VIRGINIA PYS 2020-2023

CONTENTS

Virginia PYs 2020-2023 1

Overview 4

Options for Submitting a State Plan 4

How State Plan Requirements Are Organized 5

I. WIOA State Plan Type and Executive Summary 6

a. WIOA State Plan Type 6

Combined Plan Partner Program(s) 7

b. Plan Introduction or Executive Summary 8

II. Strategic Elements 9

a. Economic, Workforce, and Workforce Development Activities Analysis 10

b. State Strategic Vision and Goals 109

c. State Strategy 112

III. Operational Planning Elements 114

a. State Strategy Implementation 114

b. State Operating Systems and Policies 133

IV. Coordination with State Plan Programs 170

V. Common Assurances (For All Core Programs) 170

VI. Program-Specific Requirements for Core Programs 171

Program-specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B 172

Program-Specific Requirements for Wagner-Peyser Program (Employment Services) 226

Program-specific Requirements for Adult Education and Family Literacy Act Programs 276

Program-Specific Requirements for Vocational Rehabilitation (Combined or General) 291

Program-Specific Requirements for Vocational Rehabilitation (Blind) 350

VII. Program-Specific Requirements for Combined State Plan Partner Programs 423

Career and technical education programs authorized under the the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Title 20, United States Code (20 U.S.C. 2301 et seq.)) 423

Temporary Assistance for Needy Families (TANF) 512

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))) 532

Trade Adjustment Assistance (TAA) 550
Jobs for Veterans' State Grants 550
Unemployment Insurance (UI) 568
Performance Indicator Appendix 603
All WIOA Core Programs 603
Additional Indicators of Performance 607
Other Appendices 607

OVERVIEW

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

OPTIONS FOR SUBMITTING A STATE PLAN

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

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under 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 State 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-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (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 (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]
- Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

[1] 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 out by the Department of Housing and Urban Development 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,
    - Program-Specific Requirements for the Core Programs, and
    - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

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

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

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

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

This is a combined plan

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, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (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 (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

Executive Summary

Virginia envisions a state workforce system in which programs and resources are aligned to achieve the best possible results for Virginia's businesses and job seekers. The Workforce Innovation and Opportunity Act (WIOA) is the best vehicle for the Commonwealth to implement that vision. This four-year Combined State Plan (Plan) integrates workforce activities among core and non-core program partners, public and private workforce shareholders, and others in the Commonwealth who strive to achieve workforce outcomes that put customers first.

Guiding the Plan is Governor Ralph Northam's vision for the delivery of workforce development services:

During the life of this plan, we will improve economic opportunity for all Virginians by serving those who are not yet earning a sustainable wage and, as important, by focusing the resources and mechanisms of our workforce system to recruit people into the workforce and connecting them to businesses in high demand industries.

Governor Northam embraces five strategic goals for the workforce system. These goals are:

1. Help individuals gain access to jobs that pay family-sustaining wages and provide opportunities for career progression by providing equitable and universal service delivery
2. Increase business engagement and deliver value to business customers by filling jobs in high-demand occupations that are strategic to Virginia's economy and strengthen Virginia's regions
3. Develop a qualified and desirable workforce with the skills, competencies, and credentials that meets the current and anticipated business needs of Virginia
4. Strengthen outreach and recruitment efforts to promote workforce services and stimulate career awareness
5. Reduce workforce system barriers through collaborative integration and innovative solutions

The core programs include:

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

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 VDOE
- **Temporary Assistance for Needy Families Program (TANF) and Supplemental Nutrition Employment and Training (SNAP E&T)** administered by the Virginia Department of Social Services (VDSS)
- **Trade Adjustment Assistance for Workers** program administered by VEC
- **Jobs for Veterans State Grant** program administered by VEC
- **Unemployment Insurance** program administered by VEC
- **Registered Apprenticeship** administered by the Virginia Department of Labor and Industry (DOLI)

Each of the organizations in Virginia delivering services to businesses and job seekers is dedicated to increasing communication and efficiency, reducing duplication and waste, and achieving meaningful outcomes for customers. For Virginia, this approach unifies the efforts of educators, job coaches, vocational rehabilitation professionals, economic developers, veterans' organizations, legislators and other elected officials, business leaders, and state government staff. This unity of purpose will benefit customers by making the system easier to navigate and more relevant in today's job market.

This Plan is required by WIOA, which was signed into law on July 22, 2014. WIOA replaces the Workforce Investment Act of 1998 and authorizes four core programs in Virginia's workforce system, the state's One-Stop system, and the Virginia Board of Workforce Development.

Members of the Governors' staff, workforce services partners, the Virginia Board for Workforce Development, and the Virginia Commonwealth University Performance Management Group (PMG) collaborated to develop the strategies in this Plan. As part of this effort, PMG facilitated conversations with representatives from VCCS, VEC, VDOE, VDSS, DARS, DBVI, and DOLI to identify strategies for implementing workforce development programs in Virginia for the next four years.

Preparation for the creation of this Plan began in 2019 and included a governor's workforce development listening tour of the Commonwealth to Roanoke and Harrisonburg in August and Danville, Warsaw, Northern Virginia, Norfolk, Richmond, and the Richlands in September. Additionally, regional stakeholder input sessions were held in Northern Virginia, Harrisonburg, Roanoke, and Abingdon in December 2019 and in Richmond and Hampton in January 2020 to receive additional feedback for the Plan. In addition, these strategies were developed to be consisted with the key priorities outlined in the Training and Employment Guidance Letter NO. 10-19 released February 3, 2020. All partners collaborated throughout the fall, winter, and spring to develop the 2020 Combined State Plan based on stakeholder feedback, evaluation of the work completed since the 2018 update to the 2016 plan, and the expertise of the program partners.

II. STRATEGIC ELEMENTS

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

growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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 (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

<u>The Virginia Economy in 2017</u>

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

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

Table 1: Virginia at a Glance

	Subject	Virginia
Demographics: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates	Total Population	8,365,952
	Male	4,113,988 (49.2%)
	Female	4,251,964 (50.8%)
	0 to 14 Years	1,551,624 (18.5%)
	15 to 19 Years	547,684 (6.5%)
	20 to 34 Years	1,748,663 (20.9%)
	35 to 54 Years	2,268,236 (27.1%)
	55 to 74 Years	1,750,360 (20.9%)
	75 Years and Over	481,385 (5.8%)
	Median Age	38.0 Years
	White	5,720,209 (68.4%)
	Black or African American	1,605,447 (19.2%)
	American Indian and Alaska Native	22,499 (0.3%)
	Asian	520,119 (6.2%)
	Native Hawaiian and Other Pacific Islander	5,469 (0.0%)
	Some Other Race	200,265 (2.4%)
	Percent of persons under 65 with a disability	7.80%
	Percent of persons under 65 without health insurance	11.40%
	Persons 25 and older with a high school diploma or higher	89.10%
	Persons 25 and older with a bachelor's degree or higher	37.60%

	Subject	Virginia
Income and Taxes: U.S. Department of Commerce, Bureau of Economic Analysis 2018 Estimates	Real GDP (2012 dollars)	$477,005,700,000
	Real GDP per capita (2012 dollars)	$56,002
	Per capita Personal Income	$57,799
	Per capita Disposable Income	$50,627
	Personal Taxes to Federal Government	$45,752,356
	Personal Taxes to State Government	$14,372,363
	Personal Taxes to Local Government	$169,772
	Personal Taxes to State and Local Property Taxes	$793,843
	Total Taxes Paid	$61,088,334
Business Demographics: U.S. Census Bureau 2012 estimates	Number of Firms	653,193
	Men-owned Firms	353,012
	Women-owned Firms	236,290
	Minority-owned Firms	185,043
	Veteran-owned Firms	76,434
	Mean travel time to work	28.1 Minutes

Economic Analysis

Existing Demand Industry Sectors and Occupations, Statewide[1]

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

Table 2: Economic Breakdown of Industry Sectors, Second Quarter 2019

Industry		Establishments	Average Employment	Total Wages	Estimated Average Annual Salary	Estimated Annual Growth*
			(Location Quotient)	**(Location Quotient)**		
Accommodation and Food Services		17,528	356,897	$1,818,445,160	$20,384	3,741
			-0.94	-0.85		
Administrative Support and Waste Management		14,330	253,271	$2,801,505,834	$44,252	2,739
			-1	-1.05		
Agriculture, Forestry, Fishing, and Hunting		1,771	13,059	$114,813,299	$35,152	80
			-0.36	-0.36		
Arts, Entertainment and Recreation		3,439	78,397	$499,649,227	$25,480	790
			-0.97	-0.63		
Construction		21,394	212,617	$3,086,100,029	$58,084	1,553
			-1.01	-0.93		
Educational Services		3,991	373,046	$4,187,975,642	$44,928	4,143
			-0.85	-0.72		
Finance and Insurance		11,902	142,478	$3,096,417,495	$86,944	1,114
			-0.88	-0.79		
Health Care and Social Assistance		45,202	510,088	$6,591,915,496	$51,688	11,315
			-0.84	-0.83		

Industry		Establishments	Average Employment	Total Wages	Estimated Average Annual Salary	Estimated Annual Growth*
Information		4,696	73,223	$1,748,981,834	$95,524	-103
			-0.9	-0.78		
	Broadcasting	237	7,703	$123,495,719	$64,116	-92
			-1.09	-0.78		
	Data Processing, Hosting, and Related Service	789	13,818	$441,810,636	$127,920	62
			-1.47	-1.5		
	Motion Picture and Sound Recording Industries	407	6,046	$49,308,881	$32,604	29
			-0.54	-0.25		
	Other Information Services	953	10,200	$174,137,875	$68,276	209
			-0.58	-0.29		
	Publishing Industries	1,286	13,875	$356,786,221	$102,856	-68
			-0.69	-0.56		
	Telecommunications	1,024	21,582	$603,442,502	$111,852	-243
			-1.13	-1.41		
Management of Companies and Enterprises		2,296	80,212	$2,356,731,629	$117,520	419
			-1.26	-1.24		
Manufacturing		6,797	254,218	$3,878,226,737	$61,048	-1,328
			-0.71	-0.62		
Mining, Quarrying, and		302	6,072	$106,063,394	$69,888	-55

Industry		Establishments	Average Employment	Total Wages	Estimated Average Annual Salary	Estimated Annual Growth*
Oil and Gas Extraction						
			-0.33	-0.23		
Other Services		29,723	143,924	$1,588,258,210	$44,148	1,529
			-1.16	-1.28		
	Personal and Laundry Services	7,227	46,531	$333,841,143	$28,704	428
			-1.13	-1.1		
	Private Households	12,525	10,940	$74,251,936	$27,144	-70
			-1.44	-1.39		
	Religious, Grant-making, Civic, Professional, and Similar	3,946	50,145	$758,904,763	$60,528	819
			-1.31	-1.72		
	Repair and Maintenance	6,025	36,308	$421,260,368	$46,384	353
			-0.98	-0.95		
Professional, Scientific, and Technical Services		42,131	440,966	$11,506,380,482	$104,364	7,262
			-1.71	-1.85		
	Accounting, Tax Prep., Bookkeeping, and Payroll Services	3,516	38,067	$815,361,957	$85,696	598
			-1.42	-1.54		
	Advertising, Public Relations, and Related	1,299	11,417	$181,871,906	$63,700	103
			-0.87	-0.68		

Industry		Establishments	Average Employment	Total Wages	Estimated Average Annual Salary	Estimated Annual Growth*
	Architectural Engineering and Related	4,152	63,301	$1,530,077,863	$96,668	466
			-1.42	-1.53		
	Computer Systems Design and Related	14,624	166,996	$5,063,305,622	$121,264	3,313
			-2.87	-2.83		
	Legal Services	4,284	25,529	$522,996,253	$81,952	69
			-0.83	-0.74		
	Management, Scientific, and Technical Consulting	8,783	81,443	$2,247,713,775	$110,396	1,747
			-2	-2.37		
	Other Professional, Scientific, and Technical Services	3,858	27,931	$420,391,803	$60,216	680
			-1.37	-1.5		
	Scientific Research and Development Services	884	24,133	$691,789,183	$114,660	274
			-1.24	-1.07		
	Specialized Design Services	731	2,148	$32,872,120	$61,204	12
			-0.56	-0.5		
Public Administration		4,285	252,955	$5,043,521,983	$79,768	N/A
			(N/A)	(N/A)		
	Admin. Of Economic Programs	766	31,434	$650,511,839	$82,784	N/A**
			(N/A)	(N/A)		

Industry		Establishments	Average Employment	Total Wages	Estimated Average Annual Salary	Estimated Annual Growth*
	Admin. Of Environmental Programs	442	8,472	$146,214,512	$69,056	N/A**
			(N/A)	(N/A)		
	Admin. of Housing Programs, and Urban Planning	146	3,686	$53,606,175	$58,188	N/A**
			(N/A)	(N/A)		
	Admin. Of Human Resource Programs	384	16,584	$260,411,629	$62,816	N/A**
			(N/A)	(N/A)		
	Executive, Legislative, Other General Government	747	36,140	$463,671,236	$51,324	N/A**
			(N/A)	(N/A)		
	Justice, Public Order, and Safety Activities	1,661	83,344	$1,378,488,518	$66,144	N/A**
			(N/A)	(N/A)		
	National Security and International Affairs	134	71,278	$2,035,608,662	$114,244	N/A**
			(N/A)	(N/A)		
	Space Research and Technology	5	2,017	$55,009,412	$109,096	N/A**
			(N/A)	(N/A)		
Real Estate and Rental and Leasing		10,161	57,058	$794,617,710	$55,692	252
			-0.93	-0.9		
Retail Trade		25,554	409,395	$3,196,324,938	$31,252	1,737

Industry		Establishments	Average Employment	Total Wages	Estimated Average Annual Salary	Estimated Annual Growth*
			-0.98	-0.89		
Transportation and Warehousing		6,377	146,520	$1,975,439,820	$53,924	1,338
			-0.85	-0.8		
Utilities		566	18,535	$379,170,942	$81,848	6
			-0.73	-0.69		
Wholesale Trade		11,193	109,829	$2,224,431,059	$81,016	223
			-0.7	-0.73		
Total		275,090	3,953,344	$57,213,733,382	$57,876	41,771

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

Totals may not sum due to rounding.

*Growth based on 2016-2026 Long-term Occupational Projections, Virginia Employment Commission

**Long-Term Industry Projections not available for Public Administration NAICS.

These location quotients show that the industrial share of Virginia's economy largely mirrors that of the nation, with a quotient of one indicating that the industry's share of Virginia's employment or total wages is equal to the industry's national share. One noteworthy finding is the low statistic for the Mining and Agriculture industries. Current political discourse suggests that these are two declining industries, particularly in employment. With mining in particular, however, Virginia has traditionally been thought of as having a large stake in the industry as the Appalachian region, often viewed as the hub of mining activity, runs through the western portion of the Commonwealth. Today, mining accounts for six percent of all employment in the Southwest Virginia Local Workforce Development Area, as well as about 12 percent of the area's total wages. It also has the area's highest average weekly wage. However, this is the only workforce area in the state with a notable mining presence in the local economy, as the industry is either completely absent or accounts for less than one percent of area establishments, employment, and wages in all other regions. This large imbalance creates the low quotient identified here. Regardless of size or prevalence, other states have a more equal distribution of the industry.

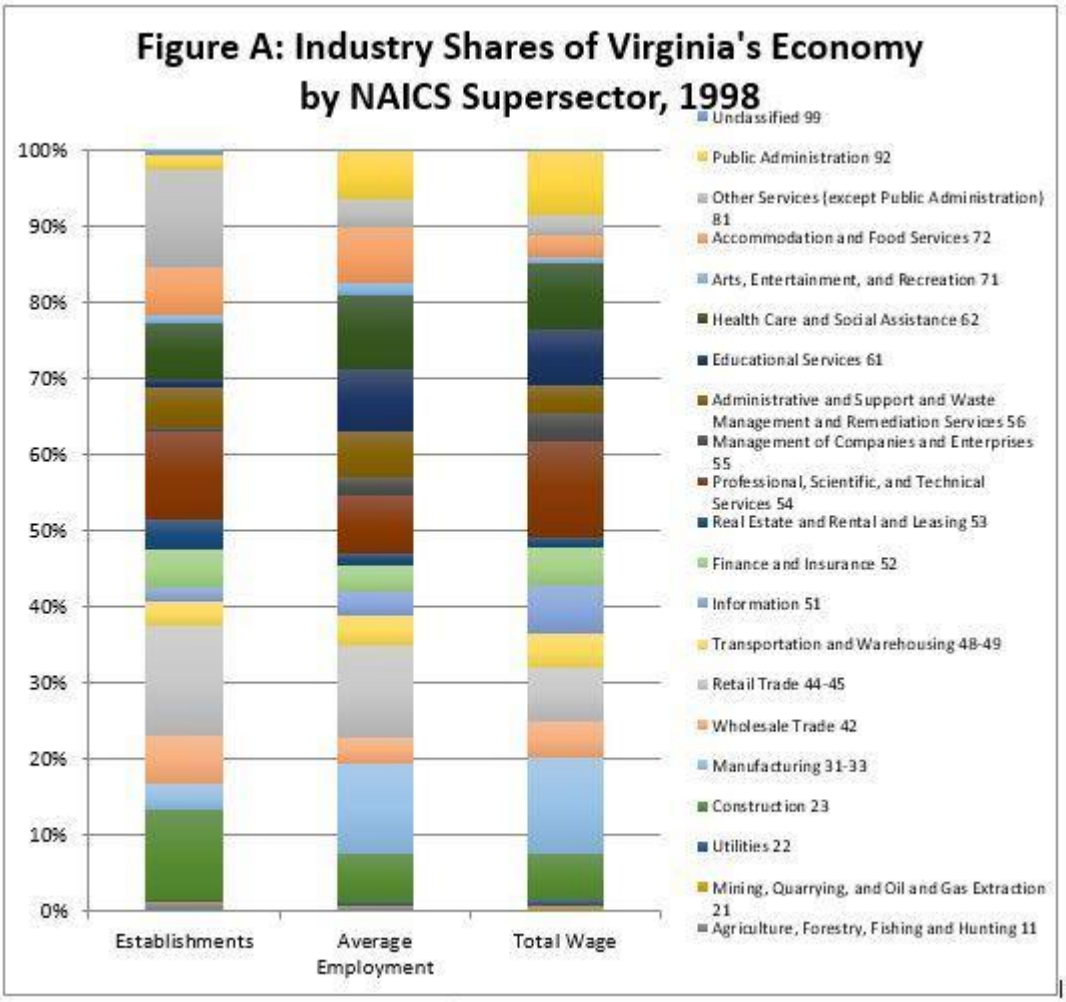
Conversely, Professional, Scientific, and Technical Services have an employment LQ of 1.71, and a total wages LQ of 1.85. As was the case with the mining industry, professional services are

disproportionately concentrated in the Commonwealth, largely in the Northern Virginia and Alexandria/Arlington workforce areas. Unlike Mining in Southwest Virginia, the Professional Scientific and Technical Services industry in Northern Virginia are large contributors to the statewide economy. The industry accounts for more than 15 percent of all Virginia establishments, over 11 percent of employment, and slightly over 20 percent of total wages. As shown in Table 2, these figures are driven primarily by Computer Systems Design and Related Services, which has a much higher share of Virginia's economy than would be expected given the national trends. Accounting for 44 percent of the industry's total wages, and around 38 percent of its employment, Computer Systems Design also boasts the highest calculated average annual salary. The high wages and employment suggest that not only is the industry in high demand from the point of view of business, but also will be sought after by the workforce.

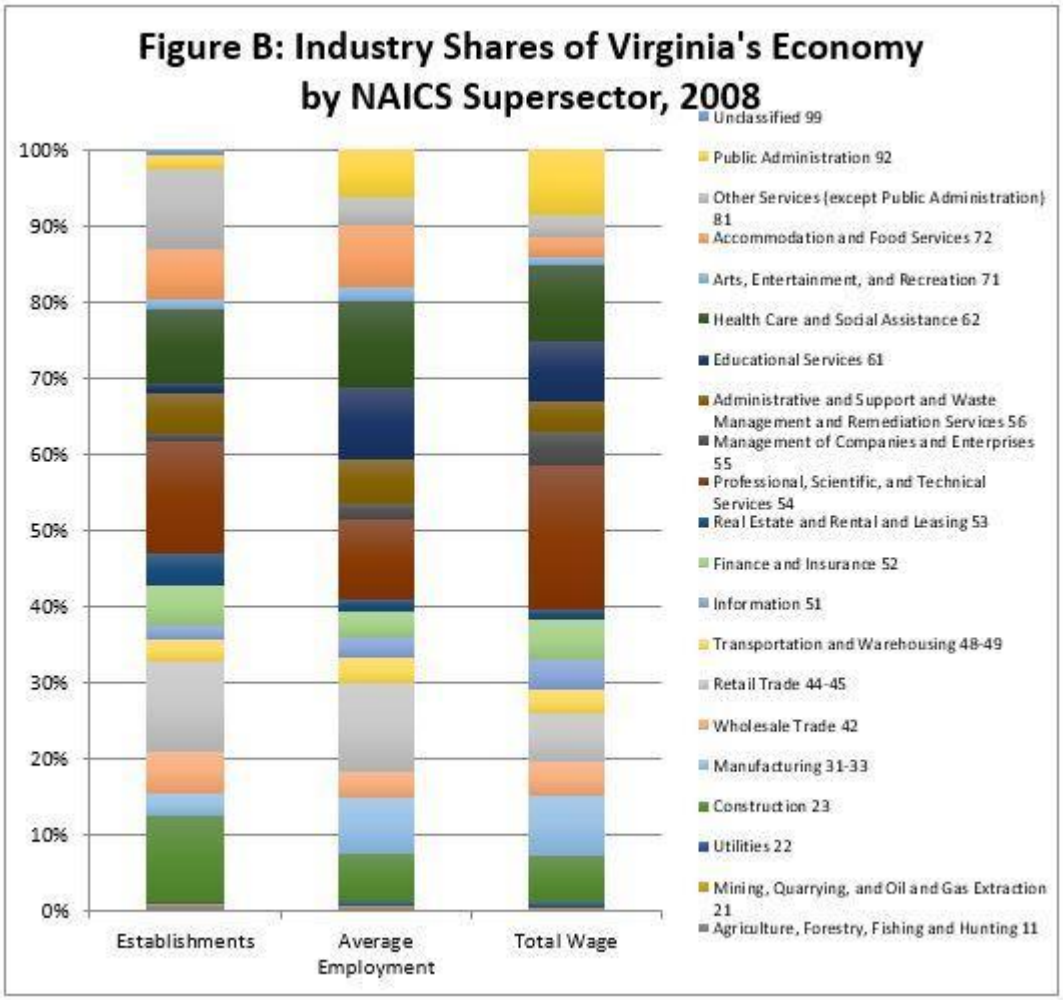
Figures A, B, and **C** further highlight the current relative importance of the health care, accommodation, professional services, retail, and education industries, and the 20-year progression illustrated by the three figures shows how the landscape of Virginia's economy has evolved. The Manufacturing industry, for example, declined significantly between 1998 and 2008, going from 11.7 percent of statewide employment and 12.7 percent of total wages in 1998 to 7.4 and 7.7 percent, respectively. Similarly, Construction went from a substantial 11.8 percent of statewide establishments in 1998 to a more modest 7.9 percent in 2018. Although the establishment share declined by approximately four percent, the industry held onto its share of employment and total wages, seeing each decline by less than a percentage point over the same period.

[1] For an ongoing examination of the Virginia economy, see publications from the Virginia Employment Commission's Economic Information & Analytics Division, such as the Economic Indicators. All publications can be found at https://virginiaworks.com/publications

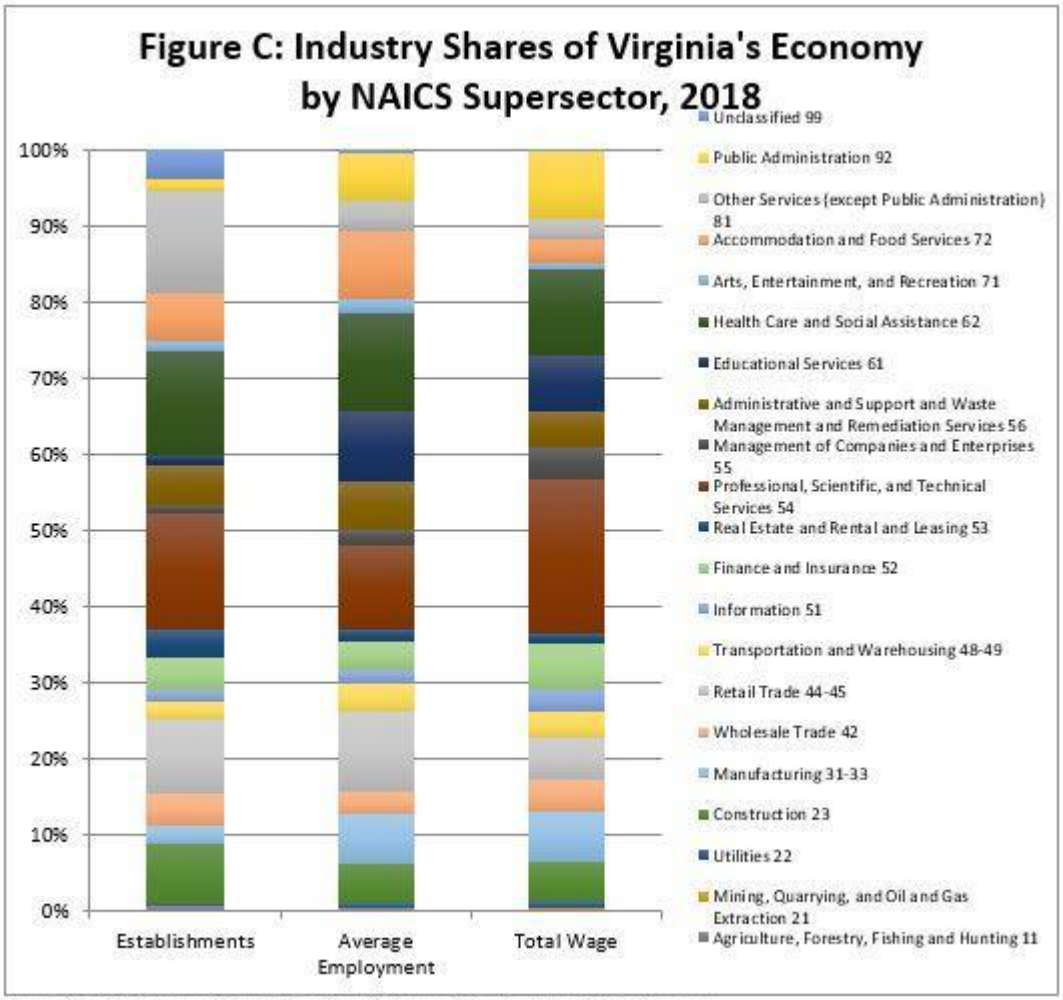
[2] Location Quotients reported utilize the nation as the base comparison. For a more complete understanding of this metric, please see the Bureau of Labor Statistics at https://data.bls.gov/cew/doc/info/location_quotients.htm



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



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



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

Over these same two decades, Professional, Scientific, and Technical Services has been increasing. Though the industry's establishment share has been relatively modest in its growth, the average employment and total wages have increased dramatically. Currently, Professional Services accounts for slightly over 20 percent of Virginia's total wages, nearly doubling from 1998. When considering industrial shares of Virginia's economy, it can appear that total wages is generally increasing across the majority of industries and geographies across Virginia. However, and as will be discussed further, in order to assess decline and expansion of specific industries it is important to consider industry change in relation to other industries, as well as within the greater context of the overall state economy.

