafblind.

Vocational Rehabilitation Services

During this State Plan cycle, the newly established DBVI Workforce Unit will work with employers to identify their human resource needs in order to facilitate competitive integrated employment opportunities and career exploration opportunities for eligible individuals, including students and youth who are receiving vocational rehabilitation services. Additionally, DBVI will ensure that eligible individuals will receive a range of VR services that are specific to the individual's needs related to achieving his or her competitive integrated employment outcome.

The DBVI Workforce Unit will identify employers and federal contractors by attending the Society of Human Resource Management and Economic Development meetings and Chamber of Commerce meetings and Industrial Round Tables, by networking with the Virginia Employment Commission, through review of Virginia Jobs Investment programs, and by establishing relationships with various Veterans Representatives, Workforce Development Boards and Office of Federal Contractor Compliance (OFCCP). Additionally, the Unit will initiate distribution of employer outreach letters, review various recruiting websites, and meet with Business Services/Solutions teams.

Strategies for establishing rapport and relationships with business to facilitate collaboration that meets the needs of business while focusing on competitive employment outcomes for individuals receiving Vocational Rehabilitation services include, but is not limited to, scheduling personalized meetings with the employer and other partners that the employer would like to include, researching the employer's website, and developing a solid understanding of the employer's mission, vision, and values.

Just as it is critical for job seekers to understand what a specific job requires, DBVI places value on understanding employers' human resource needs and how the agency can assist that employers with meeting those needs. Collaboration between DBVI and employers will include determining how DBVI can assist with filling vacant positions, understanding what skills, abilities, and credentials ideal candidates need to perform essential job functions, and becoming aware of what types of applicants are needed to meet the employers' hiring needs.

As part of the Workforce Unit strategy, DBVI will use a model that assigns a Project Manager to a business partner who ensures that roles are clearly defined between the employers and other workforce partners. The Project Manager will be responsible for learning the needs of business,

including but not limited to, elements such as required background checks, assessments and job analysis, accommodations individuals may require on a job site, feasibility of the business to ensure success in matching candidates to positions, and building a continuous pipeline of qualified individuals whose skills and background meet job requirements. A key part of this strategy will be the creation of a database to capture and track the business needs and vocational rehabilitation services provided, and to incorporate the use of labor market 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. The agency provides medical insurance for the individual in case of an on–the–job accident. Employers get a free, first–hand look at potential future employees. Job seekers are not guaranteed a job, but will hopefully meet and work with one or more individuals who may agree to serve as a reference. • On–The–Job Training (OJT) reimbursement where employers who hire eligible individuals receiving VR services from DBVI may be reimbursed for on–the–job training costs. • Work Opportunity Tax Credit (WOTC) which is a tax credit available to employers who hire individuals with disabilities. WOTC is subject to reauthorization by Congress each year.

Other VR services and career exploration opportunities will include DBVI Workforce Specialists and VR Counselors, including specialized Transition Counselors, who will arrange job fairs so employers can interview multiple candidates at one time, and partnering with job coaches to ensure that individuals who are hired can receive extra support services if needed to learn and perform essential job tasks. The DBVI Workforce Specialists, VR Counselors, and Transition Counselors will also facilitate informational interviews with employers, mock job interviews, participation in job clubs, volunteer opportunities, and job shadowing.

In the area of assistive technology, DBVI will coordinate with employers and individuals receiving VR services to identify areas where job seekers may require accommodations in order to obtain and maintain employment. These assistive technology services may include recommendations and technical assistance to businesses around adjustment or modification in the workplace to help existing and potential employees who are blind, vision impaired, or deafblind, including youth, in order to maximize productivity on the job. DBVI's Assistive Technology Specialists and skilled Rehabilitation Engineers will be available to assess the employers' places of business and workplace and develop recommendations if needed.

As part of this collaboration, DBVI will offer disability awareness and diversity training to help educate businesses on disability etiquette. Additionally, DBVI staff, including Rehabilitation Engineers, Assistive Technology Specialists, Workforce Specialists, and Vocational Rehabilitation Counselors, will be available to speak on topics such as assistive technology, reasonable accommodations, the Americans with Disabilities Act, and federal contract requirements.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

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 Workforce Specialists and to Community Rehabilitation Providers (CRPs) (also known in Virginia as Employment Services Organizations (ESOs)). Workforce Specialists will complement pre–employment transition services by delivering workplace readiness training to establish skills necessary for entry into career pathways, competitive integrated employment, and by coordinating with schools and networking with employers to establish paid and unpaid internships, including apprenticeships, specifically matched to the student's needs, skills, interests, abilities, and informed choice. Transition services purchased from CRPs may also include On–The–Job support and extended support services for students and youth needing additional supports in the work experience setting or on the job.

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 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.

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 2015, 1796 individuals were eligible for and received VR services; an estimated 1850 will be served by the DBVI VR Program in FFY 2016.

DBVIs current staffing includes approximately 155 staff including:

• One Deafblind Program Director and one Deafblind Specialist;

• Five full–time Rehabilitation Technology Specialists;

• Two Senior Managers and four Regional Managers providing direct supervision to VR Counselors and other field staff;

• Twenty professional positions at Headquarters, consisting of Administrators, Program Directors, Data and Program Analysts, and administrative support;

• Sixteen full–time administrative staff in the Regional Offices;

• On Director of Workforce/VR, one Coordinator of Workforce Services, and four Workforce Specialists in the Regional Offices in the newly established Workforce Development Unit

• Eighteen VR counselors; and

• Twenty–six classified full–time and thirteen part–time positions at the VRCBVI. The twenty–six classified positions include Instructors, Vocational Rehabilitation Counselors, Orientation and Mobility (O&M) specialists, Rehabilitation Technology Specialists, Health Educators (including a Diabetes Educator and a Wellness Instructor), Work Evaluators, administrative support staff, and

three administrators. The thirteen part–time positions include instructional staff, administrative support staff, drivers and six part–time dorm staff.

Additionally, twenty–three Rehabilitation Teachers, six Education Services Coordinators, and fourteen Orientation and Mobility Instructor positions associated with DBVI's Independent Living and Education Services programs and housed in the regional field offices are available to provide as needed ancillary services to VR customers.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Approximately 155 staff are currently needed by DBVI to provided VR Services. Personnel categories include, but are not limited to:

• One Deafblind Program Director and one Deafblind Specialist; • Five full–time Rehabilitation Technology Specialists; • Two Senior Managers and four Regional Managers providing direct supervision to VR Counselors and other field staff; • Twenty professional positions at Headquarters, consisting of Administrators, Program Directors, Data and Program Analysts, and administrative support; • Sixteen full–time administrative staff in the Regional Offices; • On Director of Workforce/VR, one Coordinator of Workforce Services, and four Workforce Specialists in the Regional Offices in the newly established Workforce Development Unit • Eighteen VR counselors; and • Twenty–six classified full–time and thirteen part–time positions at the VRCBVI. The twenty–six classified positions include Instructors, Vocational Rehabilitation Counselors, Orientation and Mobility (O&M) specialists, Rehabilitation Technology Specialists, Health Educators (including a Diabetes Educator and a Wellness Instructor), Work Evaluators, administrative support staff, and three administrators. The thirteen part–time positions include instructional staff, administrative support staff, drivers and six part–time dorm staff.

Additionally, twenty–three Rehabilitation Teachers, six Education Services Coordinators, and fourteen Orientation and Mobility Instructor positions associated with DBVI's Independent Living and Education Services programs and housed in the regional field offices are available to provide as needed ancillary services to VR customers.

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 comprehensive training needs assessment to assist VR staff and supervisors identify training areas.

Customer–centered design and becoming an effective partner in the State's Workforce System are the number one training needs identified by VR staff and administrators. This need is supported by public comment, SRC input and recommendations, consumer satisfaction surveys, and the 2015 CSNA report. Subsequently, DBVI will provide staff with training in order to address the ever changing needs of individuals served by DBVI and business. DBVI Workforce Unit staff will assist with developing and implementing this training. This strategy ultimately addresses the mission and

vision of the agency by using creative and innovative approaches to improve services to blind, vision impaired, or deafblind individuals leading to increased employment outcomes.

DBVI Employee Work Profiles (EWPs) are developed and reviewed annually by the employee and supervisor to identify individual training needs. Additionally, DBVI uses staff EWPs to identify statewide training needs, implement training recommendations, provide cost–efficient training programs, and obtain feedback on the quality of various staff training programs.

Personnel projections are based on an estimate of the number of DBVI personnel expected to retire or leave state service, assessment of personnel job functions, and the projected number of individuals to be served, including those with significant disabilities. Projections are based on the number of individuals served during FFY 2014–2015.

Over the next five years, DBVI expects up to ten VR service personnel will retire. These retirements could include three Vocational Rehabilitation Counselors, four Administrative Assistants, two professional staff at the VRCBVI, and one Program Director.

Incorporating a multi–disciplinary approach to providing VR Services, DBVI will maintain regional offices in Bristol, Roanoke, Staunton, Richmond, Fairfax, and Norfolk. DBVI headquarters and the Virginia Rehabilitation Center for the Blind and Vision Impaired (VRCBVI) are located in Richmond.

Over the next five years, DBVI projects that approximately one hundred fifty full–time and twenty five part–time staff will be needed to provide services to individuals receiving VR services in 2016.

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).

At VCU, the Master of Science degree is recognized by the Board of Counseling as a “Counseling Masters”.

GWU offers a Master of Arts in Rehabilitation Counseling.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

Currently, the VCU program has sixty–four students in its Master of Science Program and twenty–four in the Post–Master’s Certificate program.

The GWU program has forty–four individuals in its Master of Arts in Rehabilitation Counseling.

iii. the number of students who graduated during the prior year from each of theose 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 degree is recognized by the Board of Counseling as a “Counseling Masters,” and all graduates from the program have met the educational requirements established by the Council on Rehabilitation Counselor Certification for the Certified Rehabilitation Counselor (CRC) credential. In December 2014, VCU graduated ten individuals, in May 2015 five people graduated, and in August 2015 an additional three graduated. In the Post–Master’s Certification program four individuals graduated in December 2014, two graduated in May 2015, and two in August 2015; all of the Post–Master’s Certificate graduates were eligible for the Licensed Professional Counselor certification.

In the 2015 academic year, ten individuals graduated with a Master of Arts in Rehabilitation Counseling from the GWU Graduate School of Education Counseling, five of whom were enrolled in GWU’s online program and five who attended the on campus program. During 2016, GWU anticipates graduating one individual in the Master of Arts in Rehabilitation Counseling from the GWU Graduate School of Education Counseling hybrid program. Six individuals who participated in the on–campus program will graduate from Master of Arts in Rehabilitation Counseling from the GWU Graduate School of Education Counseling.

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. Currently, sixteen Counselors, two Senior Regional Managers, three Regional Managers, and the Director and one Assistant Director of the VRCBVI are Certified Rehabilitation Counselors.

If there are no applicants meeting the educational standards adopted by DBVI for VR Counseling positions, DBVI's hiring practice is to re–advertise until qualified applicants are identified.

DBVI maintains a Personnel Policies Handbook containing procedures for recruiting, advertising, screening applications, interviewing, hiring decisions, and applicant notification. DBVI specifically emphasizes advertising geared to attract qualified minorities, females, and individuals with disabilities. DBVI supports recruiting and hiring qualified blind people to provide rehabilitation services. DBVI provides job announcements directly to consumer groups, Newsline, the National Federation of the Blind, and the American Council of the Blind central offices. To attract minorities to rehabilitation careers, DBVI collaborates with historically black colleges and universities for recruitment. DBVI maintains a cooperative agreement with Norfolk State University to allow students to complete internships with DBVI. Additionally, DBVI provides or sponsors VR staff training to improve cultural awareness and sensitivity. DBVI sponsors eligible blind, vision impaired, or deafblind individuals attending any of the Commonwealth of Virginia's four historically black colleges and universities: Hampton University in Hampton, Norfolk State University in Norfolk, Virginia State University in Petersburg, and Virginia Union University in Richmond. DBVI maintains contact with these schools through service provision to eligible individuals receiving VR services, VR counselors, the Human Resources office, and other agency staff. DBVI will continue to expand its outreach activities with these colleges and universities.

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 eighteen member VR staff, sixteen Counselors have the Certified Rehabilitation Counselor (CRC), while two have either met the CRC course requirements or are eligible to take the CRCC exam. Both of the Senior Regional managers and three of the four regional managers have their CRC.

DBVI will reimburse VR counselors, Rehabilitation Teachers, O&M specialists, and Education Coordinators for fees required to obtain certification.

DBVI has fourteen full time classified O&M instructor positions. All of the fourteen individuals now employed as O&M specialists hold a nationally recognized O&M certification.