Table 3 displays the most recent Occupation and Employment Statistics (OES) program data. Office and Administrative Support positions rank first in terms of employment levels, which underscores the narrative of moving from goods-producing work such as manufacturing, to more white-collar positions in industries such as Professional Services and Health Care. Office and Administrative Support positions are concentrated in the Professional, Education, and Retail industries. This has been the case for more than ten years and is hardly a new phenomenon as evidenced by the average annual growth of 2,187 for the occupationr.

What the relatively small growth of the largest occupation group may forewarn, is that the Virginia economy is reaching capacity[1] for certain positions. As was previously discussed, the Virginia (and indeed, the United States as a whole) economy has moved from a goods-producing economy to a services-based economy in recent years. Such a switch occurs, no matter how rapidly, over the span of multiple years if not decades.[2] What we may be witnessing now, is that the economy has made a full transition to the service industry, and we are currently at a type of equilibrium until the next major industrial shift. This shift may be from one industry to another – such as the transition from Retail to Health Care between 2000 and 2010 – or potentially a shift back to a parity between goods and services that existed only briefly in the late 1990s and early 2000s.

Table 3: Major Occupations by Employment, May 2018

Occupation	Employment	Entry Level Salary	Median Salary	Experienced Salary	Average Annual Growth*
Office and Administrative Support	541,670	$23,870	$35,770	$46,610	2,187
Sales and Related	397,690	$19,770	$27,725	$53,779	1,740
Food Preparation and Serving Related	335,430	$18,072	$21,870	$28,548	4,251
Business and Financial Operations	274,770	$49,766	$79,287	$105,250	4,037

Occupation	Employment	Entry Level Salary	Median Salary	Experienced Salary	Average Annual Growth*
Education, Training, and Library	245,270	$27,022	$51,176	$73,600	3,096
Transportation and Material Moving	237,820	$22,388	$34,074	$48,218	1,914
Healthcare Practitioners and Technical	210,960	$38,977	$65,847	$105,414	3,704
Computer and Mathematical	206,750	$61,248	$100,530	$125,701	3,743
Production	181,300	$23,740	$35,349	$47,020	-694
Management	173,960	$73,334	$128,502	$177,860	2,384
Construction and Extraction	158,230	$29,667	$42,506	$54,654	1,320
Installation, Maintenance, and Repair	159,140	$29,901	$48,599	$61,837	1,186
Building and Grounds Cleaning and Maintenance	126,180	$19,868	$26,205	$33,502	1,653
Personal Care and Service	126,720	$18,051	$23,645	$33,667	4,262
Protective Service	103,270	$27,330	$43,853	$60,449	738
Healthcare Support	95,490	$22,541	$30,436	$39,323	2,562
Architectural and Engineering	77,210	$54,961	$85,717	$110,928	721
Community and Social Service	58,510	$31,764	$47,381	$61,289	1,325
Arts, Design, Entertainment, Sports, and Media	48,600	$28,070	$54,655	$77,456	737
Legal	35,600	$43,922	$88,942	$136,476	466
Life, Physical, and Social Science	32,480	$44,430	$77,822	$108,609	419
Farming, Fishing and Forestry	5,830	$23,196	$33,085	$43,697	23
State Total/Average	3,832,840	$22,895	$41,741	$73,390	41,771

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

Totals may not sum due to rounding.

*Growth based on 2016-2026 Long-term Occupational Projections, Virginia Employment Commission

Existing Demand Industry Sectors and Occupations, Local Workforce Development Areas[3]

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

Table 4: Snapshot of State and Local Economies, Second Quarter 2019

Region	**Number of Establishments**	**Average Employment**	**Total Wages (thousands of dollars)**	**Average Weekly Wage**
I Southwestern Virginia	4,664	56,118	$529,148	$725
II New River/Mt. Rogers	9,722	141,443	$1,362,238	$741
III Western Virginia	10,080	160,224	$1,778,106	$854
IV Shenandoah Valley	14,926	224,519	$2,368,574	$812
VI Piedmont Workforce Network	14,177	176,274	$2,082,744	$909
VII Central VA	7,699	100,592	$1,069,914	$818
VIII South Central	5,601	55,136	$497,858	$695
IX Capital Region Workforce Partnership	34,989	574,496	$7,709,662	$1,032
XI Northern Virginia	62,855	993,678	$18,681,848	$1,446
XII Alexandria/Arlington	15,182	274,070	$5,792,104	$1,626
XIII Bay Consortium	13,532	169,634	$1,981,270	$898
XIV Greater Peninsula	12,042	234,072	$2,788,561	$916
XV Crater Area	4,235	68,951	$776,456	$866
XVI Hampton Roads	29,494	520,646	$6,335,447	$936

Region	Number of Establishments	Average Employment	Total Wages (thousands of dollars)	Average Weekly Wage
XVII West Piedmont	6,258	67,363	$598,454	$683
Virginia	275,090	3,953,344	$57,213,733	$1,113

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

Table 5: Top 5 Major Occupations by Employment for each Local Workforce Development Area, May 2018

Region	Occupation	Employment	Median Annual Salary	Average Annual Employment Growth*
LWDA I – Southwestern Virginia	Office and Administrative Support	8,970	$27,158	43
	Sales and Related	5,200	$22,273	11
	Education, Training, and Library	4,650	$41,784	49
	Healthcare Practitioners and Technical	4,520	$47,224	76
	Food Preparation and Serving Related	4,350	$19,463	45
LWDA II – New River/ Mt. Rogers	Production	18,530	$35,074	-131
	Office and Administrative Support	18,330	$29,490	96
	Sales and Related	15,180	$24,088	59
	Food Preparation and Serving Related	12,900	$20,194	155
	Education, Training, and Library	11,840	$48,686	173
LWDA III – Western Virginia	Office and Administrative Support	25,810	$32,645	82
	Sales and Related	15,410	$28,589	60

Region	Occupation	Employment	Median Annual Salary	Average Annual Employment Growth*
	Food Preparation and Serving Related	13,900	$20,177	148
	Production	13,220	$34,814	-63
	Transportation and Material Moving	13,120	$31,994	109
LWDA IV – Shenandoah Valley	Office and Administrative Support	30,160	$32,878	121
	Food Preparation and Serving Related	24,840	$21,478	283
	Sales and Related	22,640	$26,011	75
	Production	22,190	$35,538	-113
	Transportation and Material Moving	20,270	$34,695	189
LWDA VI – Piedmont Workforce Network	Office and Administrative Support	23,570	$35,861	111
	Food Preparation and Serving Related	17,220	$23,999	210
	Education, Training, and Library	17,130	$53,786	214
	Sales and Related	16,550	$28,639	105
	Healthcare Practitioners and Technical	12,410	$67,141	183
LWDA VII – Central Virginia	Office and Administrative Support	15,240	$30,126	39
	Sales and Related	10,650	$23,895	36
	Production	10,310	$34,956	-72
	Food Preparation and Serving Related	9,090	$19,928	108
	Transportation and Material Moving	7,830	$30,307	25

Region	Occupation	Employment	Median Annual Salary	Average Annual Employment Growth*
LWDA VIII – South Central Virginia	Office and Administrative Support	7,670	$31,144	19
	Education, Training, and Library	4,740	$46,854	53
	Transportation and Material Moving	4,720	$33,760	35
	Sales and Related	4,680	$25,747	11
	Production	3,980	$32,279	-33
LWDA IX – Capital Region Workforce Partnership	Office and Administrative Support	90,480	$36,521	360
	Sales and Related	61,180	$27,492	272
	Business and Financial Operations	43,520	$71,065	528
	Food Preparation and Serving Related	43,340	$21,140	612
	Transportation and Material Moving	38,620	$32,548	313
LWDA XI – Northern Virginia	Office and Administrative Support	129,820	$40,553	N/A**
	Computer and Mathematical	107,610	$109,839	N/A**
	Sales and Related	105,990	$31,679	N/A**
	Business and Financial Operations	94,850	$90,779	N/A**
	Food Preparation and Serving Related	72,700	$24,444	N/A**
LWDA XII – Alexandria/Arlington	Business and Financial Operations	38,420	$93,778	N/A**
	Office and Administrative Support	31,710	$43,593	N/A**
	Food Preparation and Serving Related	25,900	$23,814	N/A**

Region	Occupation	Employment	Median Annual Salary	Average Annual Employment Growth*
	Computer and Mathematical	25,410	$112,270	N/A**
	Management	24,110	$151,140	N/A**
LWDA XIII – Bay Consortium	Office and Administrative Support	23,260	$35,428	159
	Sales and Related	18,050	$26,323	125
	Food Preparation and Serving Related	17,370	$22,068	237
	Education, Training, and Library	13,460	$44,267	179
	Transportation and Material Moving	10,680	$33,233	90
LWDA XIV – Greater Peninsula	Office and Administrative Support	32,860	$34,109	87
	Food Preparation and Serving Related	26,530	$21,068	253
	Sales and Related	25,990	$23,798	72
	Education, Training, and Library	15,330	$47,469	157
	Construction and Extraction	13,540	$49,499	25
LWDA XV – Crater Area	Food Preparation and Serving Related	9,660	$20,056	74
	Office and Administrative Support	9,600	$33,143	38
	Sales and Related	7,530	$23,404	5
	Transportation and Material Moving	7,170	$34,956	69
	Production	5,160	$36,112	-25
LWDA XVI – Hampton Roads	Office and Administrative Support	79,540	$34,038	272

Region	Occupation	Employment	Median Annual Salary	Average Annual Employment Growth*
	Sales and Related	54,050	$25,103	182
	Food Preparation and Serving Related	46,750	$20,635	575
	Transportation and Material Moving	37,680	$35,286	282
	Healthcare Practitioners and Technical	31,770	$63,219	570
LWDA XVII – West Piedmont	Office and Administrative Support	10,160	$28,722	46
	Production	9,080	$32,667	-65
	Sales and Related	8,970	$21,418	14
	Food Preparation and Serving Related	6,850	$20,745	63
	Transportation and Material Moving	5,410	$29,715	23

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

*Growth based on 2016-2026 Long-term Occupational Projections, Virginia Employment Commission

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

Looking first at the top five occupations of each region in **Table 5**, Office and Administrative Support positions are either the largest or second largest occupation in each area. The rest of the top five are largely the same, with only the ranking changing. One difference that does stand out is the prominence of Computer and Mathematical positions in Northern Virginia and the Alexandria/Arlington workforce region. Looking at the two regions combined,[4] the occupation group is expected to add the most jobs to the northern area over the next 10 years – over 26,000 – and is ranked second in terms of 10 year growth (21.7 percent), behind Health Care Support (31.1 percent).

Table 6 displays the largest industry in each workforce area according to each QCEW metric. What is interesting is that this table illustrates the strength of the Northern Virginia LWDA. Looking at average employment and total wages, Professional, Scientific, and Technical Services is the top industry in both Northern Virginia and Alexandria/Arlington. While this industry is no longer the largest in the Commonwealth as a whole, it is only slightly smaller than the Health

Care industry, showing the large impact that the Northern areas of Virginia have on the state economy.

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

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

[3] For a complete, ongoing analysis of each LWDA economy, see the Local Workforce Development Area Industry Bulletin produced by the Virginia Employment Commission's Economic Information & Analytics Division. All versions can be found at https://www.virginiaworks.com/publications

[4] Due to the close proximity and the commonality of individuals living in one area and working in another intertwining the two economies, it is common practice to combine the Northern Virginia and Alexandria/Arlington local workforce development areas.

Table 6: Largest Industry in Local Workforce Development Area

Region	Number of Establishments (Percent of LWDA Total)	Average Employment	Total Wage	Highest Average Weekly Wage
		(Percent of LWDA Total)	**(Percent of LWDA Total)**	
I Southwestern Virginia	Health Care	Health Care	Health Care	Mining, etc.
	27.20%	16%	17.00%	$1,427
II New River/Mt. Rogers	Health Care	Manufacturing	Manufacturing	Prof. Services, etc.
	24.20%	18.40%	24.00%	$1,160
III Western Virginia	Health Care	Health Care	Health Care	Mgmt. of Companies
	18.20%	18.00%	22.00%	$1,414
IV Shenandoah Valley	Health Care	Manufacturing	Manufacturing	Mgmt. of Companies
	20.10%	15.00%	19.20%	$1,499
VI Piedmont Workforce Network	Health Care	Education	Education	Utilities
	20.40%	16.50%	17.50%	$2,027

Region	Number of Establishments (Percent of LWDA Total)	Average Employment	Total Wage	Highest Average Weekly Wage
VII Region 2000/Central VA	Health Care	Health Care	Manufacturing	Prof. Services, etc.
	24%	17.40%	20.60%	$1,481
VIII South Central	Health Care	Health Care	Health Care	Utilities
	31.70%	18.60%	20.00%	$1,824
IX Capital Region Workforce Partnership	Health Care	Health Care	Health Care	Mgmt. of Companies
	19.40%	14.60%	14.80%	$2,264
XI Northern Virginia	Professional Services, etc.	Professional Services, etc.	Professional Services, etc.	Mgmt. of Companies
	24.80%	19.90%	32.00%	$3,201
XII Alexandria/Arlington	Other Services	Professional Services, etc.	Professional Services, etc.	Utilities
	24.60%	23.10%	31.60%	$3,194
XIII Bay Consortium	Health Care	Retail Trade	Public Admin.	Public Admin.
	20.90%	13.00%	19.40%	$1,687
XIV Greater Peninsula	Health Care	Health Care	Manufacturing	Mgmt. of Companies
	15.90%	14.30%	21.60%	$1,586
XV Crater Area	Health Care	Health Care	Health Care	Utilities
	22.40%	17.60%	17.20%	$1,833
XVI Hampton Roads	Health Care	Health Care	Health Care	Mgmt. of Companies
	17.30%	14.30%	15.10%	$1,587
XVII West Piedmont	Health Care	Manufacturing	Manufacturing	Mgmt. of Companies
	40.00%	17.50%	24.80%	$1,248
State	Health Care	Health Care	Prof. Services, etc.	Mgmt. of Companies
	16.40%	12.90%	20.10%	$2,260

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

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

Table 7: Regional Shares of Statewide Economy, Second Quarter 2019

LWDA Region	Number of Establishments	Average Employment	Total Wage
I Southwestern Virginia	2%	1%	1%
II New River/Mt. Rogers	4%	4%	2%
III Western Virginia	4%	4%	3%
IV Shenandoah Valley	5%	6%	4%
VI Piedmont Workforce Network	5%	4%	4%
VII Region 2000/Central VA	3%	3%	2%
VIII South Central	2%	1%	1%
IX Capital Region Workforce Partnership	13%	15%	13%
XI Northern Virginia	23%	25%	33%
XII Alexandria/Arlington	6%	7%	10%
XIII Bay Consortium	5%	4%	3%
XIV Greater Peninsula	4%	6%	5%
XV Crater Area	2%	2%	1%
XVI Hampton Roads	11%	13%	11%
XVII West Piedmont	2%	2%	1%

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

Emerging Demand Industry Sectors and Occupations, Statewide

Table 8 ranks the top 20 minor group occupations according to projected employment growth. A quarter of the top growing occupations are specific to the Health Care and Social Assistance industry. The previous section illustrated the growing prominence of the industry, which began around the time of the Affordable Care Act. Other occupations, such as Food and Beverage Serving Workers, Information and Record Clerks, and Postsecondary Teachers, are strongly represented in the other top industries of the state. There are other occupations that are

particularly noteworthy. Construction Trade Workers are a growing occupation, which suggests a need to address areas outside of the obvious white-collar positions.

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

Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Growth	Average Annual Growth
Other Personal Care and Service Workers	98,007	132,308	34,301	3,430
Business Operations Specialists	195,904	223,642	27,738	2,774
Food and Beverage Serving Workers	193,334	220,963	27,629	2,763
Health Diagnosing and Treating Practitioners	128,157	151,488	23,331	2,333
Nursing, Psychiatric, and Home Health Aides	51,803	65,767	13,964	1,396
Information and Record Clerks	148,000	161,246	13,246	1,325
Health Technologists and Technicians	78,657	91,713	13,056	1,306
Counselors, Social Workers, and other Community and Social Service Specialists	54,645	67,566	12,921	1,292
Financial Specialists	89,828	102,459	12,631	1,263
Primary, Secondary, and Special Education School Teachers	106,844	118,926	12,082	1,208
Building Cleaning and Pest Control Workers	101,553	112,029	10,476	1,048
Other Management	128,236	138,393	10,157	1,016
Other Healthcare Support	36,577	46,482	9,905	991
Construction Trade Workers	136,636	145,784	9,148	915
Material Moving Workers	96,930	105,340	8,410	841
Cooks and Food Preparation Workers	75,645	83,901	8,256	826
Motor Vehicle Operators	111,086	118,633	7,547	755
Postsecondary Teachers	40,621	47,681	7,060	706

Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Growth	Average Annual Growth
Material Recording, Scheduling, Dispatching, and Distributing	105,233	112,110	6,877	688
Other Teachers and Instructors	47,474	54,269	6,795	680

Source: Virginia Employment Commission, Long-Term Occupational Projections

Note: Occupations based on 2016 data, and estimated through 2026

Table 9 provides a ranking of the declining occupations in the Commonwealth. What is promising is that there are only eight declining minor group occupations, with most being a relatively minor decline. Overall, the occupations represented here are anticipated.

Table 9: Declining Minor Group Occupations by Employment Growth

Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Loss	Average Annual Decline
Assemblers and Fabricators	27,726	24,022	-3,704	-370
Secretaries and Administrative Assistants	65,522	62,138	-3,384	-388
Textile, Apparel, and Furnishings Workers	17,290	15,969	-1,321	-132
Other Production	51,053	49,909	-1,144	-114
Metal Workers and Plastic Workers	29,834	28,990	-844	-84
Communications Equipment Operators	1,573	1,287	-286	-29
Plant and Systems Operators	6,920	6,699	-221	-22
Extraction Workers	3,062	3,022	-40	-4
Supervisors of Production Workers	12,638	12,644	6	1

Source: Virginia Employment Commission, Long-Term Occupational Projections

Note: Occupations based on 2016 data, and estimated through 2026

Table 10 turns the focus to industries. As with the occupations outlined above, Health Care, Professional Services, and Accommodation and Food services are once again well represented among the fastest-growing industries. Other emerging industries of note are Specialty Trade Contractors, Heavy and Civil Engineering Construction, and Construction of Buildings. **Table 11** illustrates the top declining industries, with manufacturing being the most vulnerable.

What is particularly troubling is that the Manufacturing industry, which accounts for almost 250,000 workers, is not represented in either the occupations or industries that are emerging in the Commonwealth. With service-providing industries such as Health Care and Education providing jobs and growing wages in the most populous areas of the state, there is nothing wrong with feeding their growth. However, if the Manufacturing industry and associated occupations continue to decline, focus will need to shift to addressing the potential for an increasing skills gap across the Commonwealth, an issue that will be returned to in the later portion of this analysis.

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

Industry	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Growth	Average Annual Growth
Professional, Scientific, and Technical Services	409,398	482,019	72,621	7,262
Ambulatory Health Care Services	172,218	229,922	57,704	5,770
Educational Services	354,347	395,780	41,433	4,143
Food Services and Drinking Places	295,040	331,412	36,372	3,637
Social Assistance	76,976	111,690	34,714	3,471
Administrative and Support Services	220,721	247,029	26,308	2,631
Nursing and Residential Care Facilities	75,558	91,604	16,046	1,605
Religious, Grant-making, Civic, Professional, and Similar Organizations	47,180	55,367	8,187	819
Specialty Trade Contractors	118,843	126,554	7,711	771
Food and Beverage Stores	78,878	86,576	7,689	770
Amusement, Gambling, and Recreation Industries	42,335	49,247	6,912	691
Warehousing and Storage	27,053	33,554	6,501	650
General Merchandise Stores	88,488	94,437	5,949	595

Industry	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Growth	Average Annual Growth
Credit Intermediation and Related Activities	71,082	76,358	5,276	528
Hospitals	116,477	121,164	4,687	469
Personal and Laundry Services	43,754	48,034	4,280	428
Management of Companies and Enterprises	72,910	77,096	4,186	419
Heavy and Civil Engineering Construction	29,277	33,345	4,068	407
Motor Vehicle and Parts Dealers	55,059	58,899	3,840	384
Construction of Buildings	39,263	43,010	3,747	375

Source: Virginia Employment Commission, Long-Term Industry Projections

Note: Industries based on 2016 data, and estimated through 2026

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

Industry	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Loss	Average Annual Decline
Clothing and Clothing Accessories Stores	32,533	27,992	-4,541	-454
Telecommunications	24,489	22,059	-2,430	-243
Chemical Manufacturing	14,208	12,142	-2,066	-207
Computer and Electronic Product Manufacturing	11,280	9,535	-1,745	-175
Plastics and Rubber Products Manufacturing	16,285	14,549	-1,736	-174
Electronics and Appliance Stores	12,915	11,185	-1,730	-173
Printing and Related Support Activities	10,025	8,382	-1,643	-164
Broadcasting (except Internet)	7,889	6,972	-917	-92

Industry	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Loss	Average Annual Decline
Nonmetallic Mineral Product Manufacturing	8,838	7,939	-899	-90
Merchant Wholesalers, Nondurable Goods	32,987	32,104	-883	-88
Textile Mills	3,726	2,946	-780	-78
Machinery Manufacturing	14,780	14,015	-765	-77
Private Households	11,024	10,323	-701	-70
Publishing Industries (except Internet)	14,197	13,520	-677	-68
Primary Metal Manufacturing	3,922	3,252	-670	-67
Paper Manufacturing	7,870	7,207	-663	-66
Mining (except Oil and Gas)	4,798	4,151	-647	-65
Textile Product Mills	3,165	2,546	-619	-62
Fabricated Metal Product Manufacturing	18,039	17,465	-574	-57
Electrical Equipment, Appliance, and Component Manufacturing	7,931	7,379	-552	-55

Source: Virginia Employment Commission, Long-Term Industry Projections

Note: Industries based on 2016 data, and estimated through 2026

Emerging Demand Industry Sectors and Occupations, Local Workforce Development Areas

The fastest-growing occupations and industries are similar across workforce areas, all of which loosely resemble the state as a whole. **Table 12** illustrates the top-growing occupations for each LWDA, while **Table 13** addresses the emerging industries. Interestingly, unlike the highest regional industries outlined earlier, in the case of emerging demand the Northern Virginia LWDA looks very similar to the other areas rather than being a dominant outlier.

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

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA I – Southwestern Virginia	Other Personal Care and Service Workers	1,276	1,979	703	70

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Health Diagnosing and Treating Practitioners	2,307	2,753	446	45
	Information and Record Clerks	2,759	3,105	346	35
	Food and Beverage Serving Workers	2,619	2,944	325	33
	Health Technologists and Technicians	1,931	2,230	299	30
LWDA II – New River/ Mt. Rogers	Other Personal Care and Service Workers	3,433	5,042	1,609	161
	Food and Beverage Serving Workers	8,481	9,626	1,145	115
	Postsecondary Teachers	5,192	6,101	909	91
	Information and Record Clerks	5,294	6,001	707	71
	Health Diagnosing and Treating Practitioners	4,097	4,746	649	65
LWDA III – Western Virginia	Health Diagnosing and Treating Practitioners	8,434	9,565	1,131	113
	Other Personal Care and Service Workers	3,342	4,397	1,055	106
	Food and Beverage Serving Workers	7,486	8,384	898	90
	Nursing, Psychiatric, and	3,603	4,412	809	81

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Home Health Aides				
	Counselors, Social Workers, and Other	2,905	3,633	728	73
LWDA IV – Shenandoah Valley	Other Personal Care and Service Workers	5,942	8,276	2,334	233
	Food and Beverage Serving Workers	13,012	14,983	1,971	197
	Health Diagnosing and Treating Practitioners	7,059	8,322	1,263	126
	Nursing, Psychiatric, and Home Health Aides	3,966	4,978	1,012	101
	Material Moving Workers	9,359	10,272	913	91
LWDA VI – Piedmont Workforce Network	Other Personal Care and Service Workers	5,764	8,053	2,289	229
	Food and Beverage Serving Workers	7,989	9,222	1,233	123
	Health Diagnosing and Treating Practitioners	8,186	9,391	1,205	121
	Construction Trades Workers	7,217	8,075	858	86
	Business Operations Specialists	5,898	6,753	855	86
LWDA VII – Central Virginia	Other Personal Care and Service Workers	3,170	4,422	1,252	125

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Food and Beverage Serving Workers	5,369	6,109	740	74
	Health Diagnosing and Treating Practitioners	3,750	4,441	691	69
	Counselors, Social Workers, and Other	2,043	2,626	583	58
	Nursing, Psychiatric, and Home Health Aides	2,031	2,558	527	53
LWDA VIII – South Central Virginia	Other Personal Care and Service Workers	2,192	3,425	1,233	123
	Nursing, Psychiatric, and Home Health Aides	1,702	2,068	366	37
	Food and Beverage Serving Workers	2,479	2,822	343	34
	Health Diagnosing and Treating Practitioners	1,727	2,009	282	28
	Health Technologists and Technicians	1,743	1,993	250	25
LWDA IX – Capital Region Workforce Partnership	Other Personal Care and Service Workers	13,877	18,808	4,931	493
	Food and Beverage Serving Workers	26,562	30,453	3,891	389
	Health Diagnosing and	22,689	26,522	3,833	383

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Treating Practitioners				
	Business Operations Specialists	28,537	31,835	3,298	330
	Counselors, Social Workers, and Other	9,892	12,615	2,723	272
Combined LWDA XI and XII– Northern Virginia and Alexandria/Arlington*	Business Operations Specialists	94,177	111,043	16,866	1,687
	Food and Beverage Serving Workers	56,743	65,661	8,918	892
	Other Personal Care and Service Workers	28,872	36,394	7,522	752
	Health Diagnosing and Treating Practitioners	32,668	39,736	7,068	707
	Financial Specialists	40,968	47,874	6,906	691
LWDA XIII – Bay Consortium	Other Personal Care and Service Workers	5,752	8,139	2,387	239
	Food and Beverage Serving Workers	10,351	11,975	1,624	162
	Health Diagnosing and Treating Practitioners	4,818	5,955	1,137	114
	Business Operations Specialists	6,324	7,248	924	92
	Preschool, Primary,	7,143	8,015	872	87

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Secondary, and Special Education School				
LWDA XIV – Greater Peninsula	Food and Beverage Serving Workers	12,877	14,460	1,583	158
	Other Personal Care and Service Workers	5,007	6,431	1,424	142
	Health Diagnosing and Treating Practitioners	7,766	9,052	1,286	129
	Counselors, Social Workers, and Other	4,329	5,426	1,097	110
	Business Operations Specialists	9,362	10,198	836	84
LWDA XV – Crater Area	Other Personal Care and Service Workers	2,312	3,296	984	98
	Food and Beverage Serving Workers	4,213	4,814	601	60
	Material Moving Workers	3,445	3,862	417	42
	Health Diagnosing and Treating Practitioners	2,399	2,796	397	40
	Nursing, Psychiatric, and Home Health Aides	1,280	1,616	336	34
LWDA XVI – Hampton Roads	Other Personal Care and Service Workers	12,513	16,953	4,440	444

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Food and Beverage Serving Workers	30,547	34,444	3,897	390
	Health Diagnosing and Treating Practitioners	18,754	22,244	3,490	349
	Nursing, Psychiatric, and Home Health Aides	9,563	12,564	3,001	300
	Business Operations Specialists	21,705	24,181	2,476	248
LWDA XVII – West Piedmont	Other Personal Care and Service Workers	3,336	5,086	1,750	175
	Food and Beverage Serving Workers	3,876	4,362	486	49
	Nursing, Psychiatric, and Home Health Aides	1,832	2,274	442	44
	Health Diagnosing and Treating Practitioners	2,262	2,603	341	34
	Information and Record Clerks	2,775	3,085	310	31

Source: Virginia Employment Commission, Long-Term Occupational Projections

Note: Occupations based on 2016 data, and estimated through 2026

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

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

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
LWDA I – Southwestern Virginia	Ambulatory Health Care Services	3,293	4,411	1,118	112
	Social Assistance	1,645	2,627	982	98
	Educational Services	6,872	7,480	608	61
	Professional, Scientific, and Technical Services	2,119	2,454	335	34
	Nursing and Residential Care Facilities	1,686	1,976	290	29
LWDA II – New River/ Mt. Rogers	Educational Services	21,194	23,555	2,361	236
	Ambulatory Health Care Services	5,466	7,220	1,754	175
	Social Assistance	3,186	4,859	1,673	167
	Food Services and Drinking Places	12,303	13,699	1,396	140
	Administrative and Support Services	5,885	6,798	913	91
LWDA III – Western Virginia	Ambulatory Health Care Services	7,368	9,826	2,458	246
	Educational Services	11,735	13,047	1,312	131
	Food Services and Drinking Places	12,201	13,418	1,217	122
	Professional, Scientific, and Technical Services	7,414	8,627	1,213	121

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Nursing and Residential Care Facilities	4,856	5,882	1,026	103
LWDA IV – Shenandoah Valley	Educational Services	25,734	28,863	3,129	313
	Social Assistance	4,906	7,563	2,657	266
	Ambulatory Health Care Services	8,118	10,755	2,637	264
	Food Services and Drinking Places	17,947	20,321	2,374	237
	Warehousing and Storage	5,013	6,333	1,320	132
LWDA VI – Piedmont Workforce Network	Educational Services	26,347	29,553	3,206	321
	Social Assistance	3,766	5,973	2,207	221
	Ambulatory Health Care Services	6,613	8,675	2,062	206
	Food Services and Drinking Places	13,291	15,097	1,806	181
	Professional, Scientific, and Technical Services	9,831	11,543	1,712	171
LWDA VII – Central Virginia	Ambulatory Health Care Services	5,290	7,089	1,799	180
	Social Assistance	2,767	4,082	1,315	132
	Educational Services	8,927	10,004	1,077	108
	Food Services and Drinking Places	8,304	9,305	1,001	100

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Professional, Scientific, and Technical Services	4,969	5,625	656	66
LWDA VIII – South Central Virginia	Social Assistance	1,708	2,848	1,140	114
	Ambulatory Health Care Services	2,916	3,960	1,044	104
	Educational Services	7,527	8,201	674	67
	Nursing and Residential Care Facilities	2,131	2,514	383	38
	Food Services and Drinking Places	3,528	3,884	356	36
LWDA IX – Capital Region Workforce Partnership	Ambulatory Health Care Services	26,193	34,875	8,682	868
	Social Assistance	12,850	19,025	6,175	618
	Educational Services	47,595	53,527	5,932	593
	Professional, Scientific, and Technical Services	37,273	43,120	5,847	585
	Administrative and Support Services	40,029	45,169	5,140	514
Combined LWDA XI and XII– Northern Virginia and Alexandria/Arlington*	Professional, Scientific, and Technical Services	247,873	299,157	51,284	5,128
	Ambulatory Health Care Services	50,492	67,859	17,367	1,737

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Food Services and Drinking Places	90,242	103,040	12,798	1,280
	Educational Services	97,490	109,580	12,090	1,209
	Administrative and Support Services	75,477	86,626	11,149	1,115
LWDA XIII – Bay Consortium	Ambulatory Health Care Services	8,282	11,074	2,792	279
	Social Assistance	4,476	6,726	2,250	225
	Educational Services	18,328	20,557	2,229	223
	Food Services and Drinking Places	15,005	17,083	2,078	208
	Professional, Scientific, and Technical Services	9,895	11,780	1,885	189
LWDA XIV – Greater Peninsula	Ambulatory Health Care Services	10,802	14,325	3,520	352
	Educational Services	21,095	23,215	2,120	212
	Food Services and Drinking Places	20,642	22,707	2,065	207
	Professional, Scientific, and Technical Services	12,499	14,422	1,923	192
	Social Assistance	4,117	5,691	1,574	157
LWDA XV – Crater Area	Ambulatory Health Care Services	3,566	4,843	1,277	128

Workforce Area	Occupation	2016 Estimated Employment	2026 Employment Forecast	Forecasted Employment Change	Average Annual Growth
	Warehousing and Storage	3,704	4,516	812	81
	Social Assistance	1,507	2,319	812	81
	Educational Services	5,340	5,930	590	59
	Food Services and Drinking Places	5,795	6,370	575	58
LWDA XVI – Hampton Roads	Ambulatory Health Care Services	28,532	38,472	9,940	994
	Educational Services	46,710	51,984	5,274	527
	Professional, Scientific, and Technical Services	33,444	38,584	5,140	514
	Food Services and Drinking Places	45,220	49,908	4,688	469
	Social Assistance	9,741	13,956	4,215	422
LWDA XVII – West Piedmont	Social Assistance	2,499	4,147	1,648	165
	Ambulatory and Health Care Services	3,601	4,848	1,247	125
	Educational Services	7,018	7,683	665	67
	Administrative and Support Services	4,648	5,167	519	52
	Food Services and Drinking Places	4,900	5,394	494	49

Source: Virginia Employment Commission, Long-Term Industry Projections

Note: Industries based on 2016 data, and estimated through 2026

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

Employment Needs of Businesses and Potential Skills Gaps

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

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

Industry	Quick Facts	Top 5 Occupations (Estimated Employment based on 2016 projections)	Top Advertised Skills	Top Advertised Certifications
Accommodation and Food Services	• 9.2% of VA Jobs • 15,928 Openings • 19,484 Employers • $9.50 Average Hourly Wage • Top advertised Tool or Technology: Fryers	1. Combined Food Preparation and Serving Workers (74,873) 2. Waiters and Waitresses (66,326) 3.Cooks, Restaurant (31,780) 4. First-Line Supervisors of Food Preparation and Serving Workers (21,258) 5.Food Preparation Workers (14,522)	1. Customer Service 2. Positive Attitude 3. Food Preparation 4. Inventory Management 5. Cash Handling	1. ServSafe Certifications 2. CPR 3. Talent Development Certifications 4. CDR Certifications 5. Commercial Drivers License

Administrative Support and Waste Management	• 6.4% of VA Jobs • 9,244 Openings • 10,334 Employers • $20.40 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Janitors and Cleaners (32,804) 2. Security Guards (22,030) 3. Landscaping and Grounds-keeping Workers (18,361) 4. Laborers and Freight, Stock, and Material Movers (10,958) 5. Customer Service representatives (8,781)	1. Customer Service 2. Attention to Detail 3. Interpersonal Skills 4. Problem Solving 5. Risk Management	1. CPR 2. Nursing Credentials and Certifications 3. Commercial Drivers License 4. ISC² Certifications 5. Cisco Associate Certifications

Agriculture, Forestry, Fishing, and Hunting	• 0.4% of VA Jobs • 84 Openings • 1,523 Employers • $16.60 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Farmworkers and Laborers (26,160) 2. Agriculture Equipment Operators (2,593) 3. First-Line Supervisors of Farming, Fishing, and Forestry Workers (1,363) 4. Logging Equipment Operators (1,131) 5. Farmworkers, Farm, Ranch, and Aquaculture Animals (950)	1. Watering 2. Decision Making 3. Moving Plants 4. Reading Maps 5. Customer Service	1. Commercial Drivers License 2. AGA Certification 3. CPA Certification

Arts, Entertainment, and Recreation	• 2.1% of VA Jobs • 1,537 Openings • 5,599 Employers • $11.48 Average Hourly Wage • Top advertised Tool or Technology: Saws	1. Amusement and Recreation Attendants (4,515) 2. Cashiers (1,857) 3. Waiters and Waitresses (1,812) 4. Receptionists and Information Clerks (1,544) 5. Lifeguards, Ski Patrol, and Other Recreational Protective Service (1,515)	1. Customer Services 2. Positive Attitude 3. Attention to Detail 4. Ability to Empathize 5. Positive Work Ethic	1. CPR 2. First Aid 3. American Sports and Fitness Association Cert. 4. Aerobics and Fitness Association of America Certifications 5. Water Safety Certifications

Construction	• 5.4% of VA Jobs • 1,907 Openings • 21,602 Employers • $27.15 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Construction Laborers (17,063) 2. Supervisors of Construction and Extraction Workers (14,101) 3. Carpenters (14,073) 4. Electricians (10,715) 5. Plumbers, Pipefitters, and Steamfitters (8,855)	1. Customer Service 2. Problem Solving 3. Work Independently 4. Attention to Detail 5. Self Motivated	1. Commercial Drivers License 2. CPR 3. CompTIA Certifications 4. CPA Certification 5. ISC^2 Certifications

Educational Services	• 8.6% of VA Jobs • 9,082 Openings • 7,167 Employers • $23.20 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Teacher Assistants (24,496) 2. Bus Drivers (12,906) 3. Janitors and Cleaners (11,414) 4. Office Clerks (10,176) 5. Secretaries and Administrative Assistants (8,961)	1. Customer Service 2. Work Independently 3. Attention to Detail 4. Organizational Skills 5. Interpersonal Skills	1. CPR 2. Nursing Credentials and Certifications 3.First Aid Certification 4. Commercial Drivers License 5. Council for Professional Recognition Credentials

Finance and Insurance	• 3.6% of VA Jobs • 3,655 Openings • 12,748 Employers • $42.33 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Customer Service Representatives (12,824) 2. Tellers (11,231) 3. Insurance Sales Agents (9,851) 4. First-Line Supervisors of Office and Administrative Support Workers (6,131) 5. Loan Interviewers and Clerks (5,343)	1. Customer Service 2. Problem Solving 3. Risk Management 4. Decision Making 5. Attention to Detail	1. FINRA Financial Securities Professionals 2. CPA Certification 3. Information Systems Audit and Control Association Certification 4. ISC² Certifications 5. American Institute for Chartered Property Casualty Underwriters

Health Care and Social Assistance	• 12.8% of VA Jobs • 21,539 Openings • 36,397 Employers • $24.08 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Registered Nurses (54,344) 2. Nursing Assistants (34,695) 3. Licensed Practical and Licensed Vocational Nurses (18,337) 4. Receptionists and Information Clerks (15,099) 5. Medical Assistants (11,577)	1. Customer Service 2. Problem Solving 3. Interpersonal Skills 4. Attention to Detail 5. Decision Making	1. CPR 2. Nursing Credentials and Certifications 3. Cisco Associate Certifications 4. ISC^2 Certifications 5. GIAC Security Certifications – Cyber Defense

Information	• 1.9% of VA Jobs • 3,362 Openings • 5,790 Employers • $43.50 Average Hourly Wage • Top advertised Tool or Technology: Python	1. Customer Service Representatives (4,210) 2. Sales Representatives (3,850) 3. Telecommunications Line Installers and Repairers (4,266) 4. Software Developers, Applications (2,762) 5. Computer User Support Specialists (2,335)	1. Problem Solving 2. Customer Service 3. Attention to Detail 4. Flexibility 5. Work Independently	1. ISC² Certifications 2. Cisco Associate Certifications 3. CompTIA Certifications 4. Cisco Professional Certifications 5. CPA Certification

Management of Companies and Enterprises	• 2.0% of VA Jobs • 2,482 Openings • 276 Employers • $50.20 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Accountants and Auditors (3,725) 2. General Operations Managers (2,675) 3. Bookkeeping, Accounting, and Auditing Clerks (2,454) 4. Management Analysts (2,369) 5. Financial Managers (2,360)	1. Customer Service 2. Vacuuming Floors 3. Flexibility 4. Problem Solving 5. Critical Thinking	1. CPR 2. Nursing Credentials and Certifications 3. AHIMA Certifications 4. Competency & Credentialing Institute 5.Social Worker Credentials & Certifications

Manufacturing	• 6.5% of VA Jobs • 8,322 Openings • 6,838 Employers • $28.08 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Team Assemblers (11,822) 2. First-Line Supervisors of Production and Operating Workers (9,001) 3. Laborers and Freight, Stock, and Material Movers (6,896) 4. Inspectors, Testers, Sorters, Samplers, and Weighers (6,702) 5. Machinists (5,096)	1. Decision Making 2. Problem Solving 3. Customer Service 4. Interpersonal Skills 5. Work Independently	1. ISC^2 Certifications 2. CompTIA Certifications 3. Cisco Associate Certifications 4. Scaled Agile Certifications 5. Commercial Drivers License

Mining, Quarrying, and Oil and Gas Extraction	• 0.2% of VA Jobs • 180 Openings • 262 Employers • $34.50 Average Hourly Wage • Top advertised Tool or Technology: Ladder	1. Operating Engineers and Other Construction (758) 2. Mine Cutting and Channeling Machine Operators (679) 3. Continuous Mining Machine Operators (632) 4. Helpers—Extraction Workers (202) 5. Mobile Heavy Equipment Mechanics, Except Engines (183)	1. Critical Thinking 2. Welding 3. Decision Making 4. Flexibility 5. Problem Solving	1. ASNT Certifications 2. PMI Certifications 3. Commercial Drivers License 4. Board of Certified Safety Professionals

Other Services (Except Public Administration)	• 3.8% of VA Jobs • 2,127 Openings • 39,018 Employers • $20.20 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Hairdressers, Hairstylists, and Cosmetologists (9,368) 2. Automotive Service Technicians and Mechanics (7,170) 3. Office Clerks (5,187) 4. Cleaners of Vehicles and Equipment (4,945) 5. Childcare Workers (4,897)	1. Customer Service 2. Interpersonal Skills 3. Attention to Detail 4. Organizational Skills 5. Positive Attitude	1. Nursing Credentials and Certifications 2. CPR 3. First Aid Certifications. 4. Commercial Drivers License 5. Association of Nutrition & Foodservice Professionals Certifications

Professional, Scientific and Technical Services	• 11.2% of VA Jobs • 40,073 Openings • 26,772 Employers • $47.98 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Management Analysts (27,472) 2. Software Developers, Applications (23,439) 3. Accountants and Auditors (18,825) 4. Software Developers, Systems Software (18,326) 5. Computer Systems Analysts (17,153)	1. Flexibility 2. Problem Solving 3. Customer Service 4. Work Independently 5. Interpersonal Skills	1. ISC[2] Certifications 2. CompTIA Certifications 3. Cisco Associate Certifications 4. Information Systems Audit and Control Association 5. GIAC Security Certifications – Cyber Defense

Public Administration	• 6.5% of VA Jobs • 4,134 Openings • 7,313 Employers • $37.70 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Correctional Officers and Jailers (6,834) 2. Highway Maintenance Workers (2,959) 3. Office and Administrative Support Workers (2,184) 4. Probation Officers and Correctional Treatment Specialists (2,007) 5. Office Clerks (1,943)	1. Customer Service 2. Problem Solving 3. Work Independently 4. Decision Making 5. Attention to Detail	1. CPR 2. Commercial Drivers License 3. Nursing Credentials and Certifications 4. First Aid Certifications 5. Social Worker Credentials & Certifications

Real Estate and Rental and Leasing	• 1.4% of VA Jobs • 1,372Openings • 13,082 Employers • $26.08 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Maintenance and Repair Workers, General (7,554) 2. Office Clerks (3,296) 3. Property, Real Estate, and Community Association Managers (1,739) 4. Real Estate Brokers (1,622) 5. Secretaries and Administrative Assistants (1,614)	1. Customer Service 2. Time Management 3. Preventative Maintenance 4. Problem Solving 5. Attention to Detail	1. Commercial Drivers License 2. Nursing Credentials and Certifications 3. National Apartment Association Certifications 4. Community Associations Institute Certifications 5. Community Association Managers International Certification Board

Retail Trade	• 10.7% of VA Jobs • 14,564 Openings • 34,484 Employers • $14.33 Average Hourly Wage • Top advertised Tool or Technology: Cash Register	1. Retail Salespersons (109,799) 2. Cashiers (85,675) 3. Stock Clerks and Order Fillers (40,032) 4. First-Line Supervisors of Retail Sales Workers (27,868) 5. Automotive Service Technicians and Mechanics (10,725)	1. Customer Service 2. Willingness to Learn 3. Inventory Management 4. Interpersonal Skills 5. Verifies Proof of Legal Drinking Age	1. National Registry of Food Safety Professionals Certifications 2. CPR 3. Commercial Drivers License 4. Pharmacy Technician Certification Board 5. ISC^2 Certifications

Transportation	• 3.7% of VA Jobs • 1,734 Openings • 5,157 Employers • $25.45 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Heavy and Tractor-Trailer Truck Drivers (22,261) 2. Laborers and Freight, Stock, and Material Movers (16,175) 3. Light Truck or Delivery Services Drivers (6,641) 4. Industrial Truck and Tractor Operators (5,110) 5. Flight Attendants (4,080)	1. Customer Service 2. Problem Solving 3. Work Independently 4. Verbal Communication Skills 5. Attention to Detail	1. Commercial Drivers License 2. Toyota Certification 3. CompTIA Certifications 4. FINRA Financial Securities Professionals 5. ISC² Certifications

Utilities	• 0.5% of VA Jobs • 307 Openings • 358 Employers • $42.40 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Electrical Power-Line Installers and Repairers (1,645) 2. Electrical Engineers (603) 3. Electrical and Electronics Repairers, Powerhouse, Substation, and Relay (564) 4. Customer Service Representatives (467) 5. Control and Valve Installers and Repaireres, Except Mechanical Door (404)	1. Problem Solving 2. Customer Service 3. Self-Motivated 4. Interpersonal Skills 5. Decision Making	1. Commercial Drivers License 2. National Society of Professional Engineers Credential 3. CPA Certification 4. American Society of Mechanical Engineers Certifications 5. CPR

Wholesale Trade	• 2.8% of VA Jobs • 2,548 Openings • 6,750 Employers • $39.33 Average Hourly Wage • Top advertised Tool or Technology: Microsoft Office	1. Sales Reps, Wholesale and Manufacturing (19,774) 2. Laborers and Freight, Stock, and Material Movers, Hand (6,007) 3. Customer Service Representatives (4,220) 4. Heavy and Tractor-Trailer Truck Drivers (4,188) 5. Stock Clerks and Order Fillers (4,172)	1. Customer Service 2. Problem Solving 3. Attention to Detail 4. Interpersonal Skills 5. Work Independently	1. Commercial Drivers License 2. CPA Certifications 3. Project Management Institute Certifications 4. CompTIA Certifications 5. Cisco Associate Certifications

Source: Virginia Employment Commission, Statewide Economic Analysis Report Program Year 2018 (2019). Skills, certifications, and technologies based on employer self-identification in the Virginia Workforce Connection.

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

Table 15: Employer Needs for Top Occupations by Current Openings

Occupation	Job Openings,[2] Available Candidates[3] and Average Advertised Wage[4]	Top Employer Advertised Skills	Top Employer Advertised Certifications	Employer Advertised Education[5] and Experience
Registered Nurses	• 6,420 Openings • 250 Candidates • $67,990 Average Wage	• Critical Thinking • Decision Making • Customer Service • Problem Solving • Attention to Detail	• Registered Nurse • Advanced Cardiac Life Support • CPR • Basic Life Support • Pediatric Advanced Life Support	• Associate's Degree • 1 to 2 years experience
Computer Occupations, All Other	• 4,574 Openings • 1,154 Candidates • $104,680 Average Wage	• Problem Solving • Flexibility • System Design • Risk Management • Work Independently	• ISC • CompTIA • Scaled Agile • Cisco Associate • GIAC Security	• Bachelor's Degree • 4 to 6 years experience
Computer Programmers	• 3,293 Openings • 134 Candidates • $95,520 Average Wage	• Developing web based applications • Problem Solving • Flexibility • Software Development • Agile software development	• CompTIA • ISC • Scrum Alliance • Cisco Associate • GIAC Security	• Bachelor's Degree • 6 months to 1 year experience

Computer User Support Specialists	• 3,213 Openings • 628 Candidates • $55,960 Average Wage	• Customer Service • Problem Solving • Work Independently • Conflict Management • Attention to Detail	• CompTIA • Cisco Associate • ISC • GIAC Security • American Rental Association	• Bachelor's Degree • 2 to 4 years experience
Retail Salesperson	• 3,132 Openings • 758 Candidates • $26,120 Average Wage	• Customer Service • Honesty • Cash Handling • Stock Merchandise • Verbal Communication Skills	• None Widely Requested	• High School Diploma or Equivalent • Entry Level
First-Line Supervisors of Food Preparation and Serving Workers	• 3,014 Openings • 183 Candidates • $35,900 Average Wage	• Customer Service • Inventory Management • Restaurant Management • Cash Handling • Food Preparation	• None Widely Requested	• High School Diploma or Equivalent • Entry Level

Combined Food Preparation and Serving Workers, Including Fast Food	• 2,783 Openings • 467 Candidates • $20,150 Average Wage	• Customer Service • Greeting Customers • Positive Attitude • Team Player • Mops floors	• None Widely Requested	• Less than High School Diploma • Entry Level
Customer Service Representatives	• 2,374 Openings • 4,370 Candidates • $34,390 Average Wage	• Customer Service • Problem Solving • Answer Questions • Attention to Detail • Answer Phone Calls	• None Widely Requested	• High School Diploma or Equivalent • 1 year to 2 years experience
Network and Computer Systems Administrators	• 2,022 Openings • 293 Candidates • $94,380 Average Wage	• Problem Solving • Customer Service • Conflict Management • Decision Making • Work Independently	• Cisco Associate Certifications • CompTIA • ISC • Red Hat • Juniper Networks	• Bachelor's Degree • 6 to 8 years experience

Software Developers, Applications	• 1,906 Openings • 199 Candidates • $111,010 Average Wage	• Problem Solving • Developing Web Based Applications • Software Development Experience • Develop Software • Work Independently	• ISC • GIAC Security • Cisco Associate • CompTIA • CyberArk	• Bachelor's Degree • 4 to 6 years experience

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

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

One particularly troubling gap shown in **Table 16** is the high proportion of experienced candidates to openings requiring said experience. At 86 candidates per opening, the idea of underemployment and subsequent worker discouragement becomes more understandable. The previous recession, as well as the move to a less physically demanding service-based economy which allows for individuals to keep working later in life, can cause individuals to face hardships including a layoff later in their career or an economy that is not ready to meet them at their optimum level. Without addressing this shortcoming, it is unlikely to see underemployment decline, which in turn creates a potentially more contentious labor force that is less likely to find benefit in participating in the labor market. This possibility is further supported by the declining labor force participation addressed previously.

Table 16: Supply and Demand in Virginia, August 2019

Subject		Job Openings	Potential Candidates	Potential Candidates per Job Opening
	Statewide Total	199,036	62,620	0.31
Top 5 Occupations by Job Openings	**Registered Nurses**	6,420	250	0.04

Subject		Job Openings	Potential Candidates	Potential Candidates per Job Opening
	Computer Occupations	3,293	134	0.04
	Computer User Support Specialists	3,213	628	0.2
	First-Line Supervisors of Food Preparation and Serving Workers	3,014	183	0.06
	Combined Food Preparation and Serving Workers, Including Fast Food	2,562	469	0.18
Educational Attainment	**High School Diploma or Equivalent**	12,718	23,808	1.87
	Vocational School Certificate	215	3,311	15.4
	Associate's Degree	2,055	11,077	5.39
	Bachelor's Degree	18,205	10,512	0.58
	Post-Graduate Degree	1,015	4,579	4.51
Work Experience	**Less than 1 Year**	1,155	2,472	2.14
	1 to 2 Years	176,338	1,390	0.08
	2 to 5 Years	8,541	3,434	0.4
	5 to 10 Years	3,457	5,148	1.49
	More than 10 Years	580	50,176	86.51

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

Note: Both job and candidate information is self-reported by businesses and job seekers as of August 2019

[1] Skills and certification requirements are based on the industries as a whole, and are not specific to any occupation within that industry.

[2] Monthly Job Count for August 2019. Job openings include all online postings, after de-duplication efforts.

[3] Candidate Count is individuals with active resumes in the Virginia Workforce Connection that specify a preference for a given occupation as of September 15, 2019.

[4] Not all positions advertised include wage information.

[5] Not all positions advertised include education requirements

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[4]. This population must include individuals with disabilities among other groups[5] in the State and across regions identified by the State. This includes—

[4] 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.

[5] 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

Employment and Unemployment in Virginia[1]

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

[1] For a thorough analysis of unemployment in the Commonwealth, please refer to the Virginia Employment Commission's Economic Information & Analytics Division publication, "Labor Supply and Demand in Virginia." All versions can be found at https://www.virginiaworks.com/publications

Table 17: Local Area Unemployment Statistics, Third Quarter 2019

(Not Seasonally Adjusted)

LWDA Region	Labor Force	Employed	Unemployed	Unemployment Rate
I Southwestern Virginia	71,300	68,195	3,105	4.4%
II New River/Mt. Rogers	180,882	175,356	5,526	3.1%
III Western Virginia	170,096	165,427	4,670	2.7%
IV Shenandoah Valley	275,118	268,142	6,976	2.5%
VI Piedmont Workforce Network	227,132	221,547	5,585	2.4%
VII Region 2000/Central VA	125,247	121,262	3,985	3.2%
VIII South Central	81,006	78,106	2,901	3.6%
IX Capital Region Workforce Partnership	597,753	581,255	16,498	2.7%
XI Northern Virginia	1,171,700	1,145,265	26,435	2.3%
XII Alexandria/Arlington	259,091	254,160	4,931	1.9%
XIII Bay Consortium	259,009	251,649	7,360	2.8%
XIV Greater Peninsula	261,127	253,045	8,082	3.1%
XV Crater Area	76,246	73,343	2,903	3.8%
XVI Hampton Roads	600,759	583,307	17,452	2.9%
XVII West Piedmont	87,179	83,951	3,228	3.7%
State	4,443,646	4,324,010	119,636	2.7%

Source: Virginia Employment Commission, Local Area Unemployment Statistics Program

Totals may not add due to rounding.