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 2016, DBVI will continue several key workforce training activities focusing on improving services and developing and maintaining collaborative partnerships with individuals receiving services. DBVI planning for training in this area includes:

• Analyses of the changing workforce; • Analyses of demographic information and agency staffing; • Assessment of future needs; • Determination of gaps between current and future staffing needs; • Enhancing Workforce Development activities including establishing relationship with employers; • Utilizing Career Pathways opportunities in Virginia; and, • Training implemented in coordination with the Virginia Assistive Technology System referenced in Section C of this State Plan.

During FFY 2016, DBVI will engage in ongoing succession planning activities incorporating management skills development and knowledge obtained by graduates of the agency's Investing in Our Workforce program. The Investing in Our Workforce program has had two cohorts with more than twenty graduates in each session. The program is a two–year management development program available to all DBVI classified staff. The program has two components. The first, "Managing Virginias Program," is an eighteen–month, self–paced online program consisting of fifty–four one–hour training modules. Participants complete modules at their own pace. The second component, "Managing the DBVI Program," is a two–year program of monthly one–hour classes conducted through person to person meetings and videoconferencing.

DBVI will conduct a monthly training program designed to ensure that new and seasoned VRCs and Regional Managers have a 21st Century understanding of the evolving labor force and the needs of individuals with disabilities. To facilitate this learning, DBVI will continue its Video Teleconferencing–based program entitled, "Making a Difference" (MAD), which is conducted on a monthly basis by trainers, internal and external to the agency. Topics include a broad range of subjects including, but not limited to, the use of vocational evaluations, job placement, rehabilitation technology, vocational counseling, the Business Enterprise program, Social Security and Ticket to Work program, Virginia Rehabilitation Center for the Blind and Vision Impaired changes and summer programs, update information regarding Workforce Development activities, utilization of Career Pathways, Medicaid Waivers, Supported Employment, review of the VR eligibility process, ethics, conflict management, self–employment, and the Workforce Innovation and Opportunity Act of 2014. During FFY 2016, the

MAD planning team will convene to discuss VR staff satisfaction with the overall program, and to develop a continuation of the “back to basics” approach to providing VR services with a special focus on continuing meaningful partnerships with individuals who are applying for or are receiving VR Services, business, and consumer advocacy groups.

Additionally, during this State Plan cycle, DBVI will develop and improve upon an agency wide orientation for new staff. This orientation will include developing an understanding of the VR and Independent Living programs, as well as Youth and Children’s Services, Orientation and Mobility, Low Vision, Rehabilitation Technology, and Deafblind services. Employees will also be oriented to the Virginia Rehabilitation Center for the Blind and Vision Impaired, the DBVI Library and Resource Center, and the Virginia Industries for the Blind.

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 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.

B. WHO ARE MINORITIES;

See section A for methodologies employed during DBVI's most recent CSNA. The following findings and recommendations were offered as a result of the needs assessment. Regarding individuals 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;

See section A for methodologies employed during DBVI's most recent CSNA.

The following findings and recommendations were offered as a result of the needs assessment. Regarding individuals who have unserved or underserved:

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

See section A for methodologies employed during DBVI's most recent CSNA.

The following findings and recommendations were offered as a result of the needs assessment. Regarding 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.

See section A for methodologies employed during DBVI's most recent CSNA. The following findings and recommendations were offered as a result of the needs assessment. Regarding 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 .

See section A for methodologies employed during DBVI's most recent CSNA. The following findings and recommendations were offered as a result of the needs assessment. Regarding 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

(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

Section K Annual Estimates

The Employment and Disability Institute of Cornell University estimates there are 4,400 Virginians age twenty–one through sixty–four with a visual disability who are not working but are actively looking for work.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

During FFY 2015, 1,796 individuals were eligible for and received VR services. Thirty one of those individuals received supported employment services provided under Title VI of the Rehabilitation Act, as amended. During FFY 2016, an estimated 1,850 individuals will be served by the DBVI VR program; thirty–five of those individuals are expected to receive supported employment services in some form.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

During FFY 2016, an estimated 1,850 individuals will be served by the DBVI VR program; thirty–five of those individuals are expected to receive supported employment services in some form

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

During the last quarter of FFY 2004, DBVI initiated an order of selection (OOS) with three categories.

Category 1 – – Eligible Individual with the Most Significant Disabilities: The individual has serious functional limitations in three or more functional capacities (mobility, communication, self–care, interpersonal skills, self–direction, work tolerance, or work skills). The individual's vocational rehabilitation requires multiple VR services over an extended period of time (one year or more beginning at commencement of services).

Category 2 – Eligible Individual with a Significant Disability: The individual has serious functional limitations in one or more functional capacities (mobility, communication, self–care, interpersonal skills, self–direction, work tolerance, or work skills). The individual's vocational rehabilitation requires multiple VR services over an extended period of time.

Category 3 – All Eligible Individuals: The individual meets basic eligibility criteria and require multiple VR services over an extended period of time, but is not identified as an individual with a most significant or significant disability as defined in OOS Category 1 or 2.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

DBVI estimates serving over 1,500 individuals per year during this state play cycle with all categories for services remaining open and projects a minimum of $3,300,000 in case service expenditures for all categories annually, including supported employment federal and non federal funds.

During the next State Plan cycle DBVI does not anticipate closing the OOS categories and subsequently there will be no waiting list, the number of individuals served will not be impacted.

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.

$3,300,000 is projected to be used to purchase case services in FFY 2016 with all OOS categories remaining open.

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 FFY 2016.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

DBVI's six goals and priorities for FFY 2016 include:

1. Expanding and enhancing workforce development activities to develop and maintain effective working relationships with Virginia business and industry at the local, regional, and state level to develop partnerships that facilitate industry recognized credential attainment, skill development, and entry into career pathways for eligible individuals who are blind, vision impaired, or deafblind leading to competitive integrated employment.

2. Increasing and improving competitive integrated employment outcomes, with wages above the state average, for all blind, vision impaired, or deafblind individuals receiving services from DBVI.

3. Achieving agency annual performance goals and establishing base lines for the performance accountability measures based on primary indicators of performance in section 116(b)(2)(A) of the Workforce Innovation and Opportunity Act of 2014.

4. Providing rehabilitation technology to blind, vision impaired, or deafblind individuals, including youth and students, to facilitate their success in training and competitive integrated employment settings.

5. Expanding transition services for youth and students seeking employment and/or post–secondary training; including pre–employment transition services for secondary school students.

6. Increasing awareness of services among the public, community stakeholders, and individuals applying for or receiving services to include VR services that are available and the role of the VR Counselor in assisting individuals to achieve competitive integrated employment in Virginia's Workforce.

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.

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 FINDING 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.

Department for the Blind and Vision Impaired (DBVI) Vocational Rehabilitation (VR) program has developed and implemented the order in which individuals who are blind, deafblind, and vision impaired, including youth, will be served when all eligible individuals cannot receive services due to limited program funding DBVI operates an Order of Selection (OOS) with three service categories and has no plans to eliminate or discontinue operating under an OOS due to uncertain financial resources. DBVI's goal is that individuals in all categories enter into or maintain competitive integrated employment goals with individuals with the most significant disabilities being served first if it is necessary for DBVI to close categories.

DBVI's OOS includes the following three categories:

Category 1 - - Eligible Individual with the Most Significant Disabilities: The individual has serious functional limitations in three or more functional capacities (mobility, communication, self-care, interpersonal skills, self-direction, work tolerance, or work skills). The individual's vocational rehabilitation requires multiple VR services over an extended period of time (one year or more beginning at commencement of services).

Category 2 - Eligible Individual with a Significant Disability: The individual has serious functional limitations in one or more functional capacities (mobility, communication, self-care, interpersonal skills, self-direction, work tolerance, or work skills). The individual's vocational rehabilitation requires multiple VR services over an extended period of time.

Category 3 – All Eligible Individuals: The individual meets basic eligibility criteria and require multiple VR services over an extended period of time, but is not identified as an individual with a most significant or significant disability as defined in OOS Category 1 or 2.

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, deafblind, and vision impaired, including youth, will be served when all eligible individuals cannot receive services due to limited program funding,

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 if it is necessary for DBVI to close categories. DBVI will continue to set aside sufficient funds to purchase

services necessary to determine vocational rehabilitation eligibility and to provide services, including assistive technology, to individuals who require these supports in order to maintain employment.

Goals for individuals to be served during this state plan cycle:

DBVI estimates serving over 1,500 individuals per year during this state play cycle with all categories for services remaining open and projects a minimum of $3,300,000 in case service expenditures for all categories annually, including supported employment federal and non federal funds.

DBVI OOS requirements include:

1. Closing categories if limited resources prevent DBVI from providing services to individuals who are eligible for VR services.

2. Providing written notification through the VR Program Director to regional offices regarding the date for closing or opening an OOS category.

3. Ensuring an OOS category closure does not apply to individuals who have an Individualized Plan for Employment (IPE) on the category closure date and that the individual's VR services will be completed with all necessary amendments.

4. Accepting applications for VR services without restrictions and providing assessments for individuals to determine their eligibility for VR services.

5. With the exception of funds for 1) eligibility assessment services and 2) services including assistive technology for individuals who require these services in order to maintain employment, ensuring that funds will not be expended for services to individuals who do not meet criteria of the OOS category being served. If an individual does not meet the OOS category being served, a "no cost" IPE cannot be written.

6. Maintaining a waiting list based upon the individual's VR services application date when DBVI cannot serve all eligible individuals in a given category. Individuals eligible for VR services that do not meet the criteria for the OOS category being served and have not requested case closure from application will be placed on the waiting list. Individuals on the waiting 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.

Not applicable at this time because all categories remain, as they have for many years, open.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

Category 1 – – Eligible Individual with the Most Significant Disabilities: The individual has serious functional limitations in three or more functional capacities (mobility, communication, self–care, interpersonal skills, self–direction, work tolerance, or work skills). The individual's vocational rehabilitation requires multiple VR services over an extended period of time (one year or more beginning at commencement of services).

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 thirty eligible individuals, including youth, with most significant disabilities who do not typically benefit from traditional VR services. These support services will include vocational assessments, job development, job placement, job coach training services, training, job specific training, situational assessments, and/or supplemental assessments that will be provided during the time–limited phase of SE. When necessary to meet an individual's specific needs, DBVI also may purchase supplemental services.

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 methods 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 newly established Workforce Unit to implement business support and outreach services. Personnel in the Workforce Unit include one Workforce Coordinator, four Regional Workforce Specialists, and one Director of Workforce/Vocational Rehabilitation.

Measure: Personnel from DBVI's Workforce Unit will each establish business contacts to develop employment opportunities resulting in paid and unpaid work experiences, including apprenticeships, community based assessment sites, and job shadow sites.

Measure: Annually, Workforce Unit personnel will each facilitate twenty competitive integrated work experience work experiences and fifteen competitive integrated job placements for individuals receiving services from DBVI.

Measure: The DBVI Workforce Unit will each identify employers and federal contractors by attending Society of Human Resource Management and Economic Development meetings, Chamber of Commerce meetings and Industrial Round Tables, through VA Jobs Investment Programs and networking with Virginia Employment Commission, and establishing relationships with various Veterans Representatives, Workforce Investment Boards, and Office of Federal Contractor Compliance Programs (OFCCP). Additionally, the unit will review various Recruiting Websites, Employer Outreach Letters, and Business Services/Solutions Teams.

Measure: Personnel from the Workforce Unit will develop and manage an e–mail distribution list which includes active workforce development partners and agency staff for distribution of job leads and employment information;

Measure: Personnel from the Workforce Unit will each attend state and local Workforce Development Board and committee meetings when appropriate to educate workforce partners on the inclusion of individuals with disabilities in workforce efforts, and to provide and to share job leads;

Measure: Annually, personnel from the Workforce Unit will each design and conduct a minimum of three employer and workforce partner trainings regarding reasonable accommodations, the Americans with Disabilities Act, and federal contract requirements.

Strategy 1.2: To enhance relationships with workforce partners, DBVI will provide training to employers and other workforce partners addressing Virginia Executive Order Number 46 to include assistive technology and devices and disability awareness.

Measure: Annually, Vocational Rehabilitation Counselors, Regional Workforce Specialists, and other staff as assigned will each develop and conduct a minimum of two trainings for employers and other workforce partners regarding assistive technology and devices and disability awareness.

Strategy 1.3: To establish and enhance entry into career pathways, DBVI will utilize personnel and funds associated Virginia's Career Pathways for Individuals with Disabilities Grant which was jointly awarded DBVI and the Department for Aging and Rehabilitative Services (DARS) in 2015. DBVI will:

• help individuals with disabilities acquire marketable skills and credentials that enable them to secure competitive integrated employment in high–demand, high–quality occupations; • enhance the capacity of existing career pathways programs in Virginia to effectively serve individuals with disabilities; • enhance access to and use of existing career pathways in selected occupational clusters (including advanced manufacturing) by individuals with disabilities; and • strengthen the alignment of Virginia's VR programs with the other core programs authorized by the Workforce Innovation and Opportunity Act and other Federally–funded career pathways initiatives providing self–advocacy skills training that is critical to the achievement of individuals' personal and vocational goals.