Table 18: Who are the Unemployed

Subject	Estimate (Percent)
Total Claimants	19,995
Male	10,234 (51.2%)
Female	9,751 (48.8%)
Veteran*	(2.7%)
Under 22 Years	197 (1.0%)
22 to 24 Years	525 (2.6%)

Subject	Estimate (Percent)
25 to 34 Years	4,124 (20.6%)
35 to 44 Years	4,689 (23.5%)
45 to 54 Years	4,796 (24.0%)
55 to 64 Years	4,515 (22.6%)
65 Years and Over	1,149 (5.7%)
8th Grade or Less**	1,319 (4.4%)
Some High School**	1,973 (6.5%)
High School Grad/GED**	10,552 (35.0%)
Some College/2-Year Degree**	6,570 (21.8%)
Bachelor's Degree**	3,826 (12.7%)
Some Graduate School**	529 (1.8%)
Post Graduate Degree**	1,054 (3.5%)
Unknown Educational Attainment**	3,909 (13.0%)

Source: Virginia Employment Commission, Characteristics of the Insured Unemployed –October 2019

*Data from 2018, Annual

**Education data from 2018

As **Table 18** shows, unemployment insurance claimants in Virginia are relatively evenly split across most demographics. There are slightly more men than women who are unemployed, though the split is close to 50 percent. Between the prime working ages of 25 to 54, the three nine-year cohorts have approximately equal shares of the state's unemployment claims. The largest discrepancy is found when looking at educational attainment. Those with less than a bachelor's degree account for more than 67 percent of Virginia's unemployment claimants.

Table 19: Top 10 Occupations by Number of Claimants, June 2019

Information and Record Clerks	1,496
Other Production Occupations	923
Other Management Occupations	874
Construction Trade Workers	867
Operations Specialties Managers	808
Cooks and Food Preparation Workers	738

Information and Record Clerks	1,496
Material Moving Workers	730
Business Operations Specialists	695
Secretaries and Administrative Assistants	598
Other Office and Administrative Support Workers	573

Source: Virginia Employment Commission

Table 20: Top 10 Industries by Number of Claimants, June 2019

Administrative and Support Services	2,927
Professional, Scientific, and Technical Services	2,648
Food Services and Drinking Places	1,964
Social Assistance	996
Specialty Trade Contractors	833
Ambulatory Health Care Services	768
Educational Services	616
Credit Intermediation and Related Activities	545
General Merchandise Stores	475
Merchant Wholesalers, Durable Goods	411

Source: Virginia Employment commission

Table 21: Poverty in the Commonwealth

Subject	Population	2012 Estimate		2017 Estimate	
		Population	**Percent Below Poverty Level**	**Population**	**Percent Below Poverty Level**
Age	Under 18 Years	1,822,714	14.60%	1,838,741	14.90%
	18 to 64 Years	4,985,270	10.40%	5,116,003	10.70%
	65 Years and Over	961,144	7.90%	1,161,386	7.40%
Sex	Male	3,777,350	9.80%	3,956,535	10.00%
	Female	3,991,778	12.30%	4,159,595	12.30%

Subject	Population	2012 Estimate		2017 Estimate	
Race	White, not Hispanic or Latino	5,052,767	8.30%	5,569,513	8.90%
	Black or African American	1,484,905	19.40%	1,531,025	19.40%
	American Indian and Alaska Native	23,936	14.50%	21,503	13.00%
	Asian	435,887	8.40%	511,014	7.50%
	Native Hawaiian and other Pacific Islander	5,139	11.40%	5,036	5.30%
	Hispanic or Latino	613,911	15.40%	729,278	15.00%
Educational Attainment	Less than High School	665,399	22.40%	598,937	21.90%
	High School Graduate or GED	1,317,050	10.70%	1,340,690	11.90%
	Some College or Associate's	1,427,312	7.10%	1,520,127	8.20%
	Bachelor's Degree or Higher	1,848,918	2.80%	2,124,765	3.30%

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

Labor Market Trends

The alternative measures of labor underutilization produced by the Bureau of Labor Statistics (BLS) provides six measures of unemployment, each with varying degrees of exclusivity. The most recent four-quarter average, covering fourth quarter 2018 through third quarter 2019, provides evidence that the Commonwealth may be near the natural rate of unemployment. Across all measures, there has been little change since the previous four quarter average, and since the same period a year ago.

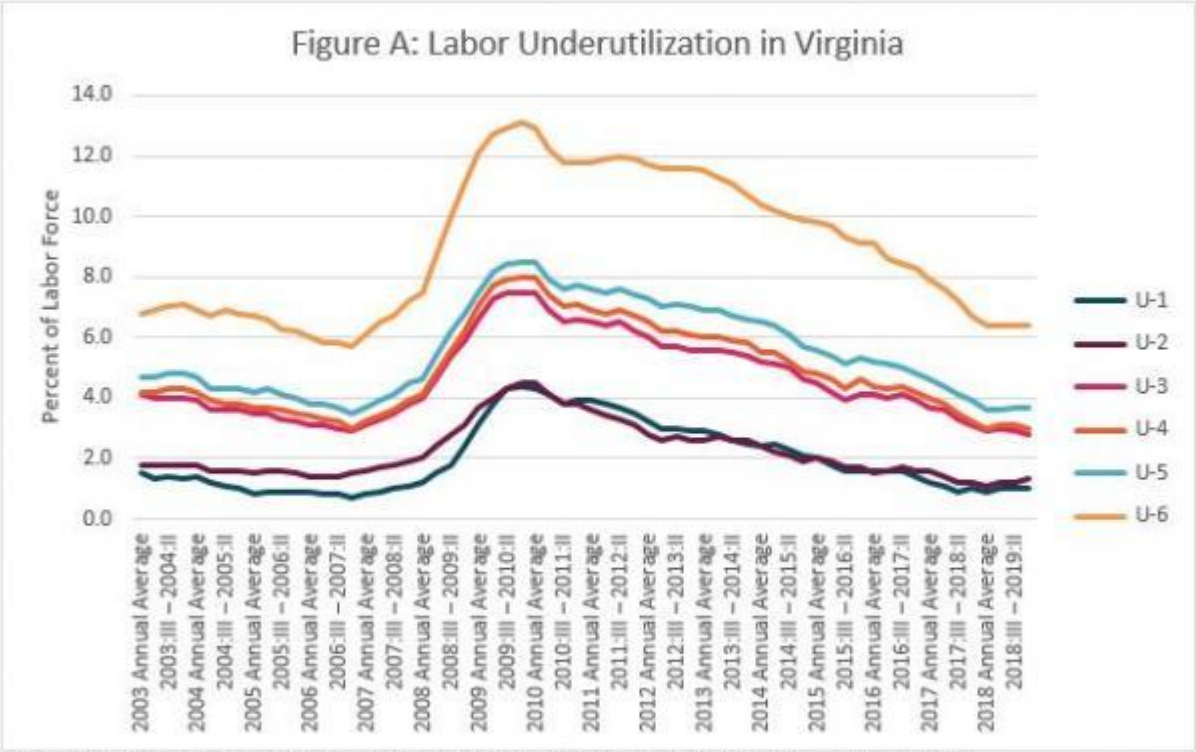
Table 22: Alternative Measures of Labor Underutilization

Measurement	**Current 4 quarter average (2018:IV – 2019:III)**	**Previous 4 quarter average (2018:III – 2019:II)**	**National Data (2018:IV – 2019:III)**	**Last year's equivalent 4 quarter average (2017:IV – 2018:III)**
U-1	1.0	1.0	1.3	1.0
U-2	1.3	1.2	1.7	1.2

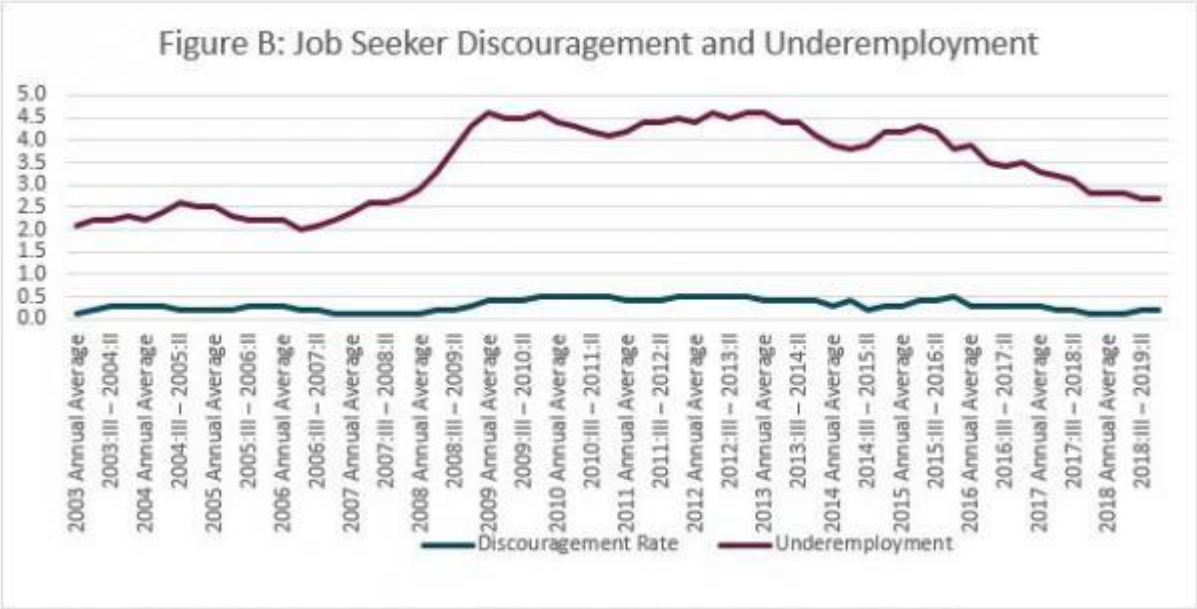
Measurement	Current 4 quarter average (2018:IV – 2019:III)	Previous 4 quarter average (2018:III – 2019:II)	National Data (2018:IV – 2019:III)	Last year's equivalent 4 quarter average (2017:IV – 2018:III)
U-3*	2.8	2.9	3.7	3.1
U-4	3.0	3.1	4.0	3.2
U-5	3.7	3.7	4.6	3.6
U-6	6.4	6.4	7.3	6.4

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

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



Source: Bureau of Labor Statistics, Alternative Measures of Labor Underutilization, Virginia Employment Commission



Source: Bureau of Labor Statistics, Alternative Measures of Labor Underutilization, Virginia Employment Commission

Looking at national figures, the Commonwealth remains below the nation across all six measures. Regarding underemployment and discouragement, Virginia is slightly below the nation in terms of discouragement and is tied with the nation in underemployment.

Tables 23 and **24** explore the recent trend of labor force participation by demographic (**Table 23**) and locality (**Table 24**). This is the most concerning labor market trend, as nearly every demographic and region of the state has seen labor force participation decline. While age cohorts have seen little participation change over the last six years, the race and ethnicity demographics have had a more pronounced decline, particularly among the Native Hawaiian and Other Pacific Islander population. One of the only noteworthy increases was among those with a bachelor's degree or more, which saw participation increase by slightly less than one percentage point since 2012, ending at 87.4 percent, which is the highest rate of any demographic. Turning to localities, five LWDAs saw an improvement in their participation rate between 2013 and 2018, and only 37 counties had any increase.

Table 23: Employment Status by Demographic

Subject	2012 Estimate			2017 Estimate		
	Population	**Labor Force Participation Rate**	**Unemployment Rate**	**Population**	**Labor Force Participation Rate**	**Unemployment Rate**
16 to 19 Years	446,841	39.10%	24.90%	441,747	38.10%	18.90%
20 to 24 Years	574,370	75.00%	13.40%	585,879	75.60%	11.20%
25 to 44 Years	2,207,685	84.30%	6.10%	2,259,547	84.10%	5.40%
45 to 54 Years	1,202,830	82.60%	4.90%	1,171,473	82.40%	3.70%
55 to 64 Years	957,551	66.60%	4.50%	1,061,878	67.43%	3.20%
65 to 74 Years	559,430	27.10%	3.50%	706,482	28.20%	3.10%
75 Years and Over	429,075	6.20%	4.50%	481,385	6.90%	2.50%
White, not Hispanic or Latino	4,539,107	66.50%	5.60%	4,342,655	64.50%	4.50%
Black or African American	1,210,125	66.30%	11.60%	1,269,048	65.80%	9.00%
American Indian and Alaska Native	20,786	66.40%	9.00%	18,751	65.20%	7.20%
Asian	351,462	71.10%	5.30%	420,320	69.40%	4.20%
Native Hawaiian or Other Pacific Islander	4,156	83.10%	11.40%	4,497	71.20%	6.70%
Hispanic or Latino	445,720	78.20%	7.90%	529,633	76.20%	5.40%
Male	2,442,099	84.30%	6.50%	2,519,027	84.00%	5.10%
Female	2,500,337	74.60%	6.00%	2,559,750	74.80%	5.00%

Subject	2012 Estimate			2017 Estimate		
Less than High School	463,229	61.50%	12.20%	411,815	61.10%	8.80%
High School Graduate or Equivalent	1,055,522	75.70%	7.30%	1,041,545	74.00%	6.00%
Some College or Associate's Degree	1,239,970	81.70%	5.50%	1,263,801	80.20%	4.70%
Bachelor's Degree or Higher	1,609,345	86.70%	2.90%	1,775,737	87.40%	2.60%
With Any Disability	435,023	43.10%	5.40%	467,954	44.40%	11.90%

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

Table 24: Labor Force Participation Rates and Trends by Locality

Area	**2013**	**2018**	**Change**	**Area**	**2013**	**2018**	**Change**
Virginia	**63.6%**	**62.5%**	**-1.1%**	**Shenandoah Valley (LWIA IV)**	63.2%	65.4%	2.2%
Southwestern Virginia (LWIA I)	49.5%	44.3%	-5.2%	Augusta County	64.1%	64.1%	0.0%
Buchanan County	42.8%	36.5%	-6.3%	Bath County	69.3%	68.6%	-0.7%
Dickenson County	42.9%	35.8%	-7.1%	Buena Vista City	67.1%	71.0%	3.9%
Lee County	48.1%	41.8%	-6.3%	Clarke County	68.1%	65.9%	-2.2%
Norton City	58.0%	50.2%	-7.8%	Frederick County	72.3%	72.8%	0.5%
Russell County	50.1%	47.9%	-2.2%	Harrisonburg City	68.2%	66.4%	-1.8%

Area	2013	2018	Change	Area	2013	2018	Change
Scott County	54.5%	53.7%	-0.8%	Highland County	69.0%	64.8%	-4.2%
Tazewell County	50.7%	46.5%	-4.2%	Lexington City	63.7%	59.5%	-4.2%
Wise County	49.0%	41.9%	-7.1%	Page County	61.3%	61.1%	-0.2%
New River/Mt. Rogers (LWIA II)	60.3%	59.0%	-1.3%	Rockbridge County	56.4%	58.3%	1.9%
Bland County	57.2%	56.5%	-0.7%	Rockingham County	68.5%	68.2%	-0.3%
Bristol City	55.6%	54.9%	-0.7%	Shenandoah County	62.5%	62.5%	0.0%
Carroll County	54.7%	52.0%	-2.7%	Staunton City	65.3%	62.3%	-3.0%
Floyd County	67.0%	65.7%	-1.3%	Warren County	68.9%	66.7%	-2.2%
Galax City	57.9%	53.0%	-4.9%	Waynesboro City	61.2%	61.5%	0.3%
Giles County	60.1%	58.8%	-1.3%	Winchester City	70.9%	72.4%	1.5%
Grayson County	54.6%	59.8%	5.2%	**Piedmont Workforce Network (LWIA VI)**	66.2%	67.8%	1.6%
Montgomery County	68.9%	68.6%	-0.3%	Albermarle County	70.6%	73.6%	3.0%
Pulaski County	60.8%	59.0%	-1.8%	Charlottesville City	66.1%	70.9%	4.8%
Radford City	71.7%	68.3%	-3.4%	Culpepper County	66.9%	64.9%	-2.0%
Smyth County	52.8%	51.8%	-1.0%	Fauquier County	70.0%	68.8%	-1.2%
Washington County	63.7%	62.2%	-1.5%	Fluvanna County	67.3%	69.9%	2.6%
Wythe County	59.4%	56.9%	-2.5%	Greene County	68.0%	71.4%	3.4%

Area	2013	2018	Change	Area	2013	2018	Change
Western Virginia (LWIA III)	63.2%	60.5%	-2.7%	Louisa County	67.4%	70.3%	2.9%
Alleghany County	57.9%	53.6%	-4.3%	Madison County	68.9%	71.8%	2.9%
Botetourt County	66.4%	64.7%	-1.7%	Nelson County	59.5%	62.7%	3.2%
Covington City	55.4%	52.1%	-3.3%	Orange County	60.3%	60.6%	0.3%
Craig County	61.7%	56.3%	-5.4%	Rappahannock County	63.2%	61.5%	-1.7%
Region 2000/Central VA (LWIA VII)	61.1%	**61.2%**	**0.1%**		**Bay Consortium (LWIA XIII)**	64.0%	62.5%	-1.5%
Amherst County	63.5%	60.9%	-2.6%		Accomack County	61.3%	62.0%	0.7%
Appomattox County	59.3%	57.6%	-1.7%		Caroline County	67.0%	70.1%	3.1%
Bedford County	69.1%	61.9%	-7.2%		Essex County	63.8%	60.7%	-3.1%
Bedford City	46.0%	*N/A*	*N/A*		Fredericksburg City	76.3%	69.2%	-7.1%
Campbell County	61.1%	59.2%	-1.9%		King George County	68.9%	65.1%	-3.8%
Lynchburg City	67.5%	66.5%	-1.0%		King William County	70.5%	69.9%	-0.6%
South Central (LWIA VIII)	57.0%	57.2%	0.2%		King and Queen County	63.7%	66.0%	2.3%
Amelia County	60.6%	62.1%	1.5%		Lancaster County	56.3%	54.6%	-1.7%
Brunswick County	54.0%	49.6%	-4.4%		Mathews County	56.2%	54.5%	-1.7%

Area	2013	2018	Change	Area	2013	2018	Change	
Buckingham County	53.6%	55.5%	1.9%		Middlesex County	57.0%	58.0%	1.0%
Charlotte County	54.4%	53.4%	-1.0%		Northampton County	61.0%	53.1%	-7.9%
Cumberland County	56.5%	58.5%	2.0%		Northumberland County	53.6%	51.2%	-2.4%
Halifax County	56.1%	52.9%	-3.2%		Richmond County	64.1%	65.9%	-1.8%
Lunenburg County	56.2%	56.6%	0.4%		Spotsylvania County	68.4%	66.4%	-2.0%
Mecklenburg County	49.7%	48.4%	-1.3%		Stafford County	72.9%	69.5%	-3.4%
Nottoway County	64.7%	67.1%	2.4%		Westmoreland County	62.9%	63.9%	1.0%
Prince Edward County	64.0%	67.9%	3.9%		**Greater Peninsula (LWIA XIV)**	68.1%	67.1%	-1.0%
Capital Region Workforce Partnership (LWIA IX)	68.4%	68.4%	0.0%		Gloucester County	66.2%	64.9%	-1.3%
Charles City County	61.9%	63.3%	1.4%		Hampton City	65.1%	63.8%	-1.3%
Chesterfield County	71.9%	71.5%	-0.4%		James City County	62.7%	60.9%	-1.8%
Goochland County	61.6%	63.6%	2.0%		Newport News City	71.8%	71.2%	-0.6%
Hanover County	72.0%	72.5%	0.5%		Poquoson City	66.9%	66.2%	-0.7%

Area	2013	2018	Change	Area	2013	2018	Change
Henrico County	71.8%	71.9%	0.1%		Williamsburg City	76.7%	75.6%	-1.1%
New Kent County	73.6%	74.0%	0.4%		York County	67.4%	66.9%	-0.5%
Powhatan County	65.3%	61.9%	-3.4%		**Crater Area (LWIA XV)**	59.6%	60.0%	0.4%
City of Richmond	69.3%	68.6%	-0.7%		Colonial Heights City	63.0%	65.1%	2.1%
Northern Virginia (LWIA XI)	77.2%	73.6%	-3.6%		Dinwiddie County	62.3%	61.8%	-0.5%
Fairfax County	72.4%	72.0%	-0.4%		Emporia City	53.3%	54.8%	1.5%
Falls Church City	81.0%	77.7%	-3.3%		Greensville County	60.7%	64.0%	3.3%
Loudoun County	81.4%	77.8%	-3.6%		Hopewell City	57.0%	58.1%	1.1%
Manassas City	75.7%	71.0%	-4.7%		Petersburg City	55.2%	53.8%	-1.4%
Manassas Park City	78.6%	71.2%	-7.4%		Prince George County	65.4%	60.8%	-4.6%
Prince William County	77.0%	72.7%	-4.3%		Surry County	64.1%	68.1%	4.0%
Alexandria/Arlington (LWIA XII)	81.1%	79.8%	-1.3%		Sussex County	55.6%	53.5%	-2.1%
Alexandria City	80.2%	79.2%	-1.0%					
Arlington County	82.0%	80.3%	-1.7%					
Hampton Roads (LWIA XVI)	68.4%	66.9%	-1.5%					
Chesapeake City	70.5%	68.8%	-1.7%					

Area	2013	2018	Change	Area	2013	2018	Change
Franklin City	56.5%	54.5%	-2.0%				
Isle of Wight County	67.7%	66.9%	-0.8%				
Norfolk City	78.9%	77.2%	-1.7%				
Portsmouth City	65.3%	63.8%	-1.5%				
Southampton County	67.9%	66.9%	-1.0%				
Suffolk City	67.3%	66.1%	-1.2%				
Virginia Beach City	72.8%	71.2%	-1.6%				
West Piedmont (LWIA XVII)	55.8%	53.8%	-2.0%				
Danville City	59.7%	58.6%	-1.1%				
Henry County	54.2%	52.1%	-2.1%				
Martinsville City	53.5%	51.2%	-2.3%				
Patrick County	51.7%	47.8%	-3.9%				
Pittsylvania County	60.0%	59.2%	0.8%				

Source: Virginia Employment Commission

Income Inequality in the Commonwealth

Table 25: Gini Index

State	2017 Gini Index Estimate
Maryland	45.2
West Virginia	46.2
Virginia	**46.7**
North Carolina	47.6
Kentucky	47.6
National	48.4

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

The Gini Index is a measure of income inequality. In general, the Gini Index is constructed so that areas with more equal distributions of income have a lower estimate. If an area had perfect income equality, the Gini Index would be zero. In contrast, an area with perfect inequality would have an index of 100. It is important to note that the Gini Index is a relative measure, so two areas may have similar index estimates, but different underlying conditions. For instance, Kentucky and North Carolina have very similar index estimates, but the median household income is $50,320 in North Carolina and $46,535 in Kentucky.

Education and Skill Levels of the Virginia Workforce

Overall, Virginia is a well-educated state. Across the Commonwealth, less than three percent of job seekers do not have a high school diploma or equivalent. Meanwhile, the state as a whole has a slightly higher percentage of job seekers that do not have a high school degree at 3.28 percent. The highest rates of post-bachelor's degree attainment are in the Northern Virginia and Alexandria/Arlington LWDAs, as can be expected after seeing the high wages, employment, and participation rates of the region. **Table 26** shows that more than 42 percent of Virginia's job seekers have some type of college degree. While education is typically a positive, the slowing growth rate of many white-collar industries and occupations suggests that the economy may not be suited to sustain increasing numbers of college graduates. For those that do obtain a bachelor's degree or higher, the median income increases drastically, far surpassing the statewide average.