Measure: During Year 1, grant activities will focus on working with career pathways system partners to develop the project model, conduct assessments of the career pathway systems in the selected regions and identify the existing career pathways in one or more high–demand occupations in those areas, and select the specific implementation sites in those regions.

Measure: The DBVI/DARS project team will work with staff from the American Institutes for Research (AIR, the planned project evaluator) to develop and implement the project evaluation design and data collection plan.

Measures: Other first–year activities will include working with the George Washington University (GWU) Center for Rehabilitation Counseling to develop and implement career pathways–focused career counseling training for VR counselors and other workforce professionals that incorporates use of labor market information and motivational interviewing techniques.

Measure: Adapting and pilot–testing the Virginia Manufacturers Association (VMA) manufacturing camps curriculum in the summer of 2016, first at the Wilson Workforce and Rehabilitation Center (WWRC, Virginia's state–operated comprehensive rehabilitation facility) and then in one community location in the South Central region, which has prior experience with the VMA camps. Strategy 1.4: Report to the SRC quarterly on the progress toward accomplishing the Goal 1.

Measure: DBVI will provide quarterly reports on progress to the SRC.

Goal 2. Increasing and improving competitive integrated employment outcomes, with wages above the state average, for all blind, vision impaired, or deafblind individuals receiving services from DBVI.

Strategy 2.1: To utilize external vendors to facilitate paid and unpaid work experiences, including apprenticeships, for eligible individuals who are preparing for entry into competitive integrated employment.

Measure: VR Counselors will receive training about the purpose and use of paid and unpaid work experiences, including apprenticeships, and how to use external vendors to facilitate those work experiences.

Measure: VR Counselor will utilize Community Rehabilitation Providers, known as Employment Service Organizations in Virginia, to provide supported employment and extended support services to individuals who require additional support over and above traditional VR services.

Strategy 2.2: To provide eligible individuals receiving VR services and VR Counselors providing those services with current labor market information and other relevant workforce information and data to assist with vocational goal development and achievement of successful employment outcomes.

Measure: Personnel from the Workforce Unit will research and provide current state and local labor market information to VR Counselors and individuals seeking employment to ensure that vocational goals are in line with Virginia's business and industry hiring needs, and that individuals are preparing for competitive integrated employment.

Measure: DBVI will strive to ensure that individuals who successfully obtain or maintain employment will earn an average hourly wage above the state average.

Measure: DBVI will seek to achieve a 25 to 35% response rate to the satisfaction survey feedback from individuals whose VR cases were closed after they had been determined eligible for services and see to achieve a 50% response rate to the satisfaction survey feedback from individuals who attended VRCBVI.

Strategy 2.3: To educate VR staff about Apprenticeship programs.

Measures: DBVI will develop and implement training regarding Apprenticeship programs and opportunities in Virginia during the agency's monthly VR training.

Measures: DBVI will measure the increased use of Apprenticeships by establishing a baseline for 2016 using existing data in agency's case management system and tracking use and trends during the State Plan cycle.

Strategy 2.4: To develop a strategic plan for VRCBVI to correlate training services with successful employment outcomes.

Measure: DBVI will implement the strategic plan, goals and timelines as developed.

Strategy 2.5: Report to the SRC quarterly on the progress toward accomplishing the Goal 2.

Measure: DBVI will provide quarterly reports on progress to the SRC.

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 FFY 2016 personnel from the Rehabilitation Technology Services Unit and VRCBVI Computer Instructors will jointly conduct a minimum six regional rehabilitation technology seminars.

Measure: During FFY 2016, the chief rehabilitation engineer will conduct and/or arrange training on new and improved technology, including emerging technologies identified through the Rehabilitation Services Administration grant to implement a pilot project through the Disability Innovation Fund – Automated Personalization Computing Project (APCP), for the rehabilitation technology staff.

Strategy 4.3: DBVI will provide assistive technology services, including technical assistance, to partners in Virginia's Workforce Development system.

Measure: DBVI will conduct a minimum of three compliance reviews per region, and on request, of the America's Job Centers to determine whether they are physically and programmatically accessible for eligible individuals. Reports of compliance reviews will be provided to the Job Center administration and to other Workforce Partners.

Measure: Provide technical assistance to Virginia Department of Education staff to plan for the assistive technology needs of eligible students.

Strategy 4.5: Report to the SRC quarterly on the progress toward accomplishing the Goal 4.

Measure: DBVI will provide quarterly reports on progress to the SRC.

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 Workforce Unit Personnel will each develop and implement a minimum of three activities annually.

Measure: DBVI VR Counselors and Workforce Development Unit personnel will each participate in technology and job fairs, workforce related open houses and seminars.

Measure: DBVI will sponsor workshops with other Workforce Development partners and relevant organizations such as the state Business Leadership Network.

Strategy 6.2: Use of Facebook, Twitter, Linked–In, and other media to increase awareness of VR services. Measure: DBVI will establish social media accounts and webpages and ensure that content is updated routinely.

Measure: DBVI will provide public awareness announcements on National Public Radio. Measure: DBVI's Workforce Unit will develop a webpage to help establish relationships with employers and interested stakeholders.

Strategy 6.3: During FFY 2016, DBVI and the SRC will continue to work together in developing strategies for increasing public awareness about DBVI and VR services.

Measure: In collaboration with the SRC, DBVI will develop agency marketing materials. Measure: DBVI will work in partnership with the SRC Marketing Committee to ensure that marketing activities are coordinated to maximize impact.

Strategy 6.4: Targeted outreach to unserved and underserved populations including minorities and individuals with most significant disabilities. Measures: The agency brochure will be widely distributed by DBVI staff to reach potentially unserved or underserved individuals specifically targeting Hispanic and Asian populations in Virginia.

Measure: DBVI will conduct outreach activities to establish relationships with Virginia's federally recognized and unrecognized American Indian tribes.

Measure: DBVI will collaborate with consumer organizations of the blind, which include minorities and all age groups, to further reach underserved or unserved groups.

Measure: DBVI also will closely monitor statistical reports to ensure minorities and all age groups are being served by vocational rehabilitation.

Strategy 6.5: Report to the SRC quarterly on the progress toward accomplishing the Goal 6.

Measure: DBVI will provide quarterly reports on progress to the SRC.

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 develop a Strategic Transition Plan for delivery of services to students and youth.

Measure: The Director of Services for Children and Youth will use materials developed by the "We Are Transition" workgroup to draft a Strategic Plan for Transition Services.

Measure: DBVI will continue to sponsor a Summer Work program for high school students.

Measure: DBVI will provide vocational rehabilitation staff with training opportunities on the topic of transition.

Measure: VRCBVI will provide Summer Transition programs during the summer of 2016. These programs will include a five–week transition program entitled Learning Independence, Feeling

Empowered (LIFE) and a five week summer college preparatory program entitled Learning Excellence in Academics Program (LEAP).

Strategy 5.2 DBVI will identify vendors at the local and regional level who will provide pre–employment transition services.

Measure: DBVI will conduct an in house review of vendors currently used by VR Counselors who provide or potentially provide job exploration counseling, work–based learning experiences, counseling on opportunities for enrollment in comprehensive transition for post–secondary educational programs, workplace readiness training, and instruction in self–advocacy.

Strategy 5.3: DBVI will utilize Virginia's competitive bidding process to provide pre–employment transition services to students

Measure: DBVI will develop, as needed, requests for proposals to solicit pre–employment transition services for students.

Strategy 5.4: VRCBVI will develop and implement self–advocacy training program for students and youth.

Measure: VRCBVI transition programs will include a self–advocacy component for students and youth.

Strategy 5.5: DBVI will identify services to groups that can benefit potentially 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: VR Counselors will follow–up students and families who have previously indicated they are uninterested in VR services when the student turns aged sixteen.

Strategy 5.7: Report to the SRC quarterly on the progress toward accomplishing the Goal 5.

Measure: DBVI will provide quarterly reports on progress to the SRC.

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: In 2016, two hundred and fifteen individuals will work in competitive integrated settings; twenty of those individuals will work in self–owned businesses and in supported employment settings.

Measure: Establish appropriate baseline measures.

Strategy 3.2: Developing an understanding of credential attainment rate, measurable skill gain, and effectiveness in serving employers.

Measures: DBVI will work in partnership with the Rehabilitation Training and Technical Assistance Center for Program Evaluation and Quality Assurance (PEQATAC), Job–Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC), and the Vocational Rehabilitation Technical Assistance Center – Targeted Communities (VRTAC–TC) to determine methods of measure and tracking for credential attainment rate, measurable skill gain, and effectiveness in serving employers.

Strategy 3.3: Developing a mechanism in the AWARE case management system for tracking all performance accountability measures.

Measure: DBVI will produce quarterly performance accountability measure reports to enable staff to monitor progress. The report will reflect totals for the state, regional offices, and counselors.

Measure: Elements from performance accountability measures reports will continue to be included in the employee performance standards for supervisors and counselors.

Measure: The State Rehabilitation Council will be provided quarterly updates on the performance accountability measures.

Measure: DBVI administration will review quarterly and annual performance accountability measures to assess and recommend actions to improve performance when it is needed to pass performance indicators. Recommendations will be implemented consistently at the regional and state level.

Measure: In order improve and expand VR services, including transition and pre–employment transition for students, DBVI Policy and Planning staff and Regional Managers will review approximately ten percent of active VR cases annually.

Strategy 3.4: Report to the SRC quarterly on the progress toward accomplishing the Goal 3.

Measure: DBVI will provide quarterly reports on progress to the SRC.

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, Regional Workforce Specialists, and other staff as assigned will each develop and conduct a minimum of two trainings for employers and other workforce partners regarding assistive technology and devices and disability awareness.

Strategy 1.3: To establish and enhance entry into career pathways, DBVI will utilize personnel and funds associated Virginia's Career Pathways for Individuals with Disabilities Grant which was jointly awarded DBVI and the Department for Aging and Rehabilitative Services (DARS) in 2015. DBVI will:

• help individuals with disabilities acquire marketable skills and credentials that enable them to secure competitive integrated employment in high–demand, high–quality occupations; • enhance the capacity of existing career pathways programs in Virginia to effectively serve individuals with disabilities; • enhance access to and use of existing career pathways in selected occupational clusters (including advanced manufacturing) by individuals with disabilities; and • strengthen the alignment of Virginia's VR programs with the other core programs authorized by the Workforce Innovation and Opportunity Act and other Federally–funded career pathways initiatives providing self–advocacy skills training that is critical to the achievement of individuals' personal and vocational goals.

Measure: During Year 1, grant activities will focus on working with career pathways system partners to develop the project model, conduct assessments of the career pathway systems in the selected regions and identify the existing career pathways in one or more high–demand occupations in those areas, and select the specific implementation sites in those regions.

Measure: The DBVI/DARS project team will work with staff from the American Institutes for Research (AIR, the planned project evaluator) to develop and implement the project evaluation design and data collection plan.

Measures: Other first–year activities will include working with the George Washington University (GWU) Center for Rehabilitation Counseling to develop and implement career pathways–focused career counseling training for VR counselors and other workforce professionals that incorporates use of labor market information and motivational interviewing techniques.

Measure: Adapting and pilot–testing the Virginia Manufacturers Association (VMA) manufacturing camps curriculum in the summer of 2016, first at the Wilson Workforce and Rehabilitation Center (WWRC, Virginia's state–operated comprehensive rehabilitation facility) and then in one community location in the South Central region, which has prior experience with the VMA camps.

Strategy 4.3: DBVI will provide assistive technology services, including technical assistance, to partners in Virginia's Workforce Development system.

Measure: DBVI will conduct a minimum of three compliance reviews per region, and on request, of the America's Job Centers to determine whether they are physically and programmatically accessible for eligible individuals. Reports of compliance reviews will be provided to the Job Center administration and to other Workforce Partners.

Measure: Provide technical assistance to Virginia Department of Education staff to plan for the assistive technology needs of eligible students.

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 two 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 are anticipated to be available in FFY 2017.

Measure: DBVI will provide up to 3 years of pre–VR employment data and at least 5 years of post–application data to be included in project testing and modeling analysis.

DBVI will budget $60,000 to carry out innovation and expansion activities regarding Goal 2 in FFY 2016. The Deputy Commissioner for Services will monitor expenditure of these funds.

Goal 2. To enhance existing rehabilitation technology services available to persons with visual disabilities. These strategies will help address some barriers to assistive technology services that were identified by VR consumers in public meetings and the comprehensive needs assessment.

Strategy 2.1: $2,000 will be budgeted for adaptive technology training for community service providers to make training more accessible for individuals who are blind. Additional service providers will increase personal choice opportunities for consumers.

Measure: Increased number of qualified assistive technology trainers/tutors.