Table 26: Educational Attainment of Available Candidates

Education Level	**Potential Candidates (Percent of Total Candidates)***
Less than High School	2,046 (3.28%)
High School Diploma or Equivalent	24,257 (38.86%)
Vocational School Certificate	3,177 (5.09%)
Associate's Degree	11,090 (17.77%)
Bachelor's Degree	10,382 (16.63%)
Master's Degree	4,578 (7.33%)
Doctorate or Specialized Degree (i.e. MD, DDS)	691 (1.11%)

*Candidates are defined as individuals with an active resume in the Virginia Workforce Connection

Source: Virginia Employment Commission

Table 27: Median Annual Earnings by Educational Attainment

	2012 Estimate	**2017 Estimate**
Less than High School Graduate	$21,001	$23,812
High School Graduate or Equivalent	$29,064	$30,460
Some College or Associate's Degree	$36,137	$36,790
Bachelor's Degree	$53,522	$57,226
Graduate or Professional Degree	$75,613	$80,717
Average	$39,409	$42,539

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

Table 28: Educational Attainment of Available Candidates, by LWDA

Region	Education Level	Potential Candidates (Percent of Total Candidates)*
LWDA I – Southwest Virginia	Less than High School	337 (2.61%)
	High School Diploma or Equivalent	4,622 (35.76%)
	Vocational School Certificate	626 (4.84%)
	Associate's Degree	2,224 (17.20%)
	Bachelor's Degree	2,361 (18.26%)
	Master's Degree	1,225 (9.48%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	235 (1.82%)
LWDA II – New River/Mt. Rogers	Less than High School	445 (2.60%)
	High School Diploma or Equivalent	6,721 (39.25%)
	Vocational School Certificate	809 (4.73%)
	Associate's Degree	2,980 (17.40%)
	Bachelor's Degree	2,810 (16.41%)
	Master's Degree	1,347 (7.87%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	258 (1.51%)
LWDA III – Western Virginia	Less than High School	383 (2.45%)
	High School Diploma or Equivalent	5,746 (36.78%)
	Vocational School Certificate	780 (4.99%)
	Associate's Degree	2,831 (18.12%)
	Bachelor's Degree	2,753 (17.62%)
	Master's Degree	1,360 (8.71%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	252 (1.61%)
LWDA IV – Shenandoah Valley	Less than High School	412 (2.66%)
	High School Diploma or Equivalent	5,356 (34.61%)
	Vocational School Certificate	822 (5.31%)
	Associate's Degree	2,607 (16.85%)

Region	Education Level	Potential Candidates (Percent of Total Candidates)*
	Bachelor's Degree	2,999 (19.38%)
	Master's Degree	1,547 (10.00%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	292 (1.89%)
LWDA VI – Piedmont Workforce Network	Less than High School	348 (2.08%)
	High School Diploma or Equivalent	5,156 (30.84%)
	Vocational School Certificate	835 (4.99%)
	Associate's Degree	2,860 (17.10%)
	Bachelor's Degree	3,727 (22.29%)
	Master's Degree	1,932 (11.55%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	332 (1.99%)
LWDA VII – Central Virginia	Less than High School	320 (2.22%)
	High School Diploma or Equivalent	5,084 (35.31%)
	Vocational School Certificate	741 (5.15%)
	Associate's Degree	2,564 (17.81%)
	Bachelor's Degree	2,694 (18.71%)
	Master's Degree	1,367 (9.49%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	245 (1.70%)
LWDA VIII – South Central Virginia	Less than High School	417 (2.71%)
	High School Diploma or Equivalent	5,479 (35.62%)
	Vocational School Certificate	751 (4.88%)
	Associate's Degree	2,667 (17.34%)
	Bachelor's Degree	2,893 (18.81%)
	Master's Degree	1,445 (9.40%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	263 (1.71%)

Region	Education Level	Potential Candidates (Percent of Total Candidates)*
LWDA IX – Capital Region	Less than High School	384 (1.92%)
	High School Diploma or Equivalent	6,661 (33.37%)
	Vocational School Certificate	994 (4.98%)
	Associate's Degree	3,616 (18.12%)
	Bachelor's Degree	4,146 (20.77%)
	Master's Degree	1,983 (9.94%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	327 (1.64%)
LWDA XI – Northern Virginia	Less than High School	265 (1.47%)
	High School Diploma or Equivalent	4,718 (26.13%)
	Vocational School Certificate	818 (4.53%)
	Associate's Degree	3,075 (17.03%)
	Bachelor's Degree	4,654 (25.77%)
	Master's Degree	2,619 (14.50%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	425 (2.35%)
LWDA XII - Alexandria/Arlington	Less than High School	219 (1.51%)
	High School Diploma or Equivalent	3,804 (26.29%)
	Vocational School Certificate	655 (4.53%)
	Associate's Degree	2,390 (16.52%)
	Bachelor's Degree	3,668 (25.35%)
	Master's Degree	2,182 (15.08%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	370 (2.56%)
LWDA XIII – Bay Consortium	Less than High School	424 (2.20%)
	High School Diploma or Equivalent	5,967 (31.01%)
	Vocational School Certificate	965 (5.02%)
	Associate's Degree	3,328 (17.29%)

Region	Education Level	Potential Candidates (Percent of Total Candidates)*
	Bachelor's Degree	4,215 (21.90%)
	Master's Degree	2,223 (11.55%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	369 (1.91%)
LWDA XIV – Greater Peninsula	Less than High School	299 (1.71%)
	High School Diploma or Equivalent	5,667 (32.49%)
	Vocational School Certificate	966 (5.54%)
	Associate's Degree	3,298 (18.91%)
	Bachelor's Degree	3,488 (19.99%)
	Master's Degree	1,739 (9.97%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	306 (1.75%)
LWDA XV – Crater Area	Less than High School	367 (2.26%)
	High School Diploma or Equivalent	5,691 (35.04%)
	Vocational School Certificate	832 (5.12%)
	Associate's Degree	2,884 (17.76%)
	Bachelor's Degree	3,112 (19.16%)
	Master's Degree	1,575 (9.70%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	269 (1.66%)
LWDA XVI – Hampton Roads	Less than High School	378 (1.98%)
	High School Diploma or Equivalent	6,126 (32.15%)
	Vocational School Certificate	1,040 (5.46%)
	Associate's Degree	3,700 (19.42%)
	Bachelor's Degree	3,794 (19.91%)
	Master's Degree	1,811 (9.50%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	322 (1.70%)
LWDA XVII – West Piedmont	Less than High School	387 (2.53%)

Region	Education Level	Potential Candidates (Percent of Total Candidates)*
	High School Diploma or Equivalent	5,824 (38.08%)
	Vocational School Certificate	756 (4.94%)
	Associate's Degree	2,721 (17.79%)
	Bachelor's Degree	2,563 (16.76%)
	Master's Degree	1,293 (8.45%)
	Doctorate or Specialized Degree (i.e. MD, DDS)	246 (1.60%)

*Candidates are defined as individuals with an active resume in the Virginia Workforce Connection

Source: Virginia Employment Commission

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

This analysis has touched on various aspects relating to individuals with barriers to employment. According to the Workforce Innovation and Opportunity Act, barriers to employment include having a disability, homelessness, having a low income, cultural barriers, being an older job-seeker, language barriers, being an American Indian, Alaska Native, or Native Hawaiian, being long-term unemployed, and others. Unfortunately, substantial data shortcomings prevent a thorough and equal analysis of all of these populations. This section highlights available data discussed throughout this analysis, as well as three key populations: veterans, children, and the homeless.

Due to Virginia's larger than average veteran population, it is worth addressing them separately. **Table 29** illustrates the changing veteran population since 2012. What is most notable is the strong decreasing veteran population, even as the non-veteran population continues to rise. Though the exact reason for this may be unknown, one possibility is that individuals that leave the military through any of Virginia's many bases are staying in the Commonwealth at a decreasing rate. While this is good news for their home states, it is potentially worrisome that the Virginia economy may not be enticing enough for the population as they enter the civilian workforce.

As **Table 29** demonstrates, losing veterans from Virginia's potential labor force means losing an economically valuable resource. Aside from the unquantifiable skills offered by the veteran community, veterans also have a higher education rate than the non-veteran population, which, as was stated earlier, equates to a higher median income. Furthermore, this educated population also has a substantially higher labor force participation rate and a much lower unemployment rate. Overall, by attracting the veteran population to remain in Virginia, the state economy stands to benefit greatly.

Table 29: Virginia's Veteran Population, Recent Trend

Subject	2012		2016		2017	
	Veteran	**Non-Veteran**	**Veteran**	**Non-Veteran**	**Veteran**	**Non-Veteran**
Population Estimate (18 Years and Over)	734,151	5,310,072	696,685	5,636,748	688,536	5,700,330
Male	88.50%	42.10%	87.10%	43.20%	86.90%	43.30%
Female	11.50%	57.90%	12.90%	56.80%	13.10%	56.70%
18 to 34 Years	11.20%	32.70%	11.50%	32.30%	11.40%	32.10%
35 to 54 Years	32.90%	38.40%	31.90%	35.90%	31.70%	35.40%
55 to 64 Years	23%	14.80%	20%	16%	19.80%	16.20%
65 Years and Over	32.90%	14.10%	36.60%	15.80%	18.60%	8.20%
White, not Hispanic or Latino	73.60%	66.30%	71.40%	64.70%	70.60%	64.30%
Black or African American	20%	18.60%	20.70%	18.60%	20.80%	18.60%
American Indian and Alaska Native	0.40%	0.30%	0.40%	0.30%	0.40%	0.30%
Asian	1.50%	6.20%	1.80%	6.70%	1.90%	6.90%
Native Hawaiian and Other Pacific Islander	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%
Hispanic or Latino	3.30%	7.30%	4.30%	7.90%	4.70%	8.10%
Less than High School	7.20%	14.20%	5.90%	12.30%	5.60%	11.90%
High School Graduate	23.40%	25.80%	21.80%	25.10%	21.40%	24.80%
Some College or Associate's Degree	34.10%	25.60%	34.40%	26%	34.00%	26.10%
Bachelor's Degree or Higher	35.30%	34.40%	37.90%	36.60%	39.00%	37.20%
Labor Force Participation Rate	82.10%	77.10%	82.40%	77%	82.60%	77.20%
Unemployment Rate	4.80%	7.00%	4.50%	6.00%	4.00%	5.60%
Poverty Rate	N/A	N/A	5.10%	11.10%	5.00%	10.80%

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

Note: Totals may not sum due to rounding

Table 30: Children in the Commonwealth

Subject	Total		In Married-Couple Family Household		In Male Householder, no wife present		In Female Householder, no husband present	
	2011	**2017**	**2011**	**2017**	**2011**	**2017**	**2011**	**2017**
Children Under 18 Years	1,837,187	1,861,008	1,286,224	1,296,803	113,090	120,307	425,811	430,482
Under 6 Years	33.10%	32.90%	33.70%	33.60%	34.70%	34.50%	31.00%	30.50%
6 to 11 Years	33.00%	33.90%	33.30%	33.80%	29.60%	32.00%	33.00%	34.50%
12 to 17 Years	33.80%	33.20%	33.00%	32.60%	35.70%	33.50%	36.00%	35.00%
White, not Hispanic or Latino	57.60%	54.50%	65.20%	61.30%	53.10%	50.20%	35.90%	35.10%
Black or African American	21.80%	20.30%	13.40%	12.50%	22.70%	22.40%	46.80%	43.40%
American Indian and Alaska Native	0.30%	0.20%	0.30%	0.20%	0.50%	0.30%	0.30%	0.20%
Asian	5.40%	6.00%	6.90%	7.70%	2.30%	2.90%	2.00%	1.90%
Native Hawaiian and other Pacific Islander	0.10%	0.10%	0.10%	0.10%	0.20%	0.10%	0.00%	0.00%
Hispanic or Latino	10.60%	13.00%	10.10%	12.30%	17.30%	19.10%	10.10%	13.20%
Other Race	3.20%	3.30%	3.00%	3.10%	6.00%	5.10%	3.30%	3.30%
With any disability	3.6%*	3.80%	3%*	3.00%	3.1%*	3.80%	5.7%*	6.20%
Foster or other Unrelated to Householder Child	1.50%	1.60%	0.50%	0.50%	3.50%	4.10%	1.00%	1.20%

Subject	Total		In Married-Couple Family Household		In Male Householder, no wife present		In Female Householder, no husband present	
Foreign Born	3.60%	3.70%	4.00%	4.10%	3.90%	3.40%	2.30%	2.20%
Enrolled in School**	91%	91%	91%	91%	88%	87%	89%	90%
Median Income for Families with own Children	$75,028	$82,307	$95,472	$106,567	$43,110	$46,474	$29,331	$30,199
Public Assistance: Children Living in Households with Supplemental Security Income, Cash Public Assistance Income, or Food Stamp/SNAP benefits	16.80%	20.10%	8.10%	10.60%	21.70%	26.80%	41.40%	46.60%
Income below Poverty Level	14.00%	14.90%	5.60%	6.00%	17.70%	18.70%	38.10%	40.30%

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

Note: Totals may not sum due to rounding.

Subject	Total		In Married-Couple Family Household		In Male Householder, no wife present		In Female Householder, no husband present	
	2011	**2017**	**2011**	**2017**	**2011**	**2017**	**2011**	**2017**

Subject	Total		In Married-Couple Family Household		In Male Householder, no wife present		In Female Householder, no husband present	
Children Under 18 Years	1,837,187	1,861,008	1,286,224	1,296,803	113,090	120,307	425,811	430,482
Under 6 Years	33.10%	32.90%	33.70%	33.60%	34.70%	34.50%	31.00%	30.50%
6 to 11 Years	33.00%	33.90%	33.30%	33.80%	29.60%	32.00%	33.00%	34.50%
12 to 17 Years	33.80%	33.20%	33.00%	32.60%	35.70%	33.50%	36.00%	35.00%
White, not Hispanic or Latino	57.60%	54.50%	65.20%	61.30%	53.10%	50.20%	35.90%	35.10%
Black or African American	21.80%	20.30%	13.40%	12.50%	22.70%	22.40%	46.80%	43.40%
American Indian and Alaska Native	0.30%	0.20%	0.30%	0.20%	0.50%	0.30%	0.30%	0.20%
Asian	5.40%	6.00%	6.90%	7.70%	2.30%	2.90%	2.00%	1.90%
Native Hawaiian and other Pacific Islander	0.10%	0.10%	0.10%	0.10%	0.20%	0.10%	0.00%	0.00%
Hispanic or Latino	10.60%	13.00%	10.10%	12.30%	17.30%	19.10%	10.10%	13.20%
Other Race	3.20%	3.30%	3.00%	3.10%	6.00%	5.10%	3.30%	3.30%
With any disability	3.6%*	3.80%	3%*	3.00%	3.1%*	3.80%	5.7%*	6.20%
Foster or other Unrelated to Householder Child	1.50%	1.60%	0.50%	0.50%	3.50%	4.10%	1.00%	1.20%

Subject	Total		In Married-Couple Family Household		In Male Householder, no wife present		In Female Householder, no husband present	
Foreign Born	3.60%	3.70%	4.00%	4.10%	3.90%	3.40%	2.30%	2.20%
Enrolled in School**	91%	91%	91%	91%	88%	87%	89%	90%
Median Income for Families with own Children	$75,028	$82,307	$95,472	$106,567	$43,110	$46,474	$29,331	$30,199
Public Assistance: Children Living in Households with Supplemental Security Income, Cash Public Assistance Income, or Food Stamp/SNAP benefits	16.80%	20.10%	8.10%	10.60%	21.70%	26.80%	41.40%	46.60%
Income below Poverty Level	14.00%	14.90%	5.60%	6.00%	17.70%	18.70%	38.10%	40.30%

*Disability Status not reported until 2012. 2011 column reflects 2012 data for disability status.

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

Children are another group worthy of consideration as they represent the future of the labor market. Furthermore, improved literacy and poverty rates for children can be indicators of a better-performing economy. **Table 30** shows that 91 percent of children between the ages of three and 17 are enrolled in school. While the population of children in Virginia has increased since 2011, it has done so at a modest pace while also maintaining most proportions across age brackets and nativity. Unfortunately, the percent of children living below the poverty level, as well as the percent receiving public assistance, has increased substantially over the last six years. This is particularly true with single-parent households. The highest incidences of poverty

and public assistance tend to be found in female-lead households where a spouse is not present. The median income is substantially lower than for all other groups, with nearly half of children in these households receiving public assistance, and 40 percent below the poverty line. These two figures have increased over the past six years, likely a partial result of being the only type of household with stagnant income levels.

Table 31: Virginia's Homeless Population, 2018

Subject	**National[1]**	**Virginia**
Total Homeless	552,830	5,975 (1.1% of National homeless population)
Continuums of Care[2]	398	16 (4% of national CoCs)
Unsheltered Homeless	194,467 (35.2%)	915 (15.3%)
Chronically Homeless[3]	96,913 (17.5%)	897 (15.0%)
Veterans	37,878 (6.9%)	485 (8.1%)
Less than 18 Years, Unaccompanied	4,093 (0.7%)	12 (0.2%)
18 to 24 Years, Unaccompanied	32,268 (5.8%)	274 (4.6%)
Parenting Youth[4]	8,724 (1.6%)	93 (1.6%)
Children of Parenting Youth	11,319 (2.0%)	136 (2.3%)

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

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

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

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

Source: 2018 Annual Homeless Assessment Report to Congress, December 2018, U.S Department of Housing and Urban Development

As shown in **Table 31**, Virginia's homeless population breaks down in similar ways to national figures. However, a far smaller share of Virginia's homeless population is unsheltered compared to that of the national population (15.3 percent versus 35.2 percent). This points in part to the efficacy of Virginia's Continuums of Care. Another cause for hope is that Virginia's homeless

population accounts for slightly more than one percent of the national homeless population, suggesting that the Commonwealth is performing relatively well in this realm.

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 (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) 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 [6] and optional one-stop delivery system partners.[7]

[6] 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.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

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), directly above.

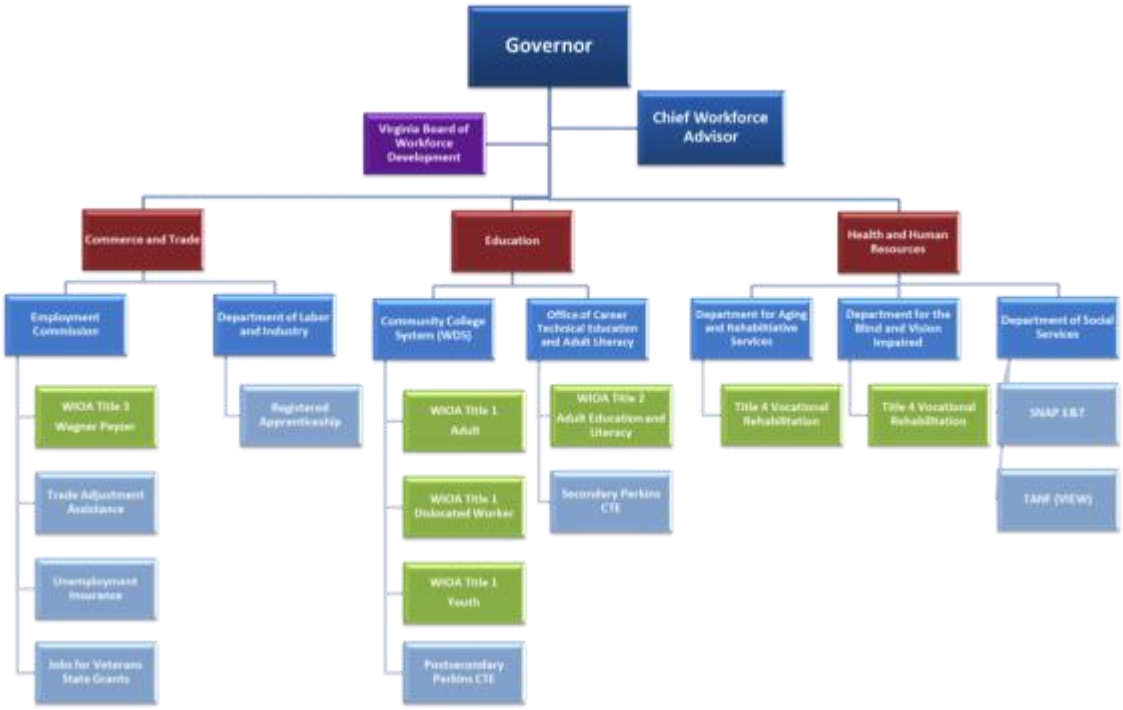
C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

State Workforce Development Activities

The Commonwealth's workforce system embraces an integrated approach to delivering tailored workforce development solutions. It aspires to focus state and local leadership on regional labor demands and then engage the training capacity and expertise of school divisions, VCCS, workforce development boards (WDBs), VEC, One-Stop Career Centers, job developers, career coaches, vocational rehabilitation counselors, community-based organizations, and a broad spectrum of supportive services to prepare Virginia's citizens for high-skilled, high-wage jobs. In Virginia, American Job Centers are referred to as Virginia Career Works Centers.

Fifteen of the 24 Virginia workforce programs are included in this Plan. Virginia expects to engage these programs, as well as others, as we operationalize the discussed strategies to achieve our stated goals. An organizational chart of the programs included in this plan is provided:



Virginia's Community College System

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

The VCCS also 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. The system works closely with industries in every region of the Commonwealth to develop curriculum and deliver training that aligns with current and emerging workforce needs.

The VCCS also is responsible for postsecondary activities funded through the Carl D. Perkins Career and Technical Education Act of 2006. This triangulation of activities helps to increase access and support integrated career pathways. In addition to credit-based education, each of Virginia's Community Colleges has a dedicated Workforce Development Services office to help individuals and businesses engaged in shorter-term training and programs.

The Virginia Department of Education

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

VDOE is 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 Department's Office of Career, Technical and Adult Education (OCTAE) 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. Specific education programs include:

- *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. Participants 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. Services include instruction in literacy and English language acquisition, lessons on the rights and responsibilities of citizenship and civic participation, and, in some cases, 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)* - OCTAE 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)* - OCTAE 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* - 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 using career pathways as an integral part of the newly required academic and career plan.

The Virginia Employment Commission

VEC administers Title III of WIOA. VEC provides the following services to its customers:

- VEC will continue to utilize merit staffing to provide employment services authorized under the Wagner-Peyser Act. This will remain the business practice for the agency regarding all programs and services that are currently using merit staff, as previously required by DOL regulations.
- *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 245,000 job listings in the Virginia Workforce Connection system. Over 127,000 job referrals were made to these job listings (customer self-referrals and staff initiated) during calendar year 2019.
- *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
- *Jobs for Veterans State Grant* - The Jobs for Veterans State Grant (JVSG) provides funds to the Commonwealth to serve eligible veterans, as defined in 38 U.S.C. 4101(4) and 4211(4),3 and other eligible spouses as defined in 38 U.S.C. 4101(5),4 and to perform outreach to employers. JVSG funds pay for two types of staff positions:
    - Disabled Veterans Outreach Program (DVOP) Specialists – DVOPs provide intensive services and assist job-seeking veterans in their search for employment, focusing on service to veterans with disabilities.
    - Local Veterans Employment Representatives (LVER) – LVERs assist employers in a locality in identifying qualified veterans for employment. LVERs conduct seminars for employers, conduct job search workshops, and refer employers to employment, training, and job placement services.

- *Trade Adjustment Assistance Act* - The Trade Adjustment Assistance (TAA) program is a federal program established under the Trade Act of 1974. The TAA Program provides aid to workers who lose their jobs or whose hours of work and wages are reduced because of increased imports. The goal is to help such laid-off workers return to suitable employment as quickly as possible. TAA offers a variety of benefits and reemployment services including training, job search and relocation allowances, income support and other reemployment services. Employers may file a petition for certification as an affected employer or a petition may be filed by a group of three or more workers, their union, or other authorized representative. Workers on whose behalf a petition is filed must be, or must have been, employed regularly at the firm or subdivision identified in the petition. Workers employment must be, or must have been, related to the production of articles (products) described in the petition.

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 is the designated State Apprenticeship Agency responsible for the administration of the Registered Apprenticeship program that is compliant with the National Voluntary Apprenticeship Act of 1937. Through this employment training model, an apprentice is recruited and selected by an employer and receives on-the-job training specific to the occupation. Related technical instruction is combined with the training and can be delivered in many ways that meet the needs of the sponsoring employer. DOLI facilitates the registration process for the employer by providing guidance on the training program and the selection of technical instruction.

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

DARS and 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 jobs. Virginia has a residential training and medical rehabilitation facility, the Wilson Workforce and Rehabilitation Center in Fishersville, Virginia, as well as a number of DARS field offices. DARS collaborates with a network of community rehabilitation providers, also known as Employment Services Organizations, which provide employment and vocational services throughout the Commonwealth. For students with disabilities moving from high school to further education, work, or independence, DARS collaborates with schools in providing transition services. DARS also works with One-Stop Career Centers to provide workforce services to persons with disabilities.

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

advocates, community services providers, One-Stop Career Centers, and other interested stakeholders.

Department of Social Services

VDSS is a state supervised and locally administered social services system. Providing oversight and guidance to 120 local offices across the state, VDSS delivers a wide variety of services and benefits to over 1.7 million Virginians each year. The Department's goal is to promote the well-being of Virginia's citizens through the delivery of essential services and benefits to ensure families are strengthened, and individuals achieve their highest level of self-sufficiency. The following are VDSS programs included in this plan:

- *SNAP E&T*- The Supplemental Nutrition Assistance Program Employment and Training Program (SNAP E&T) is a multi-component employment and training program that provides job search, job search training, education, training and work experience, and support services, including transportation and child care, 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. SNAP E&T is the only open-ended federal entitlement for workforce services. The goal of the program is to help participants succeed on a career path to earn a family sustaining wage.
- *TANF* - 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. The goal of the program is to help participants succeed on a career path to earn a family sustaining wage.
    - *Employment Advancement for TANF Participants – The* Employment Advancement for TANF Participants Program is a competitive program funded by TANF that supplements the VIEW program and is designed to prepare current and certain former TANF clients to enter, succeed, and advance in the workforce through proven service approaches and strategies.

Strengths and Weaknesses of Workforce Development Activities

Strengths

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

- Appointing representatives from multiple workforce service organizations to the Accessibility Task Force, which seeks to ensure universal service delivery to all those seeking workforce services in Virginia
- Coordinating state and local Business Solutions Teams to provide workforce services to businesses around the Commonwealth

- Developing a common access portal with the support of multiple workforce services organizations, which will provide one entrance to all workforce services in Virginia
- Creating the Sector Strategies and Career Pathways Academy, which aligns education and training programs to increase access to pathways to family-supporting careers

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 others). This support provides critical momentum for innovation, while sustaining promising workforce practices for the long run.

Weaknesses

Virginia's workforce delivery system is decentralized with responsibility for the programs under each of the four titles of WIOA divided amongst five different state agencies. Administrative responsibilities for Title I programs and Title III Wagner-Peyser employment services are divided between two agencies: VEC and VCCS. Historically, this fragmentation has resulted in the duplication of services. A key objective of this Plan is to mitigate the effects of programmatic fragmentation in the Commonwealth and build a streamlined approach to workforce services delivery.

State Workforce Development Capacity

In the first step of the implementation of this Plan, the Office of the Chief Workforce Development Advisor will conduct a comprehensive assessment and evaluation of the workforce system capacity in Virginia. This evaluation will take place in the spring and summer of 2020.

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.

2. GOALS

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

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment[8] and other populations.[9]

(B) Goals for meeting the skilled workforce needs of employers.

[8] 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.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

Using the tables provided within each Core Program section, 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.)

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.

Vision

During the life of this plan, we will improve economic opportunity for all Virginians by serving those who are not yet earning a sustainable wage and, as important, by focusing the resources and mechanisms of our workforce system to recruit people into the workforce and connect them to businesses in high demand industries.

Goals

- Goal 1: Help individuals gain access to jobs that pay family-sustaining wages and provide opportunities for career progression by providing equitable and universal service delivery
- Goal 2: Increase business engagement and deliver value to our business customers by filling jobs in high-demand occupations that are strategic to Virginia's economy and strengthen Virginia's regions
- Goal 3: Develop a qualified and desirable workforce with the skills, competencies, and credentials that meets the current and anticipated business needs of Virginia
- Goal 4: Strengthen outreach and recruitment efforts to make available services more well-known and stimulate career awareness
- Goal 5: Reduce workforce system barriers through collaborative integration and innovative solutions

Performance Goals

A template for Virginia's core program performance baselines can be found in in Appendix 1. Final performance measures for future years will be negotiated pending final rules, review, and approval by the administering state agency and the governor's office.

Assessment

Virginia uses a number of strategies to assess the overall effectiveness of our workforce development system, including performance evaluation and continuous improvement strategies at the state and local system levels, at 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. Code of Virginia §2.2-435.7 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
    - (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
    - (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 VEC, and the chancellor of the VCCS 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)
    - (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 VEC, the State Council of Higher Education for Virginia, and the VCCS to develop the metrics and measurements for publishing comprehensive workforce score cards and other longitudinal data that will enable the Virginia Workforce System to measure comprehensive accountability and performance.

C. STATE STRATEGY

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

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

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)

How These Strategies Were Developed

The Performance Management Group (PMG) from Virginia Commonwealth University facilitated conversations with representatives from VCCS, VEC, VDOE, VDSS, DARS, DBVI, and DOLI to collaboratively develop strategies for implementing workforce development programs in Virginia for the next four years. These strategies were informed by feedback received from stakeholders during input sessions held around the Commonwealth. In August and September 2019, the Governor held a workforce development listening tour that held stakeholder input sessions in eight locations around the Commonwealth. In December 2019 and January 2020, PMG worked with the local workforce development boards to hold stakeholder input sessions focused on WIOA programs in six locations. In addition, these strategies were developed to be consistent with the key priorities outlined in the Training and Employment Guidance Letter NO. 10-19 released February 3, 2020.