Strategy 1.2: $1,000 will be budgeted in FFY 2016 to provide new training materials available for loan to eligible individuals receiving VR services. This strategy does not meet the needs or choice of all individuals receiving VR services, but helps provide another option to enhance the availability of adaptive technology training in the regional field offices and the VRCBVI.

Measure: In the beginning of FFY 2016, DBVI will conduct a survey to determine the most needed training materials. Those materials will be purchased prior to the end of 2017.

Strategy 1.3: $5,000 will be budgeted for the provision of up to four technology training seminars for VR consumers. Funds for these seminars will be available to regional offices outside the Richmond area for computer users who would benefit from technology training. Training may involve an introduction to new or upgraded software to enable individuals to successfully participate in vocational training and/or employment.

Measure: Up to four assistive technology training seminars will be planned and conducted to address unmet needs.

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.

2. Monitoring the strategies to achieve goals and priorities and use of Title I funds for innovation and expansion activities identified in Section O of the State Plan. DBVI will report progress annually in the Combined Virginia State Plan.

3. Reviewing and monitoring the SRC Resource Plan quarterly and as needed. Evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year (FFY 2015) were achieved.

During the most recent performance year, FFY 2015, DBVI continued to provide supported employment services to individuals who required support to obtain or maintain employment. These services included job development, placement, coaching, and training, and included non–federally funded supported employment follow–along services at case closure.

DBVI VR personnel received specific training regarding the provision of supported employment during a monthly required VTC based training.

Also during FFY 2015, DBVI projected that twenty–eight individuals would receive supported employment services and planned to place emphasis on accurately identifying individuals who would benefit from supported employment. Thirty–one individuals received supported employment services during the performance cycle. Using the agency case management system policy analysts reviewed and monitored VR services expenditure to ensure that individuals who were receiving supported employment were accurately identified as needing supported employment.

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.

Evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year (FFY 2015) were achieved.

During the most recent performance year, FFY 2015, DBVI continued to provide supported employment services to individuals who required support to obtain or maintain employment. These services included job development, placement, coaching, and training, and included non–federally funded supported employment follow–along services at case closure.

DBVI VR personnel received specific training regarding the provision of supported employment during a monthly required VTC based training.

Also during FFY 2015, DBVI projected that twenty–eight individuals would receive supported employment services and planned to place emphasis on accurately identifying individuals who would benefit from supported employment. Thirty–one individuals received supported employment services during the performance cycle. Using the agency case management system policy analysts reviewed and monitored VR services expenditure to ensure that individuals who were receiving supported employment were accurately identified as needing supported employment.

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 will evaluate the extent to which the VR program goals described in the approved VR services portion of the Virginia Combined State Plan for this State Plan cycle are met. Evaluation will include the identification of strategies that contributed to the achievement of the goal as described in Section

L of the State Plan and will also describe the factors that impeded the achievement of the goals and priorities.

DBVI will also evaluate the extent to which the Supported Employment program goals are met as described in Section L of this State Plan. Evaluation will include the identification of the strategies that contributed to the achievement of the goals and the factors that impeded the achievement of the goals and priorities.

DBVI will evaluate the VR program's performance on the performance accountability indicators under section 116 of WIOA and how the funds reserved for innovation and expansion (I&E) activities were utilized.

The State Rehabilitation Council (SRC) and the DBVI will evaluate and report on progress made by the VR program by:

1. Reviewing and monitoring progress toward achieving the goals and priorities established Section L of the State Plan at quarterly SRC meetings. DBVI will report progress annually in the Combined Virginia State Plan.

2. Monitoring the strategies to achieve goals and priorities and use of Title I funds for innovation and expansion activities identified in Section O of the State Plan. DBVI will report progress annually in the Combined Virginia State Plan.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

DBVI report on FFY 2015 Innovation & Expansion Activities

DBVI budgeted $60,000 to carry out innovation and expansion activities in FY 2015. During the FFY 2015 cycle, DBVI spent approximately $12,751 on strategies associated with Goal 1.

Goal 1. 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 1. Two thousand dollars ($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.

Measurement - Increased number of qualified assistive technology trainers/tutors.

Report of Progress: During this reporting cycle, DBVI increased the number of qualified assistive technology tutors by six. Additionally, DBVI provided training to technology tutors at the local level and maintained up to date assistive technology labs in each of the six regional offices. These assistive technology labs exist to provide access to and demonstration of assistive technology, to provide opportunity for practice, and to increase skill levels of new and existing tutors and of individuals receiving services. DBVI ensured that assistive technology in each lab was maintained (or upgraded where necessary) to include current versions of JAWS and Zoom Text and the primary programs in speech access and magnification.

Strategy 2. One thousand dollars ($1,000) will be budgeted in FFY 2015 to provide new training materials available for loan to VR consumers. This strategy does not meet the needs or choice of all VR consumers, but helps provide another option to enhance the availability of adaptive technology training in the regional field offices and the VRCBVI.

Measurement – In the beginning of FFY 2015, DBVI will conduct a survey to determine the most needed training materials. Those materials will be purchased prior to the end of 2015.

Report of Progress: During this reporting cycle, DBVI sought feedback from field staff to determine what type of training materials were needed for individuals receiving services. While specific materials were not cited as a need, field staff indicated a need for computer equipment and assistive technology programs to be used on a loaner basis for individuals receiving services in order to facilitate learning of new skills or software programs. Subsequently, four state-of-the-art HP laptop computers, equipped with JAWS, Window Eyes, and Zoom Text, were purchased as the start of an equipment loaner program in Rehabilitation Technology. These laptops will be available for short term loan for individuals receiving services.

Strategy 3. Five thousand dollars ($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.

Measurement - Up to four assistive technology training seminars will be planned and conducted to address unmet needs.

Report of Progress: DBVI provided training seminars in the Rehabilitation Technology Computer lab in the Richmond Region including training in the Technology Resource Center at DBVI Headquarters during this evaluation cycle. Additionally, at least two Saturday Technology Seminars and technology trainings were conducted through the Virginia Rehabilitation Center for the Blind and Vision Impaired that were available to individuals receiving services and other stakeholders.

GOAL 2. To enhance transition and mentoring services for blind individuals in Virginia by providing blind and vision impaired students and adults with real-life experiences, interaction with positive role models and information to better equip them for self-advocacy and realistic informed choices regarding their post-secondary training and/or employment.

During the FFY 2015 State Plan Cycle, DBVI expended approximately $2550 to accomplish Goal 2.

Strategy 1. DBVI will budget $6,875 to provide up to three local transition activities for students. In those activities, regional office staff will present blind and visually impaired people who are positive role models.

Measurement - Up to three regional transition programs will be supported utilizing these special innovation and activity funds.

Report of Progress: DBVI conducted six regional transition programs during this reporting cycle that included a focus on individuals who are blind or visually impaired as positive role models. This was accomplished by including DBVI Rehabilitation Teachers and Vocational Rehabilitation Counselors

who are blind or visually impaired in addition to an individual who is blind and works as a Technology Tutor in the community.

Transition Programs included a daylong program in the Bristol Area that utilized concurrent sessions with topics focused on Social Security Work Incentives, Assistive Technology demonstration, recreational activities, and a presentation by the Emory and Henry College's Disability Coordinator.

In the Tidewater area, four transition activities were available for transition aged students. The first was a Career Day at Christopher Newport Community College where activities included discussions about career exploration, self-awareness and advocacy, occupational information, post-secondary options, and presentations by university students who are blind or visually impaired and are working and attending college at the same time. Discussion also centered on career paths and challenges and smart tips for success. The second, which was also conducted in the Staunton Regional office, was an IOS hands-on training that included discussion led by a blind technology specialist on topics such as using IOS devices as accessibility tools, how these devices can be used to perform essential functions associated with competitive integrated employment, and how to advocate for technology and accommodations. The third program was a weeklong summer transition event that focused on career exploration activities, self-awareness and advocacy, occupational information, advocacy and daily independent living skills, financial information, completing job applications, interviewing skills, and a panel discussion by six individuals who are blind or visually impaired about their jobs and careers. The fourth and final event in the Tidewater area was a Vision Awareness Workshop led by DBVI staff that are blind or vision impaired. The focus was careers, advocacy, accessibility, and other resources for the workplace.

Strategy 2. DBVI will budget $6,875 to provide a minimum of two regional career seminars.

Measurement - Regional office staff will plan and implement a minimum of two career seminars in FFY 2015.

Report of Progress: During the FFY 2015 cycle, DBVI conducted two regional career seminars in the Tidewater Area. The first, the Peninsula Work link Career Fair, was a collaborative effort with other workforce entities and included presentations on job related skills, speed interviewing, and employers who were on site to discuss job opportunities in the area. The second, TEAM – Transition Employment Action Meet-up, was a day long Career Seminar focusing on transition students and identifying interests, career fields, completing applications, information on necessary skills for employment, job search tips, and interviewing skills.

Strategy 3. DBVI will budget $2,500 to support transition and mentoring activities at VRCBVI or in DBVI field offices.

Measurement – VRCBVI and DBVI field offices will identify activities and submit budget requests to access these funds for the special transition/mentoring programs at VRCBVI during FFY 2015.

Report of Progress: In the Tidewater area two programs included student mentors as role models for transition aged students. During the summer transition program conducted at the VRCBVI, four individuals who are blind mentored students who participated in the program. Funds were not requested to conduct these programs.

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.

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 1 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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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).

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

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,

I. HAS DEVELOPED AND WILL IMPLEMENT,
   A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND
   B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND
II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

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:

I. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT

II. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND

UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

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.

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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.

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.

VCTERC works with the VDOE to develop programs within CTE 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).

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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 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.

irginia 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 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,

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 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.

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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–

   a. 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).]
   b. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
   c. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
   d. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
   e. 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*.]
   f. 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)]
   g. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
   h. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

OTHER ASSURANCES

1. 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]
2. 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]
3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://www.ed.gov/fund/grant/apply/appforms/appforms.html]
4. 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)]
5. 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)]

6. 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)]
7. 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)]
8. 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)]
9. 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)]
10. 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).

INTRODUCTION

Virginia's TANF cash assistance program is based on its 1995 initiative which includes the Virginia Independence Program (VIP) and the Virginia Initiative for Employment Not Welfare program (VIEW). VIP and VIEW are the centerpiece of the Commonwealth's welfare reform and their provisions emphasizing personal responsibility. Virginia's program embodies the key tenets of TANF, including an emphasis on personal responsibility, work, and time–limited benefits. Its provisions incorporate and build on the fundamental TANF principles by:

(1) making work the primary goal for TANF recipients;

(2) ensuring that two parents contribute to the financial well–being of each child;

(3) permitting recipients to keep more earnings as they prepare to leave TANF;

(4) subsidizing child care and transportation to ease the transition to the working world; (5) setting a time limit for TANF benefits; and

(6) requiring teen parents to stay at home and stay in school.

Virginia plans to continue to operate VIP and VIEW. VIP and VIEW activities, which include cash assistance, employment services, and supportive services, are funded by federal funds commingled with MOE (maintenance of effort) funds.

The following documents serve as the foundation for operation of Virginia's TANF program:

(1) Commonwealth of Virginia TANF State Plan;

(2) Code of Virginia § 63.2–600 through 63.2–620, and 63.2–1908;

(3) Virginia Administrative Code relating to the TANF program § 22VAC40–35–10 through 22VAC40–35–130 and § 22VAC40–295–10 through 22VAC40–295–170.

VIRGINIA'S TANF PROGRAM

The goal of the Virginia Independence Program is to enable TANF recipients to leave the rolls and become self–reliant. The program has at its core three basic elements: personal responsibility, work in exchange for benefits, and time–limited assistance.

Meaningful employment is essential to achieving the goal of self–sufficiency, but not all families will be able to meet this goal in the time frame defined by federal requirements. Many TANF families include one or more individuals that face at least one barrier which would impede successful

participation in the VIEW program. During the initial interview for TANF, the applicant completes a "Do You Have a Disability?" form which may identify disabilities. Additionally, when the individual is referred to the VIEW program, she will be offered screening for learning disabilities, limited English proficiency, mental health problems, and alcohol and substance abuse if a disability determination has not been made and it seems likely that a disability may be affecting the client's progress in the VIEW program. All VIEW participants must be offered the screenings within 90 days of signing the Agreement of Personal Responsibility and entering the VIEW program. If the screening indicates that the client may have a disability, the client will be referred to a qualified professional for an in–depth disability evaluation. If the in–depth evaluation indicates the existence of a disability, treatments and/or services to address the disability will be made part of the client's required program assignments. The number of required hours of participation is set at 35 hours per week but may be adjusted based upon barriers such as language or disability of the participant or family household member. Accommodations may include, but are not limited to: part–time or flexible hours for work activities, providing the individual with work activities in a specific work environment that enables the individual to participate in work activities, providing particular types of jobs or work activities that are consistent with the person's limitations, activities that are scheduled so they do not conflict with ongoing medical or mental health treatment, additional notice of program appointments, additional explanation of program rules, job coaches, additional time to complete program requirements, and additional intervention before an individual is sanctioned for non–compliance with VIEW program requirements.

Virginia's VIP and VIEW programs meet the requirements mandated by "The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104–193)."

COMPONENTS OF VIRGINIA'S TANF PROGRAM

The following components are included in Virginia's TANF Program:

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 $1,280). 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.

Mandatory Paternity Identification — Mothers must identify the fathers of their children in order to receive TANF benefits. If unable to do so, they must identify all men who could be the father. Except in limited circumstances, failure to cooperate during the first six months of receipt of assistance will result in removal of the parent's needs or a reduction in the assistance payment of 25 percent, whichever is greater. Continued non–cooperation with paternity establishment after six months may result in case closure.

When the reason for not providing the information is one of the following, no sanction is imposed:

(1) The child or parent may be subjected to physical or emotional harm;

(2) The child was conceived as a result of rape or incest or the result of a rape not reported to authorities at the time of the incident but which the local department of social services substantiates based on the parent's sworn statement and other available information;

(3) The child is being placed for adoption.

In addition, when paternity has not been established and the caretaker cannot provide the name of the noncustodial parent(s) plus at least three pieces of identifying information, she must attest to the

lack of information under penalty of perjury. In this situation, no penalty will be imposed for non–cooperation.

Family Cap — Virginia disallows additional cash payments for children born 10 months after a mother begins receiving cash TANF benefits. In addition, the mother will receive the full amount of child support collected for this child.

Immunization Requirement — Parents are required to provide their children with all necessary immunizations in order to receive full benefits. Failure to immunize children within the required time frame results in assistance being reduced by $50 for the first child out of compliance, and $25 for each additional child out of compliance.

OTHER PROGRAM RULES IN VIRGINIA'S TANF PROGRAM

Assistance Unit — An assistance unit normally consists of the parents and their children living with them who meet the non–financial requirements of eligibility, such as age, relationship, and citizenship. When the children live with an adult relative other than a parent, such as a grandparent, the assistance unit may consist of the children only or, if the adult relative also needs assistance, the children and the adult relative.

The following persons must be included in the assistance unit if living with the child for whom TANF has been requested: the natural or adoptive parents and any blood–related or adopted siblings. Parents or children who are receiving Supplemental Security Income (SSI) or are statutorily ineligible for TANF under other provisions of law cannot be included in the assistance unit.

Children and parents who are excluded from the assistance unit for failure to follow program rules, such as not providing a social security number for a child or parent or refusing to cooperate with the Division of Child Support Enforcement, are included in the assistance unit for purposes of determining whether the family meets financial eligibility requirements; however, their needs are not included for purposes of determining the amount of the family's monthly benefits.

Benefit Levels — The State Board of Social Services has established standards of assistance, based on the size of the assistance unit, to be used in all TANF cash payment cases. Because of a wide variation in shelter costs within the state, three groups of standards have been established reflecting this variation.

Additional Eligibility Requirements Applicable to Children — Basic eligibility requirements must be met for a child to qualify for TANF assistance, as follows:

Age — The child must be under age 18, or if age 18 must be attending school and expected to complete high school by age 19.

Living with a Relative — The child must be living in the home of a parent or other relative except for temporary absences of up to 60 consecutive days.

Residence in Virginia — The child must reside in Virginia.

Additional Eligibility Requirements Applicable to the Family — Additional requirements that must be met by the family (parent or other adult caretaker and children) are as follows:

Income — To qualify for TANF assistance, the assistance unit's countable income must pass screenings at 1) 185 percent of the standard of need and 2) the standard of assistance, based on the family's size. Once the family is determined to be financially needy, the monthly payment is calculated. Income is counted prospectively in determining financial eligibility and the monthly payment amount. A standard work deduction equal to that used in Supplemental Nutritional Assistance Program (SNAP) plus twenty percent is disregarded. Deductions for child and/or incapacitated adult care are also applied in determining applicants' eligibility for benefits.

Once a family member agrees, in writing, to participate in the VIEW Program, the family's earnings are evaluated in comparison to the federal poverty levels, based on assistance unit size.

Countable unearned income reduces the grant amount dollar for dollar for both VIEW and non–VIEW families.

OTHER TANF ACTIVITIES

In addition to the TANF cash assistance program administered by local departments of social services, the Virginia Department of Social Services has established other programs to provide additional services. Services are provided both to families receiving TANF and to other low–income families who have transitioned off the TANF cash assistance program or are at

risk of becoming TANF recipients. These programs must meet at least one of the four purposes of the TANF program.

The four purposes of the TANF program are:

Purpose 1– To provide assistance to needy families with children so that the children can be cared for in their own homes or in the homes of relatives.

Purpose 2– End dependence of needy parents on government benefits by promoting job preparation, work, and marriage.

Purpose 3– Prevent and reduce out–of–wedlock pregnancies, including establishing prevention and reduction goals.

Purpose 4– Encourage the formation and maintenance of two–parent families.

For purposes one and two, an income test is required. The state has set a maximum income level that ensures that benefits are provided for needy populations. The maximum income level for services provided under purposes one and two is 200 percent of the federal poverty limit.

The following is a description of program activities established by the Department of Social Services or other agencies or organizations to assist the Commonwealth in carrying out the purposes of the TANF program.

(1) Solely State Funded Program Serving Two–parent Families

The State has established a solely state funded program to serve needy two–parent families. State non–maintenance of effort funds are used for cash assistance payments, employment services, and

program administrative costs. Expenditures in this program do not count toward the Commonwealth's Maintenance of Efforts (MOE) requirement.

This program is designed to meet the special needs of two–parent families in helping them to attain self–sufficiency. For two–parent VIEW families, the income limit is 150% of the federal poverty level.

(2) VIEW Transitional Payments

A separate state program has been established to provide assistance to eligible families that are participating in VIEW and who exit from TANF assistance with employment of at least 30 hours per week. Such families receive assistance for up to one year after the exit from TANF assistance as long as employment at least 30 hours per week is maintained. The eligible family consists of a child living with a custodial parent or other adult caretaker relative who meets the employment requirement.

(3) Employment Advancement

Description of Program — This program is designed to provide service approaches and strategies that help current and former TANF clients, including those with barriers to employment such as learning, mental, and physical disabilities, and sanctioned individuals to prepare, enter, succeed, and advance in the workplace. This program enhances the VIEW program and it is expected that local agencies will also utilize their current VIEW funds and maximize the uses of other funds to address the needs of TANF recipients with significant barriers to employment. The funds may also be used for services that increase wages and retention as well as improve job placement, so that a long–term impact is made on the earnings of families.

This initiative provides non–assistance services and benefits meeting TANF purposes 1 and 2, which are as follows:

Purpose 1 – Provide assistance to needy families so that the children may be cared for in their homes or in the homes of relatives, and

Purpose 2 – End dependence of needy parents on government benefits by promoting job preparation, work, and marriage.

Target Population — The funds will be used for current and former TANF recipients.

Eligible Families — Program participants are current or former TANF recipients or those who qualify as TANF–eligible family members. A TANF–eligible family consists of a child living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

Geographic Area(s) Served — The program is administered statewide.

Confidentiality Requirement — Information collected on individuals and families receiving services funded by TANF is protected as specified in the Government Data Collection and Dissemination Practices Act (Code of Virginia § 2.2–3800 et seq.).

(4) Child Safety and Well–Being

Description of Activities – Funding is provided to support social workers in local 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 purposes 4 as follows:

Purpose 4 – Form and maintain healthy two–parent families.

Target Population — The target population is families with children at–risk being removed from the home for abuse and neglect.

Eligible Families –all families with children for whom the intervention of local social service workers is needed and/or recommended.

Geographic Area(s) Served – Commonwealth of Virginia.

Confidentiality Requirement – all records of families receiving these services and assistance are subject to the confidentiality requirements of local departments.

(5) Comprehensive Health Investment Project (CHIP of VA)

Description of Program — The mission of CHIP of VA is "to partner with

communities, to strengthen families with young children, to improve

community health, and to increase family self sufficiency."

CHIP of VA programs are local public/private partnerships, which

provide comprehensive care coordination, family support and referral to

medical and dental services for low–income at–risk children. CHIP programs provide a case management process which helps identified

families connect to needed services. CHIP of VA does not provide medical or dental services. Local programs are overseen by both a

Management Team (executive or senior level management of partner

agencies – public health and community based organizations) and an

Advisory Council (a broad group comprised of community representatives

and local government, social services, health, mental health, education,

private business, and parents).

CHIP's efforts to match a family to comprehensive preventive and

primary care providers, coupled with family support services, guides

families to the effective use of health care and community services.

CHIP of VA builds the health of communities by promoting child health

and increased family self–sufficiency. CHIP nurses and home visitors

work to develop plans for parenting education, health and nutrition, home

safety, education and job training.

The program provides nonassistance benefits and services (case

management) with the added goals of improving parents' employability

and income earning capacity, so they can move on to self–sufficiency.

CHIP of VA focuses on making the connection between the family and

the assistance provider. While CHIP of VA's efforts cross over into

several TANF purposes, they are deemed primarily to focus on two TANF

purposes, which are as follows:

Purpose 2 – End dependence of needy parents on government benefits

by promoting job preparation, work, and marriage.

Purpose 4 – Encourage the formation and maintenance of two–parent

families.

Target Population — This program targets low–income families with at–risk

children in order to promote strong families, improve child health and

increase family self–sufficiency.

Eligible Families — Any family 1) expecting a child or having minor

children under age 6 in the home, 2) with an income level at or below 200

percent of the federal poverty level.

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Geographic Area(s) Served — CHIP of VA operates in 7 sites,

serving children in 27 localities across the state. Sites are located in Arlington, Charlottesville, Chesapeake, Radford, Richmond, Roanoke, and Abingdon.

Confidentiality Requirement — CHIP of VA maintains client confidentiality

by incorporating a "Consent to Exchange Information" form into the

process. This form allows the family to explicitly choose to limit certain

information from any affiliate. It further defines the family approved

reason for sharing the information. Absent a parent or guardian's

signature on the form, no information is shared with any affiliate.

(6) Healthy Families

Description of Program — Healthy Families programs offer voluntary, intensive home visiting services for up to five years to new parents who are assessed as being at–risk for child abuse/neglect. The services include in–home parenting education and support services to parents who need individualized and comprehensive support. Families participating in Healthy Families are assigned a Family Support Worker who provides home visiting services based on developing a trusting relationship with families and building on family strengths. Family needs are assessed and a case plan is developed. This plan includes role modeling in problem solving, developing effective parenting techniques and home management skills, ensuring well baby care and linking the family with

appropriate community resources.

A Healthy Families Assessment Worker completes a Family Needs Assessment during pregnancy or at birth. If a family is identified as being at high risk of child maltreatment, and in need of support services, that family is offered the opportunity to participate in the Healthy Families program. When families accept services, comprehensive home visiting is initiated and Family Support Workers

monitor and follow up on prenatal, postnatal, and pediatric care. In addition, Healthy Families provides early intervention through parent education, child development screenings, and nutrition counseling. Only nonassistance services and benefits are provided.

Healthy Families addresses purpose 4 of TANF, which is as follows:

Purpose 4 – Encourage the formation and maintenance of two–parent

families.

The Healthy Families program supports families by increasing access to and coordinating community services that meet individual family needs. The program also builds on family strengths.

Target Population — New parents or expectant parents are screened for services. Those new or expectant parents who are assessed as being at–risk for child abuse/neglect are offered the voluntary home–visiting services. Due to limited resources, many localities only offer these services to first–time parents.

Eligible Families — Segregated federal TANF funds are used to serve families with children and expectant families who are not TANF recipients. MOE funds are used to serve participants in the program who qualify as TANF recipients or as TANF–eligible family members. A TANF eligible family consists of a child living with a custodial parent or other adult caretaker relative 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 1 and 2, which are as follows:

Purpose 1 – Provide assistance to needy families so that the children may

be cared for in their homes or in the homes of relatives, and

Purpose 2 – End dependence of needy parents on government benefits

by promoting job preparation, work, and marriage.

Target Population — The program is targeted to serve needy families with

minor children.

Eligible Families — To be eligible, families must be TANF recipients or TANF–eligible family members. A TANF–eligible family consists of a child

living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

Confidentiality Requirement — The contract requires the agency to

maintain the confidentiality of client information in accordance with

relevant provisions of State and federal law.

(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.

All Nonexempt Recipients Are Required to Sign an Agreement of Personal Responsibility — The agreement of personal responsibility clearly states the expectations that must be met under VIEW. If a recipient refuses to sign this agreement, then the case is closed and the recipient must reapply for benefits.

Benefits Are Time–Limited — TANF recipients who are in VIEW are allowed to receive 24 months of cash benefits, plus a year of transitional benefits. After that, they must wait two years before they can again qualify for TANF.