Strategies for 2020-2024

Strategies for Goal 1: Help individuals gain access to jobs that pay family-sustaining wages and provide opportunities for career progression by providing equitable and universal service delivery.

- Launch a fully integrated common access portal across Plan partners
- Leverage the Accessibility Task Force to ensure universal service delivery
- Use technology to bridge systems to provide universal access
- Develop career pathways for customers that align with the workforce needs of target industry sectors and also provide career advancement opportunities
- Use labor market information to better understand opportunities to improve access

Strategies for Goal 2: Increase business engagement and deliver value to our business customers by filling jobs in high-demand occupations that are strategic to Virginia's economy and strengthen Virginia's regions

- Leverage state and local Business Solutions Teams to ensure coordinated and consistent service delivery
- Survey businesses and use labor market information to understand where demand is and skills that are needed
- Utilize sector strategies to engage businesses, economic development, education and training providers, and other community organizations, such as the chambers of commerce

Strategies for Goal 3: Develop a qualified and desirable workforce with the skills, competencies, and credentials that meets the current and anticipated business needs of Virginia

- Utilize the national skills index to determine the skills that matter to businesses and cross-walk the index to career pathways
- Allocate resources to programs and initiatives that demonstrate positive outcomes for participants
- Increase co-enrollment to provide customers with the best possible outcome
- Strengthen alignment of service delivery with other workforce programs, such as corrections, social services, and veterans services

Strategies for Goal 4: Strengthen outreach and recruitment efforts to make available services more well-known and stimulate career awareness

1. Enhance brand awareness of Virginia Career Works as the American Job Centers in the Commonwealth
2. Expand connections between businesses and Virginia Career Works Centers to align services and strategies to meet business needs
3. Increase utilization of sustainable work-based learning models, including Registered Apprenticeships

4. Coordinate with partners, including career and technical education (such as Perkins V), to promote career readiness through all postsecondary training and education opportunities

Strategies for Goal 5: Reduce workforce system barriers through collaborative integration and innovative solutions.

1. Include non-traditional, non-mandatory programs as service delivery partners across Virginia's workforce system
2. Leverage discretionary funds and support innovative initiatives to remove barriers to employment (e.g., affordable childcare, transportation, housing)
3. Support the development of workforce professionals to improve the capacity of the system
4. Create opportunities for sharing promising practices among partners

III. OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include–

1. STATE BOARD FUNCTIONS

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

State Board Functions

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

<u>Governance</u>

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

The Board is led by an executive director and supported by a staff director and a staff person from each agency or department that receives workforce training dollars. Supplementing that staff cohort is the lead policy analyst for workforce, who is member of the governor's workforce

team. The Board executive director is supervised by the governor's Chief Workforce Development Advisor, a Cabinet-level official.

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's open meetings make information regarding the activities of the Board available to the public. This information includes its work plan and historical record of minutes and presentations, which are available at www.virginiacareerworks.com/board-2/. The Board refreshes its strategic plan every two years. The 2020-2021 plan will be voted on this year and will create a roadmap for the Board through the end of the current administration.

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, as appropriate.

Core Program Activities to Implement the Commonwealth's Workforce Strategy

The core program activities described below will be used to meet the previously discussed five goals and their associated strategies. In addition, many of these activities are addressed further in the program-specific requirements for Combined State Plan partner programs sections.

Since the programs under the four titles of WIOA are administered by different and 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 seekers and employer customers.

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

<u>Integrated Service Delivery</u>

Through strategic co-location, use of technological resources, and cross-training, Virginia will provide expedient and effective assistance through a "no wrong door" approach. Virginia will standardize service delivery and provide joint funding for staff, operations, and services through federally approved cost-allocation. Customer Centered Design and universal access are other examples of approaches Virginia will use to meet this goal.

<u>Co-enrollment</u>

Hand-in-hand with integrated service delivery is co-enrollment of workforce development customers in state and federal workforce programs. The goal is for customers to co-enroll in all programs that are beneficial to them, with as little burden placed on enrollees as possible. Customers enroll in Title I and III services through the Virginia Workforce Connections (VaWC), which serves as the system of record for employment services information. The VaWC system is used by partners to co-enroll individuals into WIOA programs and services that provide employment services, education, and job training. Virginia has begun implementing Co-enrollment with the implementation of VBWD Policy 19-01: WIOA Title I and Trade Adjustment Assistance ACT (TAA) Co-Enrollment, which can be found at https://virginiacareerworks.com/wp-content/uploads/VBWD-19-01-Mandatory-WIOA-Trade-Co-Enrollment-VBWD-Policy_.pdf. Our goal is to expand Co-Enrollment with other workforce programs.

<u>Common Screening and Assessment</u>

Over the past seven years, Virginia has successfully piloted a number of intake, screening, or assessment tools that can be commonly deployed across programs and localities. The Commonwealth has refined this process enough to adapt it statewide, and partner agencies are now negotiating costs and operational considerations. Before the end of calendar year 2020, Virginia expects to see a common screening tool deployed statewide, which will greatly reduce

the administrative burden on our customers and caseworkers while allowing staff to better track outcomes. Partners are committed to solutions that consider the needs of individuals with disabilities, including those who use screen readers.

Co-enrollment as a concept and practice ensures all customers are provided full access and inclusion in workforce development activities. Towards this goal, Virginia will implement the Virginia Career Works common access portal. The portal will provide one access point for services by referring individuals to the programs best positioned to serve them. The portal will lead to efficient delivery of services and provide actionable qualitative and quantitative information for strategic decision-making.

Underpinning the portal is the Workforce Data Trust, a cloud-based, open-source integration platform developed with funding from a U.S. Department of Labor System Integration grant. The data trust – as well as a growing suite of associated applications and analytic tools – are overseen by the Virginia Workforce Data Governance Board, an entity chaired by Virginia's Chief Data Officer and comprised of agencies contributing financial and data resources to support the collaborative environment. Currently, the Board includes representatives from the office of Virginia's Chief Workforce Development Advisor, VCCS, VDOE, VEC, DARS, DBVI, and VDSS. We anticipate membership will grow to include additional partners, including the Virginia Economic Development Partnership (VEDP) and DOLI in the coming year.

Historically, clients receiving benefits from VDSS, such as SNAP E&T and TANF, were routinely encouraged to co-enroll through the Virginia Career Works Centers where geographically appropriate and within proximity of the client. However, co-enrollment was not mandatory. VDSS' strategic initiatives through SNAP E&T, the Pledge, and serving ABAWD (able bodied without dependents) SNAP recipients have strengthened partnerships across agencies. All at-risk ABAWD clients who express interest in employment and training services are referred to the Virginia Career Works Centers for co-enrollment in appropriate programs. In February 2020, VDSS contracted with VCCS to administer the SNAP 50/50 partner reimbursement program. This program allows SNAP recipients to be engaged in the Fast Forward (FANTIC) programs statewide, with a federal reimbursement draw down of 50 percent of client program expenses. This partnership will add capacity and general fund dollars back into the Community College system.

Affirmative Referrals

After the referral process is complete, workforce development staff make sure customers are referred to the appropriate state agencies and receive the job placement services they seek. This positive handoff and return is called affirmative referral, and Virginia's workforce system has begun to implement this outcome-focused approach to customer service. Partner agencies are now using a customer relations management tool and other tracking mechanisms to ensure that customers move smoothly and fruitfully through the workforce development system until they achieve their desired result.

Business Service Teams

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

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 Round VIII Grant** (DARS, VCCS, and two Local WBD)
- The **Veterans' Demonstration Grant** (VCCS, VEC, and the Department of Veterans' Services)
- **Local Apprenticeship Grants** (Shenandoah Valley Workforce Region, DOLI, and VCCS)
- **Career Pathways for Individual with Disabilities Grant** (DARS and DBVI). This five year, RSA-funded grant collaborates with multiple workforce partners, including adult education, the seven local workforce boards, workforce training providers, VCCS, other Department of Labor grantees, the Virginia Manufacturers Association, and the Northern Virginia Technology Council. The grant commenced October 10, 2015 and will conclude by September 30, 2020. The amount awarded to Virginia was $3,796,168,00. Though the grant will end September 30, 2020, the best practices and partnerships that originated from the grant will continue. The project outcomes are to:
    - Assist individuals with disabilities acquire marketable skills and credentials which 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 the use of existing career pathways in selected occupational clusters (advanced manufacturing, information technology, healthcare, logistics, welding, and automotive) by individuals with disabilities
- **SNAP E&T Partner Reimbursement Program** and **TANF Grants** awarded to local Workforce Investment Board (WIB) areas (Virginia Department of Social Services)
- **Targeted Communities Grant** (the Council of State Administrators of Vocational Rehabilitation, George Washington University, the Department for Aging and Rehabilitative Services). The Targeted Communities Grant (Project E3) provides technical assistance (TA) to Virginia's vocational rehabilitation (VR) agencies and their partners, to address barriers to VR participation and competitive integrated employment of historically underserved groups of individuals with disabilities. Intensive TA will be provided on-site through long-term service delivery relationships with local VR agency personnel and community-based partners in economically disadvantaged communities. The statewide roll out will create the opportunity for core WIOA partners to receive intensive TA to increase participation and collaboration across the partners. DARS will be implementing a statewide rollout for Project E3 in 2020. Five regions of the Commonwealth will receive three days of training on the intersection of disability and poverty, Integrated Resource Teams, Community Financial Empowerment and Community Academies. The goal of the grant is that the intensive TA will include changes to policy, programs, practices, or operations that support increased

recipient capacity or improved outcomes at one or more system level. The grant will end September 2020.

Adult Education and Family Literacy Act (AEFLA) Program: Through the cross-partner activities described above and local activities administered by the AEFLA providers, the adult education program is an integral component of Virginia's implementation of WIOA. AEFLA providers, through the 2020-2023 competition, are investing in six major state priorities: developing and delivering a career pathway model, ensuring the availability of correctional education in every region, offering integrated education and training opportunities, collaborating to provide service to those with low levels of literacy, realizing the full implementation of standards-based instruction, and integrating workforce preparation activities in all programming types. These priorities are aligned to the vision and goals of the State Plan and leverage partnerships to extend and enrich services to individuals in ways that eliminate barriers to participation and goal attainment. Regional adult education administrators serve on local workforce boards and committees, and as such, they are actively engaged in decision-making about local implementation of the State strategies and enacting an integrated service delivery approach for shared clients.

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.

Alignment of Activities Outside of the Plan

Coordination with Other State-Funded Workforce Programs

Virginia holds an expansive view of the public workforce system, as evident by the programs included in this plan. There are additional state and federally funded programs that are not included. However, it is the intention to involve them, as appropriate, in the implementation of this Plan and in providing solutions to Virginia's workforce challenges. A sample of the programs administered by other agencies that are partners in this plan includes:

Department for Aging and Rehabilitative Services

- Senior Community Service Employment Program (SCSEP)

Department for the Blind and Vision Impaired

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

Department of Education

- Microsoft IT Program
- Path to Industry Certification
- PluggedIn Virginia
- Race to GED®

- Workplace Readiness Skills Assessment

Department of Social Services

- Virginia Refugee Resettlement Program
- Great Expectations
- Community Action Agencies

Virginia Community College System

- Institutes of Excellence
- Non-Credit Workforce Training

Virginia will pursue engaging other agencies in workforce initiatives, particularly those agencies that serve special populations and/or individuals with barriers, such as opportunity youth and returning citizens.

Economic Development

A top priority for Virginia is close alignment of Virginia's economic efforts with workforce development activities. Virginia is aligning industry sector strategic goals, attainment of workforce training, skills and credentials, and career sustainability with the engines of the Commonwealth's economic development and growth. Today, economic development is a critical and permanent partner in the successful implementation of WIOA.

The Virginia Economic Development Partnership (VEDP) was created by the Virginia General Assembly in 1995 to encourage, stimulate, and support development and expansion of the Commonwealth's economy. To accomplish these objectives, the Partnership focuses on business recruitment, expansion, and international trade. While VEDP plays multiple important roles in the economic development of Virginia, it is just one important part of a complex economic development ecosystem. The Code of Virginia charges VEDP with the duty to "[e]ncourage the coordination of the economic development efforts of public institutions, regions, communities, and private industry."

VEDP offers and administers two discretionary incentive programs for eligible companies: the Virginia Jobs Investment Program (VJIP) and the Virginia Talent Accelerator Program. Virginia offers companies the option to choose the workforce incentive that's best for their economic development project.

VJIP is a discretionary incentive that provides consultative services and funding to companies creating new jobs or experiencing technological change. Launched in 1965, VJIP reduces the human resource development costs of new and expanding companies. Funding and coordination with regional workforce partners is offered to streamline company recruitment and training. VJIP is one of Virginia's most widely used economic development incentives.

The Virginia Talent Accelerator Program was launched in partnership with VCCS in 2019. The Virginia Talent Accelerator Program is a service-based discretionary incentive designed to deliver customized, turnkey, recruitment, and training solutions that are specific to a company's unique needs, processes, and culture. As a discretionary incentive, the Virginia Talent Accelerator Program is for new or expanding company projects and comes at no cost to the business. With strong support from the Governor and General Assembly, VJIP and the Virginia

Talent Accelerator Program are completely state-funded, which demonstrates Virginia's commitment to enhancing job opportunities for its citizens.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

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

Coordination, Alignment and Provision of Services to Individuals:

Integral to Virginia's Career Works 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 practicing 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 (CTE) – are working together to coordinate services to individuals and create career pathways to high-demand jobs. One continuing example of this collaboration is the work developing and implementing the Sector Strategies and Career Pathways Academy. This effort builds on a decade of work in the Commonwealth to align education and training programs in ways that make it easier for individuals to access and complete pathways to family-supporting careers. By pairing sector strategies with career pathways, this initiative hopes to improve the relevance and effectiveness of education and training programs, leading to more positive outcomes for individuals and businesses.

Through a blend of instructor-led and self-paced online courses, the Academy seeks to strengthen the leadership capacity of workforce system partners and training providers, as well as incorporate sector partnerships and career pathways strategies as integral components in every Virginia region. Additionally, with PluggedInVA as an established model of integrated education and training (IET), Virginia's adult education program has scaled up the IET requirements of WIOA with other training and service providers, and has become an expected model of service delivery in other discretionary grants.

Assistive technology is a supportive service that can help individuals of all ages and abilities acquire the appropriate, affordable assistive and information technologies and services needed to substitute for functions lost through disability, or to supplement/enhance existing functions to expand employment and independent living opportunities. The Department for Aging and Rehabilitative Services (DARS) administers the Virginia Assistive Technology System (VATS). VATS is a statewide program authorized and funded by the Assistive Technology Act of 2004. VATS was established to increase awareness, accessibility and acquisition of assistive technology. VATS contracts with the Foundation for Rehabilitation Equipment & Endowment (F.R.E.E.) to provide Durable Medical Equipment (DME) collection and re-assignment programs in all four regions of the Commonwealth served by DARS.

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 and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Coordination, Alignment, and Provision of Services to Employers

Business Services Teams are cross-agency, cross-programmatic groups comprised, at the discretion of local workforce leaders, of representatives from each of the core partner agencies, as well as several optional partners, including economic development professionals. These teams provide a comprehensive array of services to businesses to maximize the efficiency and expertise of the system partners.

The following minimum standards are required and must be evident and practiced in the delivery of services to business customers in each LWDB. The state-level business service team will facilitate the solutions to ensure these standards are implemented.

1. The LWDA AJC Operations Partner Agreement (Memorandum of Understanding) shall identify the role of each partner and reflect the strategic goals of the LWDA for business services as identified in the WIOA local plan. The agreement must include:
    a. Standardized timeframes to respond to business inquiries and subsequent contact to deliver specialized and collaborative solutions to meet business customer needs. Alternative options must be provided if the LWDA cannot provide an affirmative response to the business customer's initial request.
    b. The LWDA will implement a business satisfaction tool agreed upon by the state level business service team to assist in demonstrating continuous improvement
2. LWDA 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 and services
    b. Contact information for a business to contact through the identified "single point of contact" protocol
3. Business Service Teams will document they are working and making progress towards shared goals

Business Services for the LWDBs will be evaluated using the following metrics:

- A shared vision and strategy for business services shall be included in the Virginia Career Works MOU and signed by all active partners
- A single point of contact protocol documented in the Virginia Career Works MOU
- A Written Communication Plan shall be included in the Virginia Career Works MOU
    - A unified approach and message that is focused on the workforce system instead of a program specific approach

- An outreach plan based on sector strategies identified in the local plan
- Identification of locally available resources and channels for outreach and how they will be used
- The role of each partner in performing outreach activities
- A method for determining how effective outreach efforts have been locally
- A description of additional partnerships to assist in communications and outreach to businesses including business roundtables, business advisory councils, or existing business visitation programs through economic development entities
- Standardized timeframes to respond to business inquiries and subsequent contact, in order to deliver specialized and collaborative solutions to meet business customer needs

- A policy or procedure shall be established to ensure partner staff within the Virginia Career Works are aware of the procedure for business services referral
- A method to collect Business Services Satisfaction data based on criteria and tool to be provided by the State WIOA Title I Administrator
- The website must include SPOC (Standard Point of Contact) protocol including updated contact information for businesses and list of business services available within the LWDA

To assist with the oversight, enhancing, and providing continuous improvement to business services provided in Virginia a statewide business services team, named the Virginia Business Services Team (VBST) was founded in early 2019 to serve in this capacity. The team consists of all the mandated partners from the combined state plan and members of the Virginia Board of Workforce Development to represent business and labor.

Labor Market Information

Actionable labor market information 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 industry sectors, to understand short- and long-term demand by occupation, and to access critical employer recruiting activity information. This information is accessible through the virtual One-Stop at www.virginiaworks.com

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).

Partner Engagement with Educational Institutions

Virginia has taken a fully integrated and comprehensive approach to ensure that publicly funded training activity supports the goals of the workforce system, individuals, and businesses. These education and training institutions become vital points of access for individuals seeking workforce system services.

Central to Virginia's strategy to engage educational institutions as they align workforce training and education programs to employer needs is the Workforce Credentials Grant (WCG) program that has been established in the Code of Virginia and fully funded by state General Funds. This program supplements the federally funded workforce development programs by providing incentives to individuals to complete training and obtain credentials in in-demand jobs. If the participant is successful in completing the training and obtaining a credential, they only pay one-third of the cost of training.

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

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 students to ensure they are "life ready", meaning prepared for college, work, and overall life success. Virginia's CTE program provides a statewide system of career pathways that brings together secondary, postsecondary, workforce development, and business/industry. These partnerships focus on high-skill, high-wage, and in-demand occupations that strengthen the economy. Utilizing a statewide career clusters model, the state ensures delivery of modern, rigorous, and flexible programs that offer global competitiveness.

To increase engagement with CTE in the regions, Local Workforce Development Boards are required to have at least one representative from a local school division represent CTE on their board. VDOE 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. Furthermore, CTE directors are involved in the Sector Strategy and Career Pathways Academy work, joining regional training events and contributing to virtual workgroups.

VCCS provides primary oversight for postsecondary Perkins and the implementation of CTE programs in the 23 colleges located on 40 campuses across the Commonwealth. The principle objective to "provide and maintain a system of comprehensive community colleges through which appropriate educational opportunities and programs, to accomplish the purposes set forth in the Code of Virginia, shall be made available throughout the Commonwealth". Additionally, each college in the VCCS has a local board. The purpose of each local college board is to keep the community colleges responsive to the needs of their service areas.

According to VCCS policy, CTE programs are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled crafts-persons for employment in many industries and businesses. These programs, which normally require two years or less of training beyond high school, may include preparation for agricultural; business; engineering; health and medical; industrial; service; and other technical/occupational fields. The curriculum is planned primarily to meet the need for workers in the regions served by the community colleges, but VCCS may designate certain community colleges as centers to serve larger areas of the Commonwealth in offering expensive and highly specialized occupational and technical education programs.

All community colleges maintain a workforce development division headed by a vice president, dean, or director who is charged with analyzing and addressing business and industry needs for a skilled workforce within the college's local service area. These workforce leaders work collaboratively within the institution to plan, develop, and maintain occupational/technical

education programs at the colleges. Curriculum advisory committees consist of representatives from business, industry, and labor. The committees work to keep courses and programs relevant to the workplace and to provide students and faculty with relevant career entry requirements. Experiential learning through registered apprenticeships, internships, cooperative education, service, and project-based learning provides students with opportunities to apply their knowledge and skills in a real-world context.

State Council on Higher Education in Virginia – Policy Alignment

The State Council of Higher Education for Virginia (SCHEV) is the Commonwealth's coordinating body for higher education. SCHEV makes budget and policy recommendations to the governor and the General Assembly, coordinates initiatives across public two-year and four-year institutions, and maintains student-level data for policy and research. SCHEV leads a statewide strategic plan for higher education in Virginia - The Virginia Plan for Higher Education - with the objective of becoming the best-educated state by 2030. Key elements of the plan that relate to workforce include:

1. Recognizing all credentials of value (industry credentials, certificates, and apprenticeships) and not just degrees
2. Providing affordable access to higher education for all through further alignment and leveraging of state and federal resources
3. Tracking outcomes of students, including the average wages over time and the percent of students that earn sustainable wages three years after completing a program

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.

Partner Engagement with Other Education and Training Providers

Virginia's strategy with other education and training providers encourages customer choice, innovation in service delivery, alignment with industry needs, and quality. Also, Virginia 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 we serve.

Eligible Training Provider List

The state workforce board adopted an expansive policy allowing institutions that are exempt from certification by SCHEV to participate as an eligible training provider. Five categories of providers may apply for inclusion on the state eligible training provider list:

1. A postsecondary educational institution that is eligible to receive federal funds under Title IV of the Higher Education Act of 1965 and that provides a program that leads to certification or license or college certificate, associate degree, or baccalaureate degree
2. A postsecondary school that offers formal instructional programs with curricula designed primarily for students who have completed the requirements for a high school diploma or its equivalent. Such schools include programs of academic-vocational, vocational, and continuing professional education that may lead to a certification or licensure. This category excludes avocational and adult basic education programs.

3. An entity that carries out related instruction under the National Apprenticeship Act that is recognized by the Virginia Department of Labor and Industry
4. A provider of a program of occupational training services that under Section 23-276.2 of the Code of Virginia is exempt from certification as a postsecondary school, such as a professional or occupational training program regulated by another state or federal governmental agency other than 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
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 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

<u>Registered Apprenticeship</u>

The state workforce development board adopted policy that extends the definition of an eligible training provider to include sponsors of Registered Apprenticeship (RA) programs. RA is an employment 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 Technical Instruction approved by the Department of Labor and Industry (DOLI)

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

RA program sponsors must initiate interest and provide information to be included on the state's Eligible Training Provider List (ETPL). DOLI determines eligibility. If DOLI recognizes a program and reports it is in good standing, it is automatically included on the list unless the program sponsor notifies the State that it no longer wants to be included on the list. Sponsors of RA who wish to be on the ETPL must contact DOLI's State Director and submit the application. DOLI will review the application and, once approved, will send it to the point of contact with the ETPL administrator for inclusion on the statewide ETP.

The VaWC allows for the posting of apprenticeship opportunities.

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).

Leveraging Resources to Increase Educational Access

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.

Financial Aid for Non-Credit Training

The Financial Aid for Noncredit Training leading to Industry Credentials (FANTIC) is a state-funded program designed to increase education access. 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 will be used exclusively for need-based financial aid for non-credit workforce training and related testing leading to in-demand industry credentials.

Workforce Credentials Grant

The New Economy Workforce Credential Grant Program was developed during the 2016 General Assembly Session to create and sustain a supply of credentialed workers to fill high-demand occupations in fields that support the state's economy, while making the attainment of these credentials more affordable. This General Fund supported grant program provides a pay-for-performance model for funding noncredit workforce training that leads to a credential in a high demand field.

Supplemental Nutrition Assistance Program Employment & Training

The Supplemental Nutrition Assistance Program (SNAP) is a state-run, federally supervised program by the Food and Nutrition Service (FNS), a branch of the United States Department of Agriculture (USDA). SNAP Employment & Training (E&T) is a federal program designed to provide targeted employment and training resources to help extremely low-skilled, low-income adults achieve economic self-sufficiency. Virginia has recognized the importance of expanding SNAP E&T to connect SNAP participants with meaningful education and training opportunities, enabling them to obtain industry recognized degrees and credentials with real value in the labor market.

The SNAP E&T program provides job search training, education, training, job retention, and work experience to SNAP recipients who are not receiving Temporary Assistance for Needy Families (TANF) benefits. This program provides SNAP recipients with education and training opportunities that will lead to paid employment and increased independence.

The SNAP E&T 50/50 program represents a key strategy for Virginia to increase access to SNAP E&T services by working with state, local, and private providers to identify and receive federal reimbursement dollars available for eligible investments in employment and training. This program is the only uncapped federal entitlement that will pay for workforce services. The 50 percent reimbursement will cover an expenditure on services for a SNAP participant paid for with non-federal funds, including state general funds. 50/50 funding is leveraged by partnering with third parties (e.g., community-based organizations and community colleges) to deliver services. This is referred to as a "Third-party Partnership". Third-party Partnerships will allow Virginia to expand its workforce development programs, reach more SNAP participants, and improve program outcomes and capacity by tapping into existing high quality providers that serve the community. Additionally, empowering partners to receive 50 percent reimbursement for services deemed appropriate for the SNAP E&T participants will bolster their capacity and financial stability. Required reporting for the SNAP E&T 50/50 program will be compiled by leveraging the Virginia Workforce Data Trust, allowing us to track outcomes and scale enrollment while limiting impact on administrative cost.

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.

Improving Access to Postsecondary Credentials

Virginia has taken bold steps to improve access and attainment of industry-recognized postsecondary credentials. Workforce system partners and the postsecondary education system have responded. The Governor, SCHEV, and the Chancellor of VCCS have all establish goals and aligned resources to support credential attainment in the Commonwealth.

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

Credit for Prior Learning for Virginia's Veterans

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

Military Medic and Corpsman Program (MMAC)

Continuing to make Virginia the most veteran-friendly state in the nation, the legislature established the MMAC program, which provides recently discharged service members with specialized medical training, an opportunity for employment at major Virginia healthcare systems, a pathway to licensure and long-term medical careers, and a solution to acute healthcare staffing shortages in Virginia's healthcare industry.

HIRE VETS NOW Credentialing

This Virginia Department of Veterans Services (DVS) initiative is funded through a grant from Altria and in collaboration with the Virginia Veterans Services Foundation (VSF), the Community College Workforce Alliance (CCWA), and other community college workforce programs. The initiative provides assistance to service members and veterans with no other source of funding to cover the costs of industry-recognized credentials.