Recipients Must Work for Their Benefits – All individuals must participate in VIEW unless otherwise exempt. There are eight exemptions to this work requirement. The exemptions are:

(1) Any individuals, including all minor caretakers, under 16 years of age;

(2) Any individual at least 16, but no more than 19 years of age, who is enrolled full–time in elementary or secondary school, including vocational or technical school programs. The vocational or technical school must be equivalent to secondary school;

(3) Any individual unable to participate because of a temporary medical condition that prevents entry into at least 20 hours per week of employment or training, as determined by a medical professional;

(4) Any individual who is incapacitated, as determined by receipt of Social Security Disability benefits or Supplemental Security Income;

(5) Any individual 60 years of age or older;

(6) Any individual who is the sole care giver of another member of the household who is incapacitated, and whose presence is essential for the care of the member on a substantially continuous basis, shall be exempt from participation in VIEW. Incapacity is determined by receipt of Social Security Disability benefits or Supplemental Security Income. The sole other condition under which an individual may be determined incapacitated is by a written medical statement from a physician; and

(7) A parent or caretaker of a child under 12 months of age who personally provides care for the child.

(8) A parent of a child not considered part of the TANF assistance unit under the family cap provision (Code of Virginia § 63.1–105.7) may be granted a temporary exemption of not more than six weeks after the birth of the child.

Supportive Services — Supportive and social services are provided to remove barriers to the individual's participation and to stabilize employment. Supportive services are provided as needed and available to support participation in orientation, assessment, approved self–initiated education, training and employment activities, or to accept or maintain employment. The provision of supportive services is contingent upon the availability of funds based on local VIEW allocations, and spending limits for services will be at the agency's discretion. Supportive services include:

(1) Child care;

(2) Transportation, including certain vehicle repairs;

(3) Program and/or work–related expenses, such as fees for birth certificates, license fees, registration fees, graduation fees, picture ID costs, uniforms or other clothing and shoes, safety equipment and tools, and car repairs; and

(4) Emergency intervention, such as provision of food, payment of utilities, or other items necessary for the participant to gain or keep employment or to participate in other work activities;

(5) Medical and dental services, such as fees for dentures, glasses, orthopedic shoes, and other items required prior to entry into jobs, work–sites, or other components for a client that has a disability as determined by a medical professional which affects program participation;

If supportive services are essential for participation, and neither the participant nor the agency can provide them, and no alternatives are available, the participant will not be sanctioned for noncompliance. In these situations, the participant is placed in an inactive status (for up to 90 days) to prevent the clock from counting against the VIEW 24–month time limit. It is expected that agency staff and the participant will work together to resolve any issues related to participation by the end of the 90 day timeframe.

A participant cannot be sanctioned if acceptable child care is not available. Federal TANF regulations at section § 261.56(b) require the State to define the following four terms as they relate to determining if needed child care is available. The terms and the Commonwealth's definitions are as follows:

(1) "Appropriate child care" means child care arranged by the participant or, if the participant cannot arrange for the child's care, child care arranged by the local department of social services with a legally–operating provider. (2) "Reasonable distance" means that the travel time from the child's home to the child care provider and the work site is generally no more than one hour, based on transportation available to the parent.

(3) "Unsuitability of informal child care" means that the child care arrangement does not meet the requirements for relative care in the Virginia Department of Social Services Child Care Services policy.

(4) "Affordable child care arrangements" means the cost of the child care is less than or equal to the payment amounts specified in the Virginia Department of Social Services Child Care Services policy.

For purposes of the above definitions, the term "legally–operating provider" includes all providers regulated by the Virginia Department of Social Services' Division of Licensing, city–approved providers, county–approved providers, local agency–approved providers, federally approved providers, and providers who are legally exempt from regulation based upon the number and ages of children in care or because the provider is a relative caring only for relatives.

Failure to Meet the Requirements of VIEW Will Result in Consequences – Recipients who fail to participate in work activities or to comply with the terms and conditions of their personal responsibility agreements receive a sanction. If an individual is sanctioned, her family's entire TANF benefit amount is reduced by 100 percent for a fixed period of time, or until the individual complies with the terms of the sanction, whichever is longer. Participants who have been sanctioned are not entitled to supportive services unless these services are required to maintain the participant's employment.

For a first sanction, the TANF grant is suspended for one month or until compliance, whichever is longer; for a second sanction, the TANF grant is suspended for three months or until compliance, whichever is longer; and for any subsequent sanctions, the TANF grant is suspended for six months or until compliance, whichever is longer.

(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)

Work Requirement — Clients are placed in an approved work activity immediately after being assessed and enrolled in VIEW. If the client does not find private sector employment during her initial job search, she is to be placed in subsidized employment, community work experience, a public service program, or on–the–job training.

Definition of Work — An individual is considered participating in a work activity if:

(1) Employed in unsubsidized employment of 30 hours a week or more, including on–the–job training;

(2) Employed less than 30 hours per week and also fully participating in assigned work activities designed to help her obtain full– time employment;

(3) Unemployed but participating in an assigned work activity. The work activity may be job search, job readiness, vocational education, job skills training, subsidized employment, on–the–job training, community work experience, or public service program.

Recipients Keep the Money They Earn — An earned income disregard provides an incentive for recipients to work by allowing families to keep all of their earnings along with their TANF benefits, up to 100 percent of the federal poverty level for one–parent families and up to 150 percent of the federal poverty level for two–parent families.

Hardship Exceptions to the Two–Year Limit — Virginia has several hardship exceptions that extend a client's TANF benefits beyond the two–year time limit. Benefits may be extended for a period of three months to one year. Virginia's hardship exceptions apply to participants who are actively seeking employment but unable to find a job, participants who lose employment due to no fault of their own, participants continuing education and training related directly to employability, and participants residing in areas of the state with unemployment rates above 10 percent. These hardships will only be granted in cases where the individual participant has satisfactorily participated during his VIEW assignments, has not been sanctioned more than once during the 24 months of participation, and has not quit a job without good cause.

Child Care and Transportation Are Available to Help Transition to the Working World — Virginia will provide up to one year of transitional child care and transportation assistance to some VIEW clients who are no longer eligible for TANF benefits. Transitional child care and transportation benefits are available only to those former clients who are working. Transitional child care is paid from Child Care and Development Block Grant funds. The financial eligibility criteria for transitional child care assistance are as follows:

Income eligibility thresholds for child care assistance account for variations in the local cost of living index by metropolitan statistical areas. Localities which are not considered part of a metropolitan statistical area are grouped in one of three metropolitan statistical areas, based on their geographical proximity.

Transitional transportation services are paid from TANF and State funds. Families who participated in VIEW are deemed to be eligible for transitional transportation based on their prior TANF eligibility.

(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 34.5% by the end of 2014.

Strengthening Families Initiative (SFI)

The Virginia Department of Social Services is implementing a system–wide approach to strengthening all families that focuses on reducing non–marital births, connecting and reconnecting fathers with their children, and encouraging the formation and maintenance of safe, stable, intact, two–parent families. As part of SFI, the Virginia Department of Social Services has initiated a practice model:

The Virginia Department of Social Services Practice Model sets forth our standards of professional practice and serves as a values framework that defines relationships, guides thinking and decision–making, and structures our beliefs about individuals, families, and communities. We approach our work every day based on various personal and professional experiences. While our experiences impact the choices we make, our Practice Model suggests a desired approach to working with others and provides a clear model of practice, inclusive of all agency programs and services, that outlines how our system successfully practices. Central to our practice is the family. Guided by this model, we strive to continuously improve the ways in which we deliver programs and services to Virginia's citizens.

1. All children, adults and communities deserve to be safe and stable.

• Every child has the right to live in a safe home, attend a safe school and live in a safe community. Ensuring safety requires a collaborative effort among family, agency staff, and community partners and across all programs and services. • Every adult has the right to live and work in a safe environment. We value all programs that address domestic and family violence and the abuse, neglect, and exploitation of older or incapacitated adults. • We value individual and family strengths, perspectives, goals, and plans as central to creating and maintaining a safe environment. The meaningful engagement and participation of children, adults, extended family, and community stakeholders is a necessary component of assuring safety. • When legal action is necessary to ensure the safety of a child and/or an adult, we use our authority with respect and sensitivity. • Individuals are best served when services are person–centered, family–focused and community–based and aim to preserve the family unit and prevent family disruption.

2. All individuals deserve a safe, stable, and healthy family that supports them through their lifespan. • We believe mothers, fathers, and children thrive in safe, stable, healthy families. We value family structures that support the best interests of children; however, we believe that children do best when raised in intact, two–parent families. • Both parents should be actively involved in the lives of their children, even if they are not the primary caregiver. • Healthy, lifelong family connections are crucial to the development of children, the stability of the family and the support of infirm, dependent, or aging adults. Through the services we provide, we seek out, promote, and preserve these healthy ties to family members and to others in the community to whom the family is connected or who may provide support.

3. Self–sufficiency and personal accountability are essential for individual and family well–being. • Family members support each other in ways the social services system cannot. We value the intra–family resources and supports that are available within the context of any family as a pathway to self–sufficiency and personal accountability. • We believe employment, training, and education are keys to self–sufficiency. We believe in employment and training programs that remove barriers and create opportunities for individuals and families. • Individuals and families face unique challenges that impact their ability to maintain self–sufficiency. We value all programs and services that assist individuals and families to regain and maintain self–sufficiency and achieve personal accountability. • Both custodial and noncustodial parents should provide necessary financial resources to support their children. • We believe that parents and caregivers serve as role models in teaching the importance of self–sufficiency and personal accountability. • We support asset development strategies to help individuals and families weather short–term emergencies and improve long–term stability.

4. All individuals know themselves best and should be treated with dignity and respect. • All programs and services should be culturally and linguistically sensitive to all individuals. • Individuals and families are empowered when they have access to information and resources. • We support programs for vulnerable populations including children, the elderly, and individuals with disabilities. • The measure of success differs with every individual. We strive to understand children, adults, and families within the context of their own values, traditions, history, and culture. • The voices of children, individuals, and families are heard, valued, and included in decision–making processes related to programs and services.

5. When partnering with others to support individual and family success, we use an integrated service approach.

• Cooperation, coordination, and collaboration within and outside of the social services system are essential to providing the most comprehensive services to families. We are committed to working across programs, divisions, agencies, stakeholder groups, and communities to improve outcomes for the children, individuals, families, and communities we serve. • Through the development of policies, procedures, standards, and agreements across systems, we will share information, solve problems, and overcome barriers. • We value prevention networks that link effective public and private programs and community–based organizations that identify individuals and families before they need services. • We believe in partnering across programs and systems in order to provide a full array of services along the continuum of care. We are committed to working within and outside of the social services system to identify and address service gaps.

6. How we do our work has a direct impact on the well–being of the individuals, families, and communities we serve. • Children, individuals and families deserve trained, skillful professionals to engage and assist them. We hire, develop, and maintain a workforce that aligns with our practice model. • Clear expectations, effective supervision, leadership and proper resource supports are critical for the workforce to do their job effectively. • We believe in creating and maintaining a supportive working and learning environment with accountability at all levels. • We value the provision of high–quality, timely, efficient, and effective services. We believe relationships and communication should be conducted with honesty, transparency, integrity, empathy, and respect within and outside of our social services system. • The collection and sharing of accurate, outcome–driven data and evidence–based information is a critical part of how we continually learn and improve. We use data to inform, manage, improve practice, measure effectiveness, and guide decisions. • Continuous quality improvement is fundamental to our work.

(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 Virginia Department of Health conducts a program designed to reach state and local law enforcement officials, the education system, and relevant counseling services on the problem of statutory rape. The program provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded in scope to include men.

(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 EPPICard, there is a significant network of automated teller machines (ATMs) that include non–restricted ATMs in every county and city in the Commonwealth. The EPPICard is also used for the delivery of unemployment compensation benefits and child support enforcement payments. For clients that opt to receive benefits via debit card, benefits may be withdrawn (and used in any manner since there are no restrictions on the use of cash) with no fees. Minimal fees do apply, however, in certain limited situations.

A recipient may use the debit card to make purchases at merchants as long as MasterCard is accepted. In addition, at the merchant's discretion, the recipient may receive cash back. There is no fee for this transaction.

A participant may receive cash from an ATM that accepts the MasterCard. There is separate bank transaction fee for withdrawals from network ATMs. These include ATMs not in the following networks: Money Pass, Alliance One, and PNC. There is no fee for five ATM withdrawals each month. After five withdrawals, there is fee of $1.45 per withdrawal.

Participants may make two free withdrawals per month from a teller in a bank location that displays the MasterCard logo. A fee of $2.50 applies for withdrawals after the second teller assisted withdrawal.

A printed copy of the fee structure as well as an explanation of how to withdraw benefits at no charge is provided to all newly approved recipients of TANF. The information is also available on the internet: https://www.eppicard.com/vaedcclient/pdf/VA_Client_Brochure.pdf.