Expanding Registered Apprenticeship in Virginia

The state workforce board has established policy related to the inclusion of Registered Apprenticeship Programs (RAPs) to the state's Eligible Training Providers List (ETPL). The ETPL identifies the state's available training programs on which specified WIOA funds can be spent. Adding this "earn and learn" model to the state's ETPL provides the opportunity for career-seekers and businesses to be supported directly by workforce programs as a training option. RAP's on the ETPL receive greater exposure and marketing of programs to career-seekers and provides a sponsor with the opportunity for new sources of support by the many workforce programs in their communities. Workforce partners may help with the recruiting and screening of qualified candidates who are eligible to receive WIOA funding to support apprentice training, such as related technical instruction, on-the-job training, customized training, incumbent worker training, and supportive services for the apprentice, e.g. tools, boots, testing fees, and transportation assistance.

Virginia's Registered Apprenticeship program piloted and subsequently launched a model for Youth Registered Apprenticeship (YRA) and Work-Based Learning – Registered Apprenticeship (WBL-RA). This collaboration occurred with the efforts of the Career and Technical Education (CTE) practitioners from the Virginia Department of Education. A final product was embedded officially into the recent CTE Work-Based Learning Guidelines. This co-effort is instrumental in answering the need for work based learning experiences in high school to better prepare the Virginia high school graduate for the workforce, continuing education or military. In many cases, the student entering the YRA or WBL-RA in high school graduates, and remains in their apprenticeship program.

In 2019, the U.S. Department of Labor Employment and Training Administration awarded DOLI a $1.6 million grant for the expansion and adoption of the RAPs across industry sectors. The grant's chief purposes are to expand Registered Apprenticeship into industry sectors that have not yet adopted the model and to more intentionally include individuals from demographic groups who have not chosen Registered Apprenticeship as an employment training option. Industries that DOLI is seeking additional participation from include:

- Healthcare
- IT/CS/CYBER
- Hospitality
- Agriculture/Agri-Tourism/Food and Beverage Manufacturing
- State, county, city entities

Demographic groups DOLI is working to include in RA programs include:

- Returning citizens
- Women
- Single parents

In other sectors, RA continues to prospect and educate employers so they may enhance their employee base through this occupation-specific, training model. Adopting the RA program comes more quickly to some sectors, when others struggle to change to how they recruit, select, train, and retain. The Registered Apprenticeship culture creates mentorship relationships, which may be foreign to highly competitive industries, and a slower, more thorough approach to upskilling employees. Competencies are valued along with industry credentials, which help to advance the individual in their career path as well as augment the competitive edge of the employer who has invested in them through the apprenticeship training model.

Recent Education and Workforce Innovations in Virginia

Virginia has recently adopted a series of bold legislative proposals aimed at improving public schools, enhancing the workforce system, and preparing the students of the Commonwealth to be successful members of the new Virginia economy. The proposals include a number of workforce-oriented efforts, all designed to improve access to postsecondary credentials that are aligned with the needs of existing and emerging industries in Virginia.

Workforce Credential Grant Program (WCG)

This program established Virginia's first statewide program to provide non-credit workforce training for industry certifications and occupational licenses aligned to regionally available jobs, offering access to middle class wages and beyond. The WCG created a revolving fund, administered by the 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 support students in completing their programs and attaining credentials through a first of its kind pay for performance funding formula.

To encourage Virginians attaining industry certifications and occupational licenses to attain additional postsecondary education credentials, higher education institutions participating in the program adopt a policy for the awarding of college credits to any student who has earned a

noncredit workforce credential that is applicable to a student's college certificate or degree program requirements.

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

CTE Work-Based Learning Guide

Legislation (8VAC20-131-100) revised in 2019, in accordance with the Profile of a Virginia Graduate, requires that all secondary schools' offerings include participation in work-based learning experiences and opportunities to earn workforce, career readiness, and industry credentials.

The Virginia Board of Education was required to review and revise, in consultation with stakeholders, its *CTE Work-Based Learning Guide* to expand the opportunities available for students to earn credit for graduation through high-quality work-based learning experiences, such as job shadowing, mentorships, internships, externships, and Registered Apprenticeships. Virginia's work-based learning is comprised of school-coordinated workplace experiences that enable each student to explore their career goals and interests, and apply classroom instruction in a real-world business or service-oriented work environment.

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.

Coordinating with Economic Development Strategies

State Strategy

In 2018, Governor Northam produced a Comprehensive Economic Development Policy for the Commonwealth, which laid out four priorities. The first priority, *Maximize the Commonwealth's human, natural, and man-made assets* is particularly important to the Plan as it addresses the need to invest in the education and skills of the workforce. Additionally, the second priority, *Maintain and enhance our leading business climate*, further supports the need for business services highlighted in this Plan. The third priority is to *Support every Virginian in the pursuit of a productive, quality life*, and the fourth priority is to *Maximize the benefits of taxpayer dollars.*

The most transformative asset for sustainable economic growth is arguably a skilled workforce. Access to quality labor is the most influential determinant of a business' success and resilience. For Virginia to consistently outpace the rest of the country in economic growth, it must have the best-prepared workforce for the jobs of the 21st century. Virginia is committed to building and sustaining a customer-driven system that will accelerate the growth of the Commonwealth. 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
3. Programmatic alignment

Operational alignment is achieved through a network of regional Business Service Teams as well as supported by VEDP initiatives.

In 2017, VEDP released an executive summary of a five-year (FY19-FY23) Strategic Plan for Economic Development of the Commonwealth. This plan builds on previous targets and focuses on cultivating target industry growth clusters. These high-opportunity targets areas include:

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

Also, the Strategic Plan includes a Human Capital component and holds promise to bring on new capacity to develop and deploy a skilled workforce for economic development projects and strengthen Virginia's human capital development engine. VEDP concentrates on traded sectors that can be recruited and expanded in Virginia. Workforce pathways such as healthcare and construction trades are not included in the Comprehensive Economic Development Plan.

Governance and Planning

Virginia Board of Workforce Development

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

Moving forward, the Board will continue to develop in a way that provides representation from the high-impact, high-growth, and high-growth potential industries recognized in the economic development strategic plan. The Board membership also includes Cabinet-level leadership that directs the core programs in this plan as well as non-core programs. This strengthens the board's and the system's connection to priority workforce issues faced by businesses critical to Virginia's economy.

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

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. The VaWC system, including LMI, is used by economic development entities to develop activities and strategies for promoting economic growth.

Adult Education and Literacy

In 2020, local workforce development boards participated in the review of regional adult education and integrated English literacy and civics education proposals, providing feedback to strengthen 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—

The state operating systems and policies are outlined in the following sections.

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF–

A. STATE OPERATING SYSTEMS THAT SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE-MANAGEMENT SYSTEMS, JOB BANKS, ETC.)

<u>The Virginia Workforce Connection</u>

VaWC, found at www.vawc.virginia.gov, 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 VaWC, job seekers look for jobs compatible with their skills. Employers can use the system to request One-Stop Career Center staff assistance for screening and referring applicants to job openings and access critical labor market.

<u>UI System Modernization</u>

Unemployment Insurance system modernization is nearing completion. This modernization effort was initiated to allow customers ready access to UI self-assisted services. To date, business tax systems have been modernized and are in production. The claimant benefits system is expected to deploy in June 2020.

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

Virginia cannot currently compile comprehensive reporting data across programs and agencies, but our analytic capabilities are rapidly expanding as our investment in the Workforce Data Trust comes to fruition. By the end of 2020, the Workforce Data Trust will resolve records across a variety of systems controlled by VEC, VCCS, DARS, DBVI, and VDSS in real-time, enabling a more integrated and efficient process for state and federal reporting.

<u>Challenges and Opportunities</u>

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

- Government agencies and policymakers are slow to embrace technology, resulting in sporadic investment and adoption
- Technology is not viewed as integral to service delivery or programmatic success

- As a result of decades of compounding technical debt, chronic underinvestment, and an overwhelming reliance on closed-source, vendor-owned solutions, 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 to 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 and reporting processes used for all programs and activities, including those present in one-stop centers.[10]

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

Data collection for businesses and job seekers receiving services under Titles I and III generally takes place through the VaWC. Data generated in the VaWC is used to populate the quarterly 9002 and VETS200 reports to the U.S. Department of Labor. In addition, the Economic Information and Analytics Division of the VEC supplies periodic data to the Bureau of Labor Statistics and other workforce stakeholders in Virginia and the nation.

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

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

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

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

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

In July 2017, the Virginia Board of Workforce Development adopted a "One-Stop Certification Process" 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 clear and well enforced, resources were properly allocated, and problems were resolved in a timely fashion. The policy is available at https://virginiacareerworks.com/wp-content/uploads/Policy-300-06-One-Stop-Certification-7-1-2017Final.pdf.

Virginia will report on the six federal performance measures contained in WIOA as required. Reports on the performance of Virginia's workforce system are generated each month. The Additionally, non-attributed outcomes such as attainment of credentials, new hires, wages by

occupation, and efforts at business engagement are shared with the public via the Board of Workforce Development's website at www.virginiacareerworks.com.

Title IV collects and reports data on referrals, co-enrollment activities for consumers, and business services' activities. Referral information is collected at intake regarding the source of referral and is reported quarterly to the Rehabilitation Services Administration. Co-enrollment data is also collected and reported. This information includes information on involvement or enrollment in other WIOA Partner Programs and is included on the WIOA Annual Performance Report. Finally, DARS also collects information on a variety of business services' activities including information on economic development, labor market information distribution, layoff aversion services, incumbent worker training, and tax incentives/tax credits. This information is also reported on a quarterly basis to Virginia's workforce partners and also reported on the WIOA Annual Performance Report.

Data for participants served by WIOA Title I Adult, Youth, Dislocated Worker, and DWG programs is collected in the Virginia Workforce Connection (VaWC) and used to generate the Participant Individual Record Layout (PIRL). As required by WIOA, the PIRL file (ETA-9172) supplies participant data for the quarterly performance reports (ETA-9173). Additionally, the PIRL file (ETA-9172) and the Eligible Training Provider (ETP) file (ETA-9171) are submitted to the U.S. Department of Labor to supply data for the annual performance report (ETA-9169).

Data for the Effectiveness in Serving Employers measure is collected from the various partner agencies in a quarterly Excel report. The Virginia Employment Commission (VEC) summarizes these reports and provides statewide aggregate data for inclusion in the WIOA annual performance report (ETA-9169).

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM

Virginia Board of Workforce Development policies support the implementation of workforce development strategies in the Commonwealth and can be found at https://virginiacareerworks.com/practitioners-corner/. This site includes links to both board policy and supporting guidance issued by VCCS in the form of Virginia Workforce Letters.

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

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

VCCS, in their capacity as administrator of WIOA Title I programs, provides technical assistance through a One-Stop System Support Team comprised of subject matter experts from partnering agencies, local workforce development boards, and WIOA Title 1 program staff. Local Workforce Development Boards, through their staff, will immediately alert policy staff at the Virginia

Community College System of any situation involving a conflict between partner agencies that could influence the quality of Center services.

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

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

In Virginia, the One-Stop Career Centers are referred to as Virginia Career Works Centers.

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). The WIOA Title I Administrator provides technical assistance workshops to the local areas at a minimum of twice a year regionally. These workshops provide assistance in the areas of performance reporting, financial reporting, VaWC System data entry, service strategies for adult, youth, and dislocated workers, and monitoring. The WIOA Title I Administrator 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. 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. Each local workforce development area has identified a Learning Coordinator who serves as a system link to the One-Stop Centers and their partners.

Virginia's Combined State Plan highlights the critical role of sector strategies and career pathways development and implementation. In 2017, Virginia's workforce partners came together to develop a Sector Strategy and Career Pathways Academy (SSCPA). The SSCPA is a statewide initiative to provide professional development for Virginia's workforce professionals to operationalize and expand career pathways and sector strategies in the Commonwealth. This initiative aims to better align state programs and resources to serve workers' needs for good jobs, meet employers' needs for skilled workers, and address current and emerging skills gaps.

Additionally, the SSCPA provides an opportunity for workforce professionals across state agencies/programs to obtain additional skills and tools to better serve unemployed or underemployed workers' needs and drive improved outcomes for employers. The SSCPA consists of two components:

- **Academy**: An in-person class and online curriculum that explains the "what," "why" and "how-to" of sector strategies and career pathways
- **Community of Practice**: An online forum/website where Virginia's workforce professionals and stakeholders can share practical experiences, tools and emerging best practices

Workforce professionals who participate in the SSCPA will receive approximately 26 hours of training in a combination of classroom and online instruction. Academy participants will initially complete phase one of the training (eight hours) by attending a Foundations Course in

their region to obtain an overview of the Academy, to understand the purpose of the SSCPA, and to collaborate with partners in the region. After that, participants will move to phase two and complete approximately 18 hours of online training at their own pace. After phase two, participants have the option to participate in regional peer workgroups to further expand this initiative. SSCPA participants will receive badges for completing modules of the SSCPA and will receive a Certificate of Completion upon finishing phases one and two of the Academy.

In May 2019, the SSCPA had its first cohort of participants and had a second cohort in November 2019. The ultimate goal is to have every workforce professional participate in the SSCPA. Virginia plans to have three cohorts in PY2020 and three cohorts in PY2021 for a total of 1080 participants (each cohort is approximately 180 people). Through this professional development initiative, the SSCPA will strengthen the ability of workforce system practitioners and partners to incorporate Sector Strategies and Career Pathways strategies as integral components in Virginia' s workforce system.

Overall, the state's professional development activities will depend on the support of the following partners.

The WIOA State Learning Administrator:

- Serves as the liaison between the LWDBs, State and Local Learning Coordinators, and Virginia Workforce Council (VBWD)
- Maintains the professional development plan current, facilitate the implementation of the plan, and identify existing resources to support the plan
- Periodically conducts 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)
- Provides training opportunities statewide for constant system development when deemed necessary
- Communicates to the field available training/professional development opportunities that are focused on meeting the core competency areas
- Assists with keeping the Virginia Workforce Development System Course current and relevant

Virginia Workforce Network partner entities and agencies:

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

Local Learning Coordinator:

- Assists in the "learning process" for the One-Stop staff
- Identifies and keeps track of staff that are required to be certified and staff that have completed certification requirements
- Monitors participants' progress and provide encouragement
- Works with immediate supervisors to provide staff the additional support needed
- Provides progress updates to One-Stop manager
- Alerts state coordinator of issues and concerns that can't be resolved locally
- Assists the State to identify training opportunities and resolve any concerns that cannot be resolved locally

Partner Programs in the One-Stop Environment

In Virginia, comprehensive One-Stop centers have the following requirements:

1. A physical location where both job seeker and employer customers can access the programs, services, and activities of all required One-Stop partners

2a. Appropriately trained, full-time staff present to deliver workforce services from each of the following programs:

- WIOA Title I—Adult, Dislocated Worker, Youth programs
- WIOA Title III—Wagner Peyser employment services
- Jobs for Veterans State Grants-funded staff (including Disabled Veteran Outreach Program or Local Veterans Employment Representative staff)

2b. The presence of the following programs on a regular basis. Access to program resources when staff is not on site must be specifically addressed in the negotiated MOU and describe how individuals served at the Center will be provided access:

- WIOA Title IV—Vocational Rehabilitation services, which will participate by having a staff presence on a regular basis with at least one office/cubicle in at least one comprehensive One-Stop career center in each local workforce development area, providing regular training to support system partners staff in the identification and delivery of services to individuals with disabilities and through strategic investments in hardware and software to support the delivery of staff-supported services and self-service clients in the comprehensive One-Stop center's Resource Room
- WIOA Title II – Adult Education and Literacy services.

2c. Access to the following programs and the access strategy must be specifically addressed in the negotiated MOU:

- DOLI – Registered Apprenticeship
- Carl Perkins Career and Technical Education – Postsecondary Training

- Non-Credit Workforce Training provided by VCCS
- Trade Adjustment Assistance
- TANF and the Virginia Initiative for Employment not Welfare (VIEW)
- SNAP E&T
- Other programs authorized under title I of WIOA, including Job Corps; YouthBuild; Native American programs; and Migrant and Seasonal Farmworker programs
- The Senior Community Service Employment Program (SCSEP)
- Community Services Block Grant (CSBG) employment and training activities
- Department of Housing and Urban Development (HUD) employment and training activities
- Programs authorized under state unemployment compensation laws
- Second Chance Act programs

1. Full access to career (basic and individualized) and training services
    a. Access is defined as (1) having partner program staff physically present at the One-Stop career center appropriately trained to provide information to customers about the programs, services, and activities available through partner programs; and/or (2) providing direct linkage through technology to program staff who can provide relevant information and/or services.
2. A full array of labor market information for job seekers, including online access to tools and resources
    a. This information shall be provided by VEC through the Virginia Workforce Connection and virginiaworks.com. It may be supplemented with local tools and resources.
3. Access to programs, services, and activities during regular business days and hours
    a. Program access strategies must include consideration for program access during non-traditional hours
4. A referral processes in place for employers and job seekers to have access to specialized or other services available through partner programs and service providers
    a. These processes must be documented in the partner MOU

The WIOA also allows affiliate One-Stop career centers. In Virginia, an affiliate One-Stop career center has the following requirements:

1. At least two or more partner programs with a physical staff presence at the location
    a. An affiliate One-Stop career center does not need to provide access to every required One-Stop partner program, although it is encouraged that remote access be provided, such as program partner electronic intake forms and appointment scheduling at other locations

b. The frequency of the physical presence of various program staff at the affiliate One-Stop career center is determined at the local level through arrangements with program partners

c. At each affiliate One-Stop center, a program partner lead shall be identified. This lead could be any partner described in sections 2a-2b. This encourages an expansive and inclusive network of physical One-Stop center locations.

2. Wagner-Peyser employment service sites cannot be affiliate One-Stop career centers unless they are collocated with another program partner

a. Another partner program may not include the partner administering the Jobs for Veterans State Grant Program (JVSG), Trade Act Program, or unemployment insurance programs.

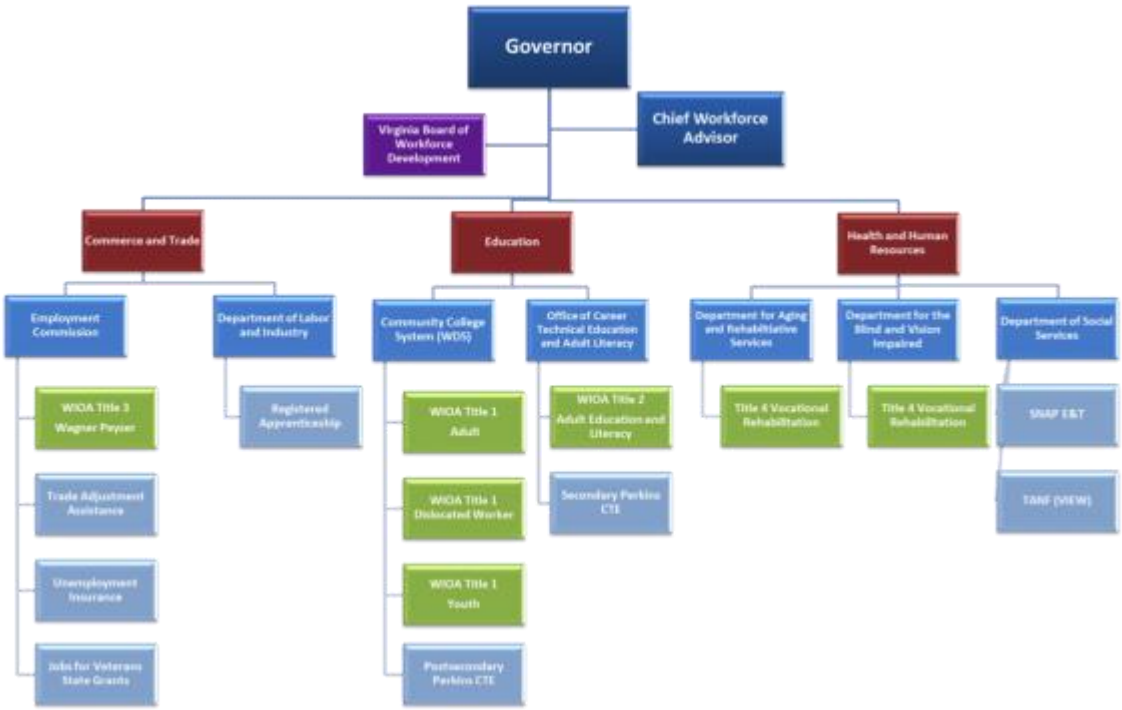
b. If Wagner-Peyser employment services are provided at an affiliate site, there must be at least a WIOA Title I service provider at the affiliate site with staff physically present more than 50 percent of the time the center is open, in addition to any other partners as established in the local workforce area plan

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 organizational chart depicts the core programs (in green) and non-core partner programs (in blue) included in this Combined State Plan. The Governor has designated a Chief Workforce Development Advisor to oversee the workforce system. The state workforce board is a strategic entity that operates outside of any one agency and works with the governor to provide system-spanning policy recommendations, strategic direction to the One-Stop service delivery system, and performance oversite.



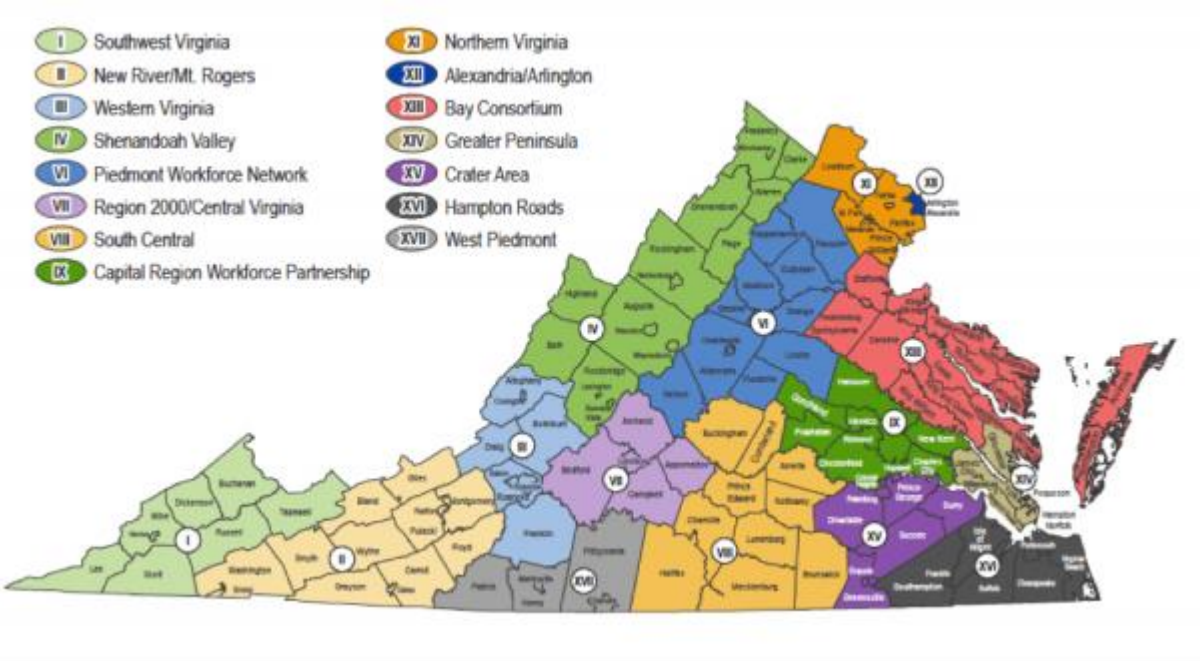
The programs included in this state plan fall under three secretariats: Commerce and Trade, Education, and Health and Human Resources. The six core programs in the plan are administered by five agencies: VCCS (Title I), the Virginia Office of Career Technical Education and Adult Literacy (Title II), VEC (Title III), and DARS and DBVI (Title IV).

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

Local Workforce Areas and Workforce Boards

The One-Stop service delivery system in Virginia includes 15 local workforce areas that support a network of comprehensive and affiliate One-Stop Career Centers. These 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.



Southwest (LWIA 1)

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

Tazewell County and Clinch Valley Community Action operate the Workforce Innovation and Opportunity Act (WIOA) Adult program for the seven counties and one city in Southwest Virginia. The adult program meets employer needs by helping customers upgrade skills, obtain employment, improve job retention, and increase earnings. These services include training and assistance in obtaining industry recognized credentials in in-demand occupations and help with re-entry into employment in high-growth industries.

New River/Mt. Rogers (Area 2)

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

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

West Piedmont (Area 3)

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

The West Piedmont Workforce Development Board is one of 15 federally mandated organizations in the Commonwealth overseen by the Virginia Board of Workforce Development in compliance with WIOA. Members of the West Piedmont Workforce Development Board represent the community leaders from business, education, local government, and service providers. The Board's mission is to cultivate a dynamic workforce development system that stimulates economic development.

Shenandoah Valley (Area 4)

Augusta County
Bath County
Clarke County

Frederick County
Highland County
Page County
Rockbridge County
Rockingham County
Shenandoah County
Warren County
Buena Vista City
Harrisonburg City
Lexington City
Staunton City
Waynesboro City
Winchester City

The Shenandoah Valley Workforce Development Board (SVWDB) was established in 2000 to provide oversight and administration of the Workforce Innovation and Opportunity Act (WIOA) in the Shenandoah Valley. The SVWDB acts as a catalyst to provide seamless services among various workforce programs and provides community leadership around workforce issues. In this capacity, the SVWDB assumes five strategic roles as convener:

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

Piedmont (Area 6)

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

The Piedmont 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 and 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: Collaboration with state and local partners for training, infrastructure, finance and other solutions
- Workforce Development Solutions: Developed 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.

Central (Area 7)

Amherst County
Appomattox County
Bedford County
Campbell County
Bedford City
Lynchburg City

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

South Central (Area 8)

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

The Southern Virginia Workforce Center administered by the South Central 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 Southern Virginia Workforce Center is to integrate partner services and coordinate resources for job seekers, employers/business, skilled workers, training, and, where appropriate, incumbent workers.

Capital (Area 9)

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

The Capital Region Workforce Partnership works to increase private sector employment opportunities and to ensure the integration of services to prepare individuals to meet the needs of business and industry in the Richmond 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 (Area 11)

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

The Northern Virginia Workforce Development Board (NVWDB) is a team of private and public sector partners who share a common goal: to promote Northern Virginia's economic prosperity and long-term growth and to help 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 and job seekers throughout the region. SSG is a non-profit organization serving Northern Virginia Employers and Job Seekers offering a wide range of free job placement, training, and educational services to employers, job seekers, and incumbent workers.

Alexandria/Arlington (Area 12)
Arlington County
Alexandria City

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

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

Bay Consortium (Area 13)

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

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

Greater Peninsula (Area 14)

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

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

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

Crater (Area 15)
Dinwiddie County
Greensville County
Prince George County
Surry County
Sussex County
Colonial Heights City
Emporia City
Hopewell City
Petersburg City

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

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

Hampton Roads (Area 16)

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

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

West Piedmont (Area 17)

Henry County
Patrick County
Pittsylvania County
Danville City

Martinsville City
South Boston City

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

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 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 WIOA 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.