(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.

(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 screenings at 185% and 90% of the need standard 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 day 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. States should provide component detail information in the following table format: Non–education, non–work components Fiscal Year Component Description Geographic Area Target Audience (e.g., Homeless, ABAWDS) Anticipated monthly participants (unduplicated count) Anticipated Monthly cost* Approx. based on 2016 Provider (Contracted, SNAP agency, or both) 2017–20 Job Search Self–directed effort to find paid employment 25 local jurisdictions served by 22 DSS Work Registrants and Volunteers 250 $202,731 Local agencies 2017–20 Job Search Training Activities to prepare for employment including job skills assessments and counseling to identify and pursue employment opportunities. 25 local jurisdictions served by 22 DSS Work Registrants and Volunteers 83 $35,538 Both 2017–20 Job Retention Services related to maintaining employment during the first 90 days of employment 25 local jurisdictions served by 22 DSS Work Registrants and Volunteers 17 $11,482 Local DSS agencies Education components: Fiscal Year Component Description & justification Geographic Area Target Audience (e.g. Homeless, ABAWDs) Anticipated monthly participants (unduplicated count) Anticipated monthly cost* Approx. based on 2016 Provider (Contracted, SNAP agency, or both) 2017–20 Education Education programs including, but not limited to ABE, GED, and short–term vocational educations to prepare participants for employment and give them a better chance to advance from a starting wage. 25 local jurisdictions served by 22 DSS Work Registrants and Volunteers who lack a diploma or GED 33 $56,107 Contracts 2017–20 Education and Training for Ex–offenders Same as above. 25 local jurisdictions served by 22 DSS SNAP participants who have been incarcerated 25 $50,000 Contract with Dept. of Criminal Justice Services 2017–20 Vocational Training Customized training, skills training, and upgrade training to help participants who lack skills needed for employment. 25 local jurisdictions served by 22 DSS Work Registrants and Volunteers who need training to obtain or maintain a job. 21 $45,880 Contracts 2017–20 Community College Vocational Training Training for specific jobs. Three community colleges serving local SNAP E&T agencies Work Registrants and Volunteers who need training. 7 21,375 Contracts Work Components:

Fiscal Year Component Description Geographic Area Target Audience (e.g. Homeless, ABAWDs) Anticipated monthly participants (unduplicated count) Anticipated monthly cost• Approx. based on 2016 Provider (Contracted, SNAP agency, or both) 2017–20 Work Experience Unpaid work to gain work experience and new job skills. 25 local jurisdictions served by 22 DSS Work Registrants and Volunteers 29 $11,827 Contracts/ Agreements

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:

Operating budget:

Budget Section Subsection FFY17 FFY18 FFY19 FFY20 I. Direct Costs:·State a) Salary/Wages – State I. Direct Costs:·State b) Fringe Benefits* Approved Fringe Benefits Rate Used _____% – State I. Direct Costs:·State c) Contractual Costs – State $1,242,665.00 1,242,665.00 $1,242,665.00 $1,242,665.00 I. Direct Costs:·State d) Non–capital Equipment and Surplus – State I. Direct Costs:·State e) Materials – State I. Direct Costs:·State f) Travel – State I. Direct Costs:·State g) Building/Space State I. Direct Costs:·State h) Equipment & Other Capitals Expenditures – State I. Direct Costs:·State Total Direct Costs – State I. Direct Costs:·Federal a) Salary/Wages – Federal I. Direct Costs:·Federal b) Fringe Benefits* Approved Fringe Benefits Rate Used _____% – Federal I. Direct Costs:·Federal c) Contractual Costs – Federal $3,359,096.00 3,409,096.00 3,459,096.00 3,509,096.00 I. Direct Costs:·Federal d) Non–capital Equipment and Surplus – Federal I. Direct Costs:·Federal e) Materials – Federal I. Direct Costs:·Federal f) Travel – Federal I. Direct Costs:·Federal g) Building/Space Federal I. Direct Costs:·Federal h) Equipment & Other Capitals Expenditures – Federal I. Direct Costs:·Federal Total Direct Costs – Federal I. Direct Costs:·Total a) Salary/Wages – Total I. Direct Costs:·Total b) Fringe Benefits* Approved Fringe Benefits Rate Used _____% – Total I. Direct Costs:·Total c) Contractual Costs – Total I. Direct Costs:·Total d) Non–capital Equipment and Surplus – Total I. Direct Costs:·Total e) Materials – Total I. Direct Costs:·Total f) Travel – Total I. Direct Costs:·Total g) Building/Space Total I. Direct Costs:·Total h) Equipment & Other Capitals Expenditures – Total I. Direct Costs:·Total Total Direct Costs II. Indirect Costs Indirect Costs* Approved Indirect Cost Rate Used _____%State II. Indirect Costs Indirect Costs* Approved Indirect Cost Rate Used _____%Federal II. Indirect Costs Indirect Costs* Approved Indirect Cost Rate Used _____%Total III. In–kind Contribution State in–kind contribution – State III. In–kind Contribution State in–kind contribution – Federal III. In–kind Contribution State in–kind contribution – Total IV. Participant Reimbursement – State a) Dependent Care 48,750 48,750 48,750 48,750 IV. Participant Reimbursement – State b) Transportation & Other Costs 230,000 230,000 230,000 230,000 IV. Participant Reimbursement – State c) State Agency Cost for Dependent Care Services IV. Participant Reimbursement – State Total Participant Reimbursement – State 278,750 278,750 278,750 278,750 IV. Participant Reimbursement – Federal a) Dependent Care 48,750 48,750 48,750 48,750 IV. Participant Reimbursement – Federal b) Transportation & Other Costs 230,000

230,000 230,000 230,000 IV. Participant Reimbursement – Federal c) State Agency Cost for Dependent Care Services IV. Participant Reimbursement – Federal Total Participant Reimbursement – Federal 278,750 278,750 278,750 278,750 IV. Participant Reimbursement – Total d) Dependent Care 97.500 97.500 97.500 97.500 IV. Participant Reimbursement – Total e) Transportation & Other Costs 460,000 460,000 460,000 460,000 IV. Participant Reimbursement – Total f) State Agency Cost for Dependent Care Services IV. Participant Reimbursement – Total Total Participant Reimbursement – Total 557,500 557,500 557,500 557,500 V. Total Costs V. Total Costs – State 1,521,415.00 1,521,415.00 $1,521,415.00 1,521,415.00 V. Total Costs V. Total Costs – Federal 3,637,846.00 3,689,846.00 3,737,846.00 3,787,846.00 V. Total Costs V. Total Costs – Total 5,159,261.00 5,209,261.00 5,259,261.00 5,309,261.00

Planned Federal Fiscal Year Costs:

2017 2018 2019 2020

1. 100 Percent Federal E&T Grant: 2,116,431 2,166,431 2,216,431 2,266,431

2. Share of $20 Million ABAWD Grant (if applicable) 0 0 0 0

3. Additional E&T Administrative Expenditures 2,485,330 2,485,330 2,485,330 2,485,330

a. 50% Federal 1,242,665 1,242,665 1,242,665 1,242,665

b. 50% State 1,242,665 1,242,665 1,242,665 1,242,665

4. Participant Expenses:

a. Transportation/Other 460,000 460,000 460,000 460,000

– 50% Federal 230,000 230,000 230,000 230,000

– 50% State 230,000 230,000 230,000 230,000

b. Dependent Care 97,500 97,500 97,500 97,500

– 50% Federal 48,750 48,750 48,750 48,750

– 50% State 48,750 48,750 48,750 48,750

5. Total E&T Program Costs (= 1+2+3a+3b+4a+4b) 5,159,261 5,209,261 5,259,261 5,309,261

6. 100% State Agency Cost for Dependent Care Services

7. Total Planned Fiscal Year Costs (Must agree with Operating Budget 5,159,261 5,209,261 5,259,261 5,309,261

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. a. Individuals 17 years of age and younger or 50 years of age or older; b. Medically certified as unfit for regular employment as determined by VDSS; c. Individuals who reside in a household with a minor child; d. Pregnant women; e. Individuals who reside in an exempt locality. 82% of work registrants are exempt from SNAP E&T. Revaluations are done yearly. 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.

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 22 local agencies serving 25 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, 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 ADAPT. SNAP E&T case data is now part of the automated system (ESPAS) that is used to capture information on the Virginia Initiative for Employment not Welfare (VIEW), the employment part of TANF. The system is available for case management and reporting for the SNAP E&T Program. All required program reports (monthly and quarterly) have been produced using this system beginning with the 2008 4th quarter.

Local financial reporting continues to be automated through LASER.

b. Local reporting requirements

(I) Non–financial:

(a) SNAP E&T participants newly registered and re–registrants; (b) Assessments–Pre–Assessments, Initial Assessments and Reassessments; (c) Referred, not assessed; (d) Pending and Inactive Status; (e) SNAP E&T participants who volunteer for and commence participation in an approved component, broken out by type of component begun; and (f) Entered employment.

The information obtained from the monthly reports produced in the Data Warehouse and from other data available in the Data Warehouse is used to complete the FNS–583.

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.

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 staff member is designated as the State Veteran Program Manager and one DVOP is currently assigned as an Intensive Service Coordinator (ISC) and is located in Wytheville office. Currently, the DVOPs and LVERs report to the office managers in their respective regions. Managers report to the one of three regional directors.

The VEC recently conducted an analysis of the veteran population in each local workforce investment area (LWIA) to establish an equitable distribution of DVOP Specialists. Official workplaces and areas of responsibility will be adjusted in accordance with the results of that analysis. The VEC will review the distribution annually in conjunction with the Annual Funding Modification process and adjust domicile locations as necessary based on population shifts. In addition to DVOP Specialists, each One–Stop will have trained case managers and business services teams. DVOP specialists coordinate closely with these One Stop Center staff members when providing intensive services to veterans with a SBE.

When not actively providing intensive services or reviewing open case files, DVOP Specialists and other One Stop Center workforce representatives conduct outreach at off–site locations including, but not limited to, U.S. Department of Veterans Affairs offices, Community Based Outpatient Clinics (CBOC) for the U.S. DVA, Military Treatment facilities (MTF), Warrior Transition Units/Battalion (WTU/WTB), Local Prisons and Homeless Veterans' Reintegration Program (HVRP) grantee locations. The purpose of these outreach efforts is two–fold. The first purpose is to find veterans in need of services and offer the needed services to them. The second purpose is to develop relationships with supportive services in the area so that SBE and other veterans can be referred to those agencies for services.

LVER staff members work in One Stop offices throughout the state. The LVER coordinates with Regional Industry Sector Coordinators, Business Services Coordinators, and members of the Workforce Delivery Teams to advocate to employers on behalf of veterans and to develop job opportunities specifically for veterans. LVER staff train WP funded employees to network for veterans and comply with priority of service requirements.

(B) 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 LVER staff throughout the state are consistent with the roles and responsibilities outlined in 38 U.S.C. § 4103A, 4104, and current guidance provided by DOL Veterans Employment and Training Services (VETS).

a. Disabled Veteran Outreach Program (DVOP) Specialists The primary function of the State's DVOP Specialist team is to provide intensive services for veterans identified to have a SBE in accordance with 38 U.S.C. § 4103A, VPL 07–10 and VPL 03–14, or the most recent USDOL policy, and those veterans that are a member of a special population in accordance with VPL 04–14.

Prior to conducting any other intensive service, DVOP Specialists shall conduct a comprehensive assessment, which shall be an "intensive interviewing process" and may also include the use of an Interest Inventory, or other assessment tools. Once the comprehensive assessment has been completed, the DVOP shall, with the cooperation of the veteran, develop and implement an Individual Employment Plan (IEP). DVOP Specialists shall always, and as a minimum, complete these two intensive services. Case management continues to be an appropriate delivery strategy or framework within which intensive services may be delivered and in most cases, shall be followed. To enhance the implementation of the IEP career guidance, supportive services, job development contacts, job referrals and intensive services and training may also be provided. Depending on the needs of the individual, the goal of the IEP may be to obtain education, training, or employment. Training or education may be short or long term depending on the certification, licensing or skills being acquired to optimize successful employment outcomes. The DVOP Specialist may receive assistance with these functions by other Workforce Specialists who are trained to facilitate case management.

DVOP Specialists conduct outreach to locate veterans with a SBE with the purpose of providing intensive services and to form partnerships with external and internal supportive services programs that can provide those services, such as: – VA Vocational Rehabilitation and Employment facilities – Homeless Veteran Reintegration Programs – VA VET Centers – Homeless and Halfway Shelters – Civic and Veteran Service Organizations – Virginia Vocational Rehabilitation facilities – Virginia Community College System – State Veterans' Affairs Representatives – Universities – Veterans' Service Organizations – Department of Social Services TANF initiatives for veterans – Local State Prisons – Other WIOA partners

b. Local Veteran Employment Representative (LVER) Staff The LVER responsibilities are specifically targeted to promote the advantages of hiring veterans to employers, employer associations, and business groups. LVER roles and responsibilities are consistent with 38 U.S.C. § 4104, VPL 07–10 and VPL 03–14.

As such, the LVER serves an important role in Virginia's Business Services Delivery Model. In coordination with the other members of the business services team, the LVER advocates for employment and training opportunities through outreach to employers, training facilities, unions, apprenticeship programs, and private and government businesses. The LVER also participates in Job Fairs, promotes programs that offer licensing and credentialing opportunities, and develops and makes presentations to employers. Each LVER must provide a monthly report to the office manager or Lead LVER detailing their outreach activities. LVER Staff members conduct outreach to perform

the following activities: – Employer outreach – Job searches and workshops, and establishing job search groups – Coordinating with apprenticeship programs, and businesses or business organizations to promote and secure employment and training programs for veterans – Informing Federal contractors of the process to recruit qualified veterans; – Promoting credentialing and licensing opportunities for veterans; and – Coordinating and participating with other business outreach efforts.

Within each One Stop Center, LVER staff coordinate closely with the office managers to provide training and technical assistance on priority of service, best practices for providing effective services to veterans, relevant external partners, the role of DVOP Specialists, integration of DVOP Specialists into Virginia's service delivery model, and best practices for conducting outreach to employers.

LVER Staff coordinate with their business service team partners and other state agencies or programs such as Virginia Values Veterans (V3), to conduct outreach to employer associations at the state and regional level. In this way the many more employers can be reached and persuaded to hire veterans. This outreach will educate employers on the advantages of hiring veterans, and inform employers on how to find qualified veteran applicants by leveraging Virginia's workforce system. The VEC will increase veteran employment by making a sound business case to employers about the advantages of hiring veterans and providing tools to do so effectively.

(C) 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.

An email request for team details and recommendations shall be sent to all One Stop Center Managers and JVSG funded staff during the month of August. Recommendations may come from anyone in the system, co–workers, supervisors, managers, coordinators, directors and JVSG staff.

Determination of the award shall be by a combination of objective and subjective data. Data compilation, analysis, and award determination shall be by a team comprised of the Veterans Program Manager, Regional Directors and members of the Chief of Workforce Services. The final award approval shall be by the Appointing Authority, Commissioner of VEC, who is also the signatory authority for the JVSG grant relationship with USDOL.

Incentive award funds distributed shall be obligated by September 30, each fiscal year and distributed not later than December 31, of the same year in accordance with the regulation. The Incentive award report shall be in compliance with USDOL VETS reporting requirements.

(E) 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; – 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 ETA 9002 and VETS 200 series reports in conjunction with Virginia Workforce Connection data in order to compare outcomes by veterans and other eligible persons to the outcomes of non–veteran populations. This ongoing analysis supports the VEC's continuous improvement process. Specifically, this is the relative rates of referral to USDOL funded training, referral to employment by One Stop Center staff, and job placement activities provided by One Stop Center staff. The VEC considers a referral rate in any program that is lower for eligible veterans than for nonveterans, evidence of a potential priority of service problem. In these cases, The VEC immediately places the affected region under examination and corrective action measures.

(G) 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 as well as Intensive Service Analysis are conducted 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 veteran's placed. 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 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 does not have any current JVSG staff members who have not attended mandatory training within 18 months of entering the program.

STAFF DATE OF HIRE FVE(LES) TRAINING IS(CM) TRAINING EO(PPE) TRAINING VB ONLINE TRAINING

Carl Floyd, DVOP 11/29/2000 3/31/2006 6/23/2006 9/23/2011 7/21/2006

William Marquez, DVOP 5/10/2011 9/23/2011 4/13/2012 4/6/2012 7/18/2011

Tammy Hackard, LVER 11/10/2012 4/12/2013 12/13/2013 6/21/2013 3/8/2013

James Butler, DVOP 8/10/2011 2/10/2012 4/13/2012 9/19/2011

Michael Barnes, DVOP 11/25/2010 3/11/2011 4/29/2011 3/23/2012 1/14/2011

Scott Trice, LVER 8/4/2014 2/12/2016

Joel Campbell, DVOP 11/25/2015* 11/1/2013 11/22/2013 7/8/2013

Robert Singer, DVOP 7/14/1999 5/4/2001 11/2/2001 6/10/2005 9/23/2005

James Downey, DVOP 11/25/2005 3/31/2006 2/1/2008 4/1/2011 9/4/2012

MaryAnn Bowersock, LVER 10/1/2001 3/8/2002 5/24/2002 5/1/2006 6/24/2005

Melvin Clemons, LVER 3/16/2003 6/27/2003 10/24/2003 5/7/2010

Gerald Burchette, DVOP 2/1/2002 3/11/2005 9/30/2005 10/19/2007

Paige Glass, LVER 6/10/2008 11/18/2008 4/14/2009 4/3/2009 8/14/2009

Jesse Williamson, DVOP 1/5/2004 2/6/2004 5/21/2004 8/29/2008

Maureen McDowell, LVER 1/31/2011 7/15/2011 9/16/2011 7/29/2011 5/13/2011

David DeBose, LVER 2/17/2013 5/24/2013 6/21/2013 6/14/2013

Stephen LaRosee, DVOP 10/10/2009 5/21/2010 5/28/2010 5/27/2011 1/15/2010

Donald McDowell, DVOP 7/10/2008 2/13/2009 8/14/2009 10/20/2008

Chris Walker, LVER 11/28/2011 5/11/2012 1/11/2013 5/25/2012 2/17/2012

Charles Guerin, LVER 8/25/2001 11/2/2001 3/15/2002 3/12/2010 8/29/2008

Lyndon Huggins, DVOP 12/15/2008 2/27/2009 8/14/2009 2/11/2011 3/12/2010

Matt Powell, DVOP 4/24/2001 8/31/2001 3/15/2002 12/7/2012 7/22/2005

Ramon Hernandez, DVOP 11/25/2010 4/15/2011 5/6/2011 9/23/2011 5/13/2011

Ron Briones, LVER 8/1/2002 2/7/2003 3/28/2003 3/18/2011 10/26/2007

Michael Bogoslawski, LVER 10/10/2009 6/25/2010 7/16/2010 7/29/2011 12/8/2009

Diane Murray, DVOP 12/25/2011 5/11/2012 7/18/2014 8/3/2012

David Rowland, DVOP 3/4/2013 6/28/2013 7/122013 12/13/2011

Allan Britz, LVER 11/10/2006 3/23/2007 7/27/2007 2/19/2010 10/26/2007

Paul Huskey, DVOP 9/8/2014 12/4/2015

Thomas Gilliam, DVOP 11/10/2008 4/15/2010 9/18/2009 Medical 20/13/2009

David Ollison, DVOP 4/15/2002 12/10/2004 3/11//2005 12/2/2005 6/18/2010

Norine Stuck, LVER 11/17/2003 1/9/2004 5/28/2004 9/22/2006 12/15/2006

Louis Perkins, DVOP 5/4/009 3/26/2010 4/20/2010 2/18/2009 9/20/2010

Edward Dupass, LVER 12/10/2015

Serena Babb–Bermudez, LVER 12/10/2015 3/06/2015 06/05/2015

John Rupe, LVER 4/16/1975 9/21/2012 8/25/2000 7/29/2011

Dawn Groseclose, DVOP 7/25/2004 10/1/2004 1/28/2005 7/18/2006 2/27/2006

Dawn Murphy, DVOP 7/25/2011 11/18/2011 3/30/2012 4/13/2012 2/6/2012

Caleb Cook, LVER 8/4/2014 05/22/2015 12/04/2015

Bobby Graves, LVER 2/20/2015 2/12/2016 4/15/2016

Annett Alston, DVOP 6/16/2015 12/18/2015 3/18/2016 11/13/2015

Charles Lattimore, DVOP 1/1/2015 1/29/2016 7/17/2015

Samuel Pope, DVOP 12/10/2015

Debra Weir, DVOP 12/10/2015 2/12/2016

Robert Fitzgerald, DVOP 7/1/2006 10/3/2014 10/31/2014 4/3/2009 4/28/2007

Thomas Moore, LVER 3/25/2007 8/24/2007 1/11/2008 10/28/2007 3/13/2009

Ferriel Thomas, LVER 4/27/2009 9/4/2009 1/29/2010 12/18/2009 4/16/2010

James Frye, DVOP 8/10/2009 4/23/2010 12/12/2014 6/11/2010 10/16/2009

(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.

Please refer to the following link:

https://www.vec.virginia.gov/sites/default/files/documents/SQSP-2017-Comm-Docs.pdf

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.

Please refer to the following link:

https://www.vec.virginia.gov/sites/default/files/documents/VA-SQSP-FY17-Biennial-workbook.xlsx

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).

Please refer to the following link:

https://www.vec.virginia.gov/sites/default/files/documents/VA-SQSP-FY17-Biennial-workbook.xlsx

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.

Please refer to the following link:

https://www.vec.virginia.gov/sites/default/files/documents/VA-SQSP-FY17-Biennial-workbook.xlsx

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.

Please refer to the following link:

https://www.vec.virginia.gov/sites/default/files/documents/VA-SQSP-FY17-Biennial-workbook.xlsx

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.

Please refer to the following link:

https://www.vec.virginia.gov/sites/default/files/documents/VEC-Organizational-Charts-2016.pdf

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.

Please refer to the following link:

https://www.vec.virginia.gov/sites/default/files/documents/SQSP-2017-Comm-Docs.pdf

(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

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions: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 first 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 first two years of the plan.

TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	77.00	77.00	77.00	77.00
Dislocated Workers	83.00	83.00	83.00	83.00
Youth	63.00	63.00	63.00	63.00
Adult Education	0.00	Baseline	0.00	Baseline
Wagner-Peyser	65.00	65.00	65.00	65.00
Vocational Rehabilitation</	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	87.00	85.00	87.00	85.00
Dislocated Workers	92.00	85.00	92.00	85.00
Youth	68.00	60.00	68.00	60.00
Adult Education	0.00	Baseline	0.00	Baseline
Wagner-Peyser	83.00	83.00	83.00	83.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	8,000.00	5,500.00	8,000.00	5,500.00
Dislocated Workers	10,000.00	7,600.00	10,000.00	7,600.00
Youth	0.00	Baseline	0.00	Baseline
Adult Education	0.00	Baseline	0.00	Baseline
Wagner-Peyser	5,600.00	5,600.00	5,600.00	5,600.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	70.00	61.00	70.00	61.00
Dislocated Workers	70.00	64.00	70.00	64.00
Youth	61.00	68.00	61.00	68.00
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 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	50.00	Baseline	50.00	Baseline
Dislocated Workers	50.00	Baseline	50.00	Baseline
Youth	50.00	Baseline	50.00	Baseline
Adult Education	42.00	42.00	43.00	43.00
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

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

TABLE 7. COMBINED FEDERAL PARTNER MEASURES

Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted 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.

Increasing Utilization of Registered Apprenticeship Programs

Increased Funding & Innovation

In September 2015, Virginia received $6.9 million in federal grants to expand apprenticeships in high–growth industries. Recipients included the Shenandoah Valley Workforce Development Board and the Community College Workforce Alliance, which is the workforce services division of two community colleges in the greater Richmond area.

The project in the Shenandoah Valley will target skilled trades in the advanced manufacturing industry and in–demand occupations in H–1B career pathways including; Mechatronics, Industrial Maintenance Technician, CNC Machine Operator, Welder and Production Technician.

CCWA was awarded a $2.9 million grant to lead the Apprentice Virginia: Collaborative Workforce Solutions in Information Technology & Advanced Manufacturing project. Other partner colleges include Southside Virginia Community College and Danville Community College. Partnerships with key employers including Ashland Specialty Ingredients, Maxx Potential, International Paper, DuPont Spruance and Rolls–Royce, as well as the South Central, Resource, Crater Regional and West Piedmont Workforce Development Boards will ensure program sustainability. The project will create and expand pre–apprenticeship and apprenticeship opportunities for over 330 workers in targeted H–1B industries of information technology (IT) and advanced manufacturing in Virginia.

Immediately following the announcement of the new grants, the state increased its investment in apprenticeships through the Governor's Executive Order Forty–Nine of 2015 which provides a total of $400,000 in new funding annually for Registered Apprenticeship programs for public and private sector occupations in which there have not traditionally been apprentices. Specifically, the funds

available under the Executive Order are intended to increase the number of Registered Apprenticeship programs within the public sector and in key private sector industries (such as Information Technology, Cyber Security, and Professional and Business Services).

Increased Collaboration with Core Programs

In addition to new funds mentioned above, Individual Training Accounts funded through Title 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	Apprenticeships
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 Recognition	Monitoring	English Language	–
–	–	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	–

SOC	Title	Top 5 Abilities	Top 5 Skills	Top 5 Knowledge Attributes	Apprenticeships
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	–
–	–	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/