I. MEMBERSHIP ROSTER

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

Board Membership

Except for legislative members, Board members are appointed by the Governor, which is compliant with the requirements of WIOA. Membership categories include:

- Chief Workforce Development Advisor
- 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 Secretaries of Commerce and Trade; Education; Health and Human Resources; Veterans Affairs and Defense Affairs; and Public Safety and Homeland Security; or their designees, each of whom shall serve ex officio
- The Chancellor of the Virginia Community College System or a designee, who shall serve ex officio
- Additional members appointed by the Governor as are required to ensure that the composition of the Board satisfies the requirements of the WIOA. The additional members shall include:
    - Two local elected officials
    - Eight members who shall be representatives of the workforce, to include (i) three representatives nominated by state labor federations, of which one shall

be a representative of a joint-labor apprenticeship program; and (ii) at least one representative of a private career college

- Nonlegislative citizen members representing the business community, the total number of whom shall constitute a majority of the members of the Board and who shall include the presidents of the Virginia Chamber of Commerce and the Virginia Manufacturers Association or their designees and the remaining members who are business owners, chief executive officers, chief operating officers, chief financial officers, senior managers, or other business executives or employers with optimum policy-making or hiring authority who industry sectors that represent the Commonwealth's economic development priorities. Business members shall represent diverse regions of the state, to include urban, suburban, and rural areas, and at least two members shall also be members of local workforce development boards.

Title	First Name	Last Name	Category
Secretary	Brian	Ball	Office of the Governor-Secretariat of Commerce & Trade (WIOA Title III Program and Registered Apprenticeship Programs)
Mr.	Hobart "Hobey	Bauhan	Business
Mr.	Xavier	Beale	Business
Mr.	Thomas A.	Bell	Labor
Ms.	Julie	Brown	Business
Ms.	Lynne	Bushey	Business
Mr.	Ernie	Caldwell	Business
Secretary	Dan	Carey*	Office of the Governor-Secretariat of Health & Human Resources (WIOA Title IV Programs and Department pf Social Services TANF and SNAP Programs)
Ms.	Doris	Crouse-Mays	Labor
Senator	Frank	Ruff	General Assembly
Ms.	Virginia	Diamond	Labor
Mr.	Mark	Dreyfus	Training
Chancellor	Glenn	Dubois*	Training
Mr.	Barry	DuVal*	Business
Ms.	Patricia	Funegra	Business
Mr.	Daniel	Gomez	Business

Title	First Name	Last Name	Category
Mr.	James	Gray	Local Official
Chief Workforce Development Advisor	Megan	Healy	Exofficio Designee Governor
Ms.	Lane	Hopkins	Business
Secretary	Carlos	Hopkins*	Office of the Governor-Secretariat of Veterans & Defense Affairs (Veteran Service Programs)
Mr.	D. Michael	Hymes	Business
Ms.	Ann	Mallek	Local Official
Mr.	Nat	Marshall	Business
Ms.	Melissa	McDevitt	Business
Mr.	Jim	Monroe	Business
Secretary	Brian	Moran*	Office of the Governor-Secretariat of Public Safety & Homeland Security
Delegate	Kathleen J.	Murphy	General Assembly
Ms.	Joan	Peterson	Business
Secretary	Atif	Qarni*	Office of the Governor-Secretariat of Education (WIOA Title II)
Ms.	Carrie	Roth	Business
Senator	Bill	DeSteph	General Assembly
Ms.	Becky	Sawyer	Business
Ms.	Anne	Schlussler	Business
Mr.	Raheel	Sheikh	Business
Mayor	John David	Smith, Jr.	Business
Mr.	Travis	Staton	Business
Ms.	Zuzana	Steen	Business
Delegate	Kathy	Tran	General Assembly
Mr.	Brett	Vassey	Business
Mr.	Brian	Warner	Business

Title	First Name	Last Name	Category
***These members have designated alternates**			
Designated Alternates			
Commissioner	Duke	Storen	Office of the Governor-Secretariat of Health & Human Resources
Mr.	Dan	Lufkin	Training
Mr.	Keith R.	Martin	Business
Asst Secretary	Jonathan G.	Ward	Office of the Governor-Secretariat of Veterans & Defense Affairs
Deputy Secretary	Jae K	Davenport	Office of the Governor-Secretariat of Public Safety & Homeland Security
Deputy Secretary	Fran	Bradford	Office of the Governor-Secretariat of Education

II. BOARD ACTIVITIES

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

Board Activities

According to the Code of Virginia § 2.2-2472, the Board shall undertake the following actions to implement and foster workforce development and training and better align education and workforce programs to meet current and projected skills requirements of an increasingly technological, global workforce:

1. Provide policy advice to the Governor on workforce and workforce development issues in order to create a business-driven system that yields increasing rates of attainment of workforce credentials in demand by business and increasing rates of jobs creation and attainment

2. Provide policy direction to local workforce development boards

3. Assist the Governor in the development, implementation, and modification of any combined state plan developed pursuant to the WIOA

4. Identify current and emerging statewide workforce needs of the business community;

5. Forecast and identify training requirements for the new workforce

6. Recommend strategies to match trained workers with available jobs to include strategies for increasing business engagement in education and workforce development

7. 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

8. Advise and oversee the development of a strategic workforce dashboard and tools that will inform the Governor, policy makers, system stakeholders, and the public on issues such as state and regional labor market conditions, the relationship between the supply and demand for workers, workforce program outcomes, and projected employment growth or decline. The Virginia Employment Commission, along with other workforce partners, shall provide data to populate the tools and dashboard

9. Determine and publish a list of jobs, trades, and professions for which high demand for qualified workers exists or is projected by the Virginia Employment Commission. The Virginia Employment Commission shall support the Virginia Board of Workforce Development in making such determination. Such information shall be published biennially and disseminated to employers; education and training entities, including associate-degree-granting and baccalaureate public institutions of higher education; government agencies, including the Department of Education and public libraries; and other users in the public and private sectors

10. Develop pay-for-performance contract strategy incentives for rapid reemployment services consistent with the WIOA as an alternative model to traditional programs

11. Conduct a review of budgets, which shall 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

12. Review and recommend industry credentials that align with high demand occupations, which credentials shall include a credential that determines career readiness

13. Define the Board's role in certifying WIOA training providers, including those not subject to the authority expressed in Article 3 (§ 23.1-213 et seq.) of Chapter 2 of Title 23.1

14. Provide an annual report to the Governor concerning its actions and determinations under subdivisions 1 through 13

15. Create quality standards, guidelines, and directives applicable to local workforce development boards and the operation of One-Stops, as necessary and appropriate to carry out the purposes of this article.

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.

Virginia is committed to developing an increasingly evidence-based approach to workforce development and is investing in new performance management tools to expedite our continuous improvement process. The recently created Workforce Data Trust will track participants' journey through the workforce development system in real-time, enabling the coordination and optimization of service delivery across partner programs. This secure

integration platform will also allow administrative data to be leveraged for the rigorous evaluation of program efficacy.

Insights surfaced through analysis will be made accessible to staff and the public through a growing suite of easy-to-use performance dashboards, helping to nurture a culture of data-driven decision making across the organization. In support of that aim, the Chief Workforce Development Advisor recommends the following hierarchy of evidence be considered for purposes of program evaluation and grant making:

- Strong evidence: meaning at least two evaluation reports have demonstrated that an intervention or strategy has been tested nationally, regionally, at the state- level, or with different populations or locations in the same local area using a well-designed and well-implemented experimental design evaluation (i.e., Randomized Controlled Trial (RCT)) or a quasi-experimental design evaluation (QED) with statistically matched comparison (i.e., counterfactual) and treatment groups. See CLEAR.dol.gov for full definitions of strong or moderate study design. The overall pattern of evaluation findings must be consistently positive on one or more key workforce outcomes. The evaluations should be conducted by an independent entity external to the organization implementing the intervention.
- Moderate evidence: meaning at least one evaluation report has demonstrated that an intervention or strategy has been tested using a well-designed and well-implemented experimental or quasi-experimental design showing evidence of effectiveness on one or more key workforce outcomes. The evaluations should be conducted by an independent entity external to the organization implementing the intervention.
- Preliminary evidence: meaning at least one evaluation report has demonstrated that an intervention or strategy has been tested using a well-designed and well-implemented pre/post-assessment without a comparison group or a post-assessment comparison between intervention and comparison groups showing evidence of effectiveness on one or more key workforce outcomes. The evaluation may be conducted either internally or externally.
- Pre-preliminary evidence: meaning there is program performance data for the intervention showing improvements for one or more key workforce outputs or outcomes.

<u>Promising Performance-driven Strategies for Procurement and Grant making</u>

- Award preference points to providers offering models supported by high or moderate causal evidence
- Develop contracts that pay directly for outcomes, exploring potential flexibility around award sizes, time periods, and performance measures
- Build a growing base of evidence by promoting, conducting, and financing evaluation
- Improve internal and external transparency regarding funding and program performance

Assessment of Core Programs

In the first step of the implementation of this Plan, the Office of the Chief Workforce Development Advisor will conduct a comprehensive assessment and evaluation of the

workforce system core programs in Virginia. This evaluation will take place in the spring and summer of 2020.

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.

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. In 2017, the state workforce board updated their 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.

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 recommend 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 also is required to conduct annual evaluations of the performance of workforce development and training programs and activities and their administrators and providers, including:

1. A comparison of the per-person costs for each program or activity
2. A comparative rating of the per-person costs for each program or activity
3. An explanation of the extent to which each agency's appropriation requests incorporate the data reflected in the cost comparison described in clause (1) and the comparative rating described in clause (2).

The Advisor 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 maintain a Performance and Accountability Committee to develop the metrics and measurements for publishing comprehensive workforce score cards and other longitudinal data that will enable the Virginia to measure comprehensive accountability and performance.

Improvement of Programs

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

C. PREVIOUS ASSESSMENT RESULTS

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

In the first year of the implementation of this Plan, the Governor's Chief Workforce Advisor and Virginia Board of Workforce Development (VBWD), and, more specifically, the Performance and Accountability Committee of the VBWD, will conduct a comprehensive assessment of service delivery by the American Job Center core programs in Virginia. The assessment will examine data from the last three years for both individual and business services. This type of assessment has not been done in Virginia in the last two years.

The VBWD, in consultation with the Chief Workforce Advisor, will determine the type of data to be collected and presented to the VBWD and Chief Workforce Advisor in order to evaluate the quality of service delivered through Virginia's American Job Centers. The assessment will consist of quantitative and qualitative elements, both fiscal and programmatic.

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.

The Governor's Chief Workforce Advisor and the Virginia Board of Workforce Development (VBWD) will utilize the results of the assessment referenced in III. b.4.C of this Plan to complete a comprehensive evaluation of core program services delivered through Virginia's American Job

Centers. This effort will include participation by the VBWD's staff which represent the core programs under WIOA and additional programs, such as veteran's workforce services and other civilian workforce reentry programs, that Virginia considers core to the workforce development system.

The assessment evaluation will also include information obtained from assessments conducted by federal agencies such as the Department of Labor and Department of Education.

Once the evaluation of the effectiveness of the core programs and one-stop partner programs is completed, the state will review its strategies and policies and make appropriate adjustments to improve service delivery. The evaluation will also serve to make appropriate updates to Virginia's Combined State Plan.

Also, the evaluation and resulting actions, such as policies to be implemented across Virginia's workforce development system and changes in strategies, will be shared with the federal agencies. A follow-up evaluation of policy implementation results will also be conducted by the VBWD in future years.

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

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

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

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

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

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

II. 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 Local Workforce Development Area (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 (ASU) – (33⅓ percent):
- The relative number of unemployed persons in an ASU within a LWDA compared to the total number of unemployed persons in ASUs in Virginia. (Source: VEC)
- Excess Unemployment – (33⅓ percent):
- The relative number of excess unemployed persons within a LWDA compared to the total number of excess unemployed persons in Virginia. (Source: VEC)
- Economically Disadvantaged Adults – (33⅓ percent):
- The relative number of disadvantaged adults in the LWDA compared to the number of disadvantaged adults in Virginia. (Source: U.S. Census Bureau – 2000 Census)

III. 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 current factors and respective weights that make up Virginia's Dislocated Worker formula are as follows:

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

B. FOR TITLE II

I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS

During the program year 2019-2020, VDOE Office of Career, Technical, and Adult Education will conduct two competitions for multi-year grants, the first funded through Section 231 and Section 225, adult education with correctional education; the second funded through Section 243, integrated English literacy and civics education (IELCE).

Federal regulations require that only organizations that have demonstrated effectiveness in providing adult education and literacy services are eligible to apply for Adult Education and Family Literacy Act (AEFLA) funds. Applications are screened to determine demonstrated effectiveness based on data submitted from program year 2018-2019.

Applicants must respond in their proposals to all 13 considerations outlined in Section 231(e), submit a program design, and provide plans for incorporating the priorities outlined in the Combined State Plan. Further discussion of the requirements for the competition is described in the section of the Plan titled, *Program-Specific Requirements for Adult Education and Family Literacy Act Programs*.

AEFLA funds are distributed based on federal guidelines. Of the main award, at least 82.5 percent must be distributed for local adult education activities under Section 231 and 225, up to 12.5 percent may be used for state leadership projects, and up to five percent may be used for state administration. A set-aside amount for Section 243, Integrated English Literacy and Civics Education, is identified within the full federal award. Five percent of this amount may be used for state administration and the remaining 95 percent distributed for local adult education activities.

The total funding amount for individual programs, including state contributions, is determined by a census-derived, needs-based formula that takes into account the number of adults in the region without a high school diploma or its equivalent. Funds are distributed according to this formula plus a base amount of operational funding to ensure equity for smaller or rural programs. The 22 adult education regions in the state correspond to the state's legislated Planning Districts and are aligned within Virginia's system of 15 local workforce areas. In some cases, adult education regions are congruent with local workforce development board areas; in other cases, multiple adult education regions operate within a single local workforce development board region. The three-year, competitive awards will be issued in 2020 using the 2013-2017 American Community Survey data to set the formula.

Continued funding is based on a grantee's success in demonstrating continuous improvement and meeting state performance benchmarks. VDOE's monitoring system allows grantees unable to meet the state's performance benchmarks to continue to receive funding with the expectation that probationary requirements must be met as a condition of continued funding.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

VDOE**,** along with various partner agencies, ensures that identical grant announcements are made and widely distributed across the Commonwealth through a variety of venues and by a variety of methods, including postings on established listservs and social media. When the

requests for proposals (RFPs) are ready for release, an official Notice of Availability containing information about the availability of funds and the application process is published as a one-day, legal notice in total circulation in eight newspapers located in each of the eight superintendents' regions in Virginia. The RFP is posted on both VDOE and the Virginia Grants websites. A public pre-proposal webinar is held after the public release of the RFP. Following the webinar, all inquiries about the competition or application process are managed as public information. Inquiries are accepted through a central email address, sorted into categories, researched, and answered in weekly sets posted to the VDOE adult education webpage. Each complete submission from an eligible applicant is reviewed on its individual merits and all submissions are evaluated using the same standard measures.

C. VOCATIONAL REHABILITATION PROGRAM

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.

DARS receives 87 percent and DBVI receives 13 percent of Section 110 funds and any other federal formula grant funds available to the Commonwealth of Virginia for vocational rehabilitation services under the Rehabilitation Act of 1973, as amended. DARS and DBVI work cooperatively to fully utilize all available federal funds. Either commissioner may request a renegotiation of the percentages at any time.

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

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

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

I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION

Currently, Virginia's core workforce programs operate on 3 different client data platforms. Virginia is in the process of implementing the Virginia Career Works Common Access Portal. The Portal provides a mechanism for common intake and affirmative referrals. The Portal seeks to reengineer a legacy state cross-agency and cross-program intake application that will result in a master client index across the various WIOA programs in Virginia. The Portal hopes to solve the inherent design limitations of the legacy systems with an emphasis on customer-centric design.

II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN

The Portal will drive new traffic into the Virginia Career Works centers and reflect credibility by way of its quality design. It will incentivize clients to disclose information pertinent to accurate referrals by providing the rationale and benefit for each information request that will be specific to their directed need. The Portal is dedicated to increasing communication and efficiency, reducing duplication and waste, and achieving meaningful customer outcomes.

III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS

The Portal will provide an integrated Virginia Career Works System referral process among the four WIOA Titles and include TANF and SNAP E&T Services. Job seekers will benefit from a single workforce system registration and request for services. The agency systems will receive referral information to initiate intake appointments. Also, the Portal will provide visibility into how a client has utilized resources available to them in the workforce system and the service outcomes. To regulate this effort, a governance board has been created chaired by the Governor's Chief Data Officer. This decision-making body consists of representatives from each agency that shares data or supports the system. The Board's mission is to provide direct oversight, leadership, and support for the continuous development of the system as well as use the collected data to review the performance of the workforce system through analytics.

IV. DESCRIBE THE STATE'S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2))

Virginia has technology systems in place that serve as the system of record for the various WIOA core programs. These systems, such as the Virginia Workforce Connection provided by Geographic Solutions, capture and report all activities related to participants served through Virginia's American Job Centers. These systems meet all federal reporting requirements including completing and submitting the Participant Individual Record Layout (PIRL) reports.

The reports provided by the current systems are also used to inform the stakeholders, including the state and local workforce development boards, of performance results, including performance results in comparison to the performance measures established in this Combined State Plan for the various core programs.

Virginia is also in the process of implementing the Virginia Career Works Referral Portal that will serve as the access portal to workforce development services for Virginians. The individuals seeking services will complete online forms to provide information that will return a referral to the appropriate program services that best meet their needs. The Portal will also serve as a data trust that will report service outcomes to stakeholders to enable strategy adjustments to improve service delivery across Virginia's workforce development system. This technology solution will serve all WIOA core programs as well as TANF and SNAP program services.

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 arise 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.

The VEC intends to pursue UI Wage Record Agreements with neighboring states to improve the data sets supporting the outcomes of employment and wages. Additionally, the Commonwealth intends to integrate the UI Wage record system into the Workforce Data Trust for purposes of outcome assessment to the maximum extent allowable under state and federal law.

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)[1], 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

For the purpose of wage records matching, each agency must enter into a Restricted Use Data Agreement (RUDA) with 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.

[1] Commonwealth of Virginia Information Technology Resource Management – Information Security Standard

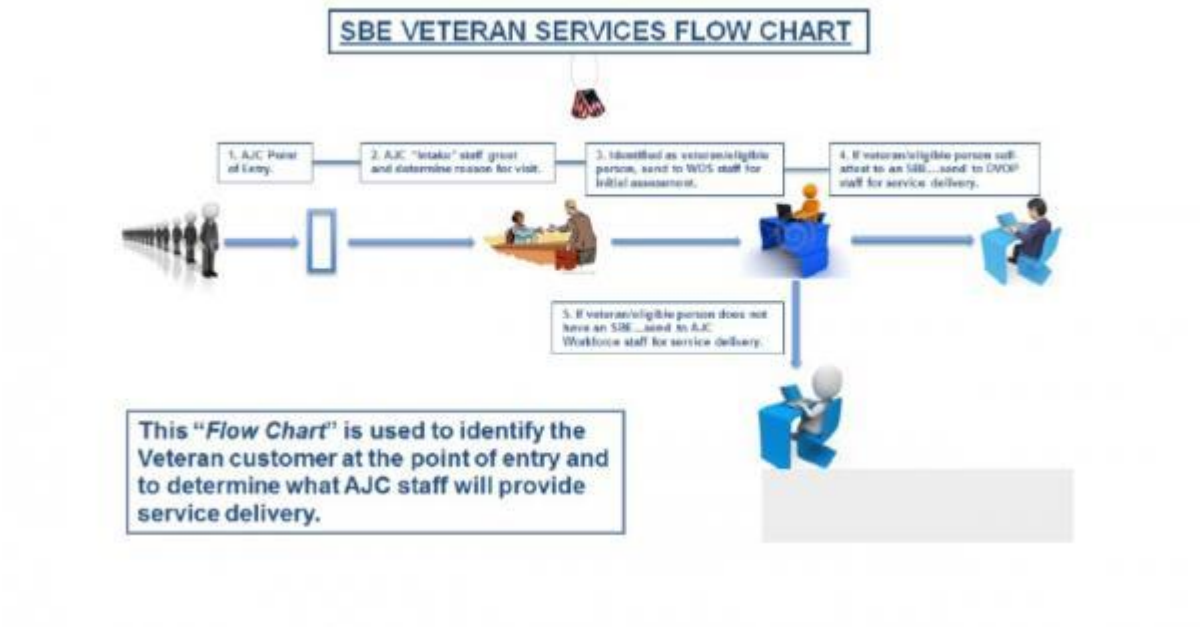
7. PRIORITY OF SERVICE FOR VETERANS

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.

Process:

An eligible veteran or the spouse of an eligible veteran who is self-identified as having a Significant Barrier to Employment (SBE) verified by Workforce Services Representative (WSR) or One Stop Partner staff should be referred to a DVOP specialist or, in instances where a DVOP specialist is not available, other trained staff.

1. At the American Job Center Point of Entry eligible veteran or the spouse of an eligible veteran will be given an opportunity to self-identify as a Veteran or eligible spouse.
    a. Posters posted at entry providing instructions and explanation
    b. AJC Intake staff will ask if customer is a Veteran or eligible spouse
2. AJC Intake Staff complete greeting and ascertain reason for visit
3. Identified Veterans or eligible persons will be assessed by the WSR (Workforce Services Representative) or a One-Stop (WIOA) Partner for presence of Significant Barrier to Employment or special population in accordance with Veteran Program Letters 03-19, 03-14 and Training and Employment Guidance Letter (TEGL) 19-13.
4. Veterans identified with SBE or special population after being assessed by the WSR/WST or a Virginia Career Works Center (WIOA) Partner, will be enrolled and then referred to the DVOP for services.
5. Veterans that are not identified as having a SBE or a member of a special population after being assessed by the WSR/WST or a Virginia Career Works Center (WIOA) Partner, will be enrolled and then referred to the appropriate AJC partner for services.



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.

The Virginia Career Works Network will comply with the physical and programmatic accessibility provisions of section 188 of WIOA and applicable provisions of the ADA of 1990 through the development and implementation of statewide policies, including One-Stop Certification, the continuing work of the statewide Accessibility Taskforce, the provision of training and support for staff in the Virginia Career Works Centers and their partner agencies, participation in grant opportunities targeted to individuals with disabilities, and through the evaluation of customer service, including for individuals with disabilities, as part of the continuous improvement process.

Statewide Policies

The Virginia Board of Workforce Development (VBWD) has issued several statewide policies that positively impact accessibility in the Virginia Career Works Centers and across the partner agencies. VBWD Policy 600-03 Services to Individuals with Disabilities was issued in 2017 to provide guidance to the Virginia public workforce system regarding the provision of services to individuals with disabilities through the One-Stop system, in compliance with all requirements of the Workforce Innovation and Opportunity Act. This policy can be found here: https://virginiacareerworks.com/wp-content/uploads/Policy-600-03-Services-to-Individuals-with-Disabilities.pdf. This policy provided the framework, requirements, and procedures for ensuring accessibility and accessible service delivery throughout the Virginia Career Works Network. The VBWD also issued policy 300-06 One-Stop Certification in 2017 to provide

requirements and procedures for certifying Virginia's comprehensive and affiliate workforce centers. This policy is available here: https://virginiacareerworks.com/wp-content/uploads/Policy-300-06-One-Stop-Certification-7-1-2017Final.pdf. VBWD Policy 300-06 includes the following criteria for accessibility compliance:

"Evaluations of physical and programmatic accessibility must include how well the One-Stop ensures equal opportunity for individuals with disabilities to benefit from One-Stop services. The American with Disabilities Act and WIOA Section 188 establish guiding standards. Evaluations of accessibility include:

a. Provision of reasonable accommodations for individuals with disabilities

b. Verification that reasonable modifications to policies, practices, and procedures are made where necessary to avoid discrimination against persons with disabilities

c. Administration of programs in the most integrated setting appropriate

d. Communication with persons with disabilities is conducted as effectively as with others

e. Provision of appropriate auxiliary aids and services, including assistive technology devices and services, where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, the program or activity

f. Utilization of a recognized methodology or instrument, provide a report on the extent that One-Stop Centers in the local area meet the accessibility requirements outlined in statute and regulations, including identifying areas that may be out of compliance, how those areas can be rectified, and, if appropriate, the cost of compliance

g. Verify that programmatic and physical accessibility exists."

Implementation of VBWD Policy 300-06 One-Stop Certification is supported by additional guidance in the Virginia Workforce Letter (VWL) 17-02 One-Stop Certification Process, which provides the process and tool to use in the certification of Virginia's comprehensive and affiliate workforce centers. This letter can be found here: https://virginiacareerworks.com/wp-content/uploads/VWL-17-02-One-Stop-Certification-Process-Final-8-9-2017-1-1.pdf. This VWL details how Local Workforce Boards are to assess and ensure the physical and programmatic accessibility of their facilities, programs, services, technology, and materials for individuals with disabilities (see VWL 17-02, pages 20-24: Evaluations of Program and Programmatic Accessibility Criteria Checklist Table). Moving forward, the VBWD will continue to update current policies and develop new policies as appropriate, to ensure the accessibility of the Virginia Career Works Centers and their partner agencies.

Accessibility Taskforce

Virginia also has established a statewide Accessibility Taskforce to enhance accessibility of the Virginia Career Works Network and customer service experience. The Taskforce's approach to accessibility is inclusive and collaborative, incorporating universal design in its planning process. Two main principles guide the work of the Taskforce:

1. Access to the Virginia Career Works Network is everyone's responsibility
2. Access to the Virginia Career Works Network is for everyone

The vision developed by the Accessibility Taskforce of an integrated and seamless network of service delivery that is welcoming and fully accessible to everyone, and where every individual

has the opportunity to achieve their potential, is a key component of Virginia's accessibility strategy.

The Taskforce is composed of diverse agency representatives including representatives from:

- VCCS Grants and Federal Workforce Programs Division for Title I
- EEO Officers for WIOA Titles I and Title III
- DARS, DBVI, and the Department for the Deaf and Hard of Hearing for Title IV
- VDOE Adult Education and Literacy for Title II
- VDSS
- Virginia Association of Workforce Development Executive Directors
- The local Virginia Career Works Centers and the Virginia Association of Centers for Independent Living

The WIOA Title I Administrator was designated as the initial lead for this Task Force, and the future intent is to rotate the leadership role through the partner agencies on a two-year cycle to enhance understanding of and support for system-wide accessibility across the myriad of disciplines involved.

Some of the major successes of the Accessibility Taskforce thus far include:

- Development of an Action Plan that lays out priorities, strategies, and action steps in four areas:
    - Universal access for all workforce system facilities
    - Policies and procedures
    - Training for all workforce partners
    - Communication and outreach for the workforce system
- Participating in the drafting of the VBWD Policies 600-03 Services to Individuals with Disabilities and 300-06 One-Stop Certification, which collectively support consistent compliance across all of the WIOA core programs and partners
- Contributing directly to the Virginia Career Works Center certification tool (VWL 17-02 One-Stop Certification Process) by developing specific criteria on Program and Programmatic Accessibility, and including the inclusion of universal design elements
- Engendering the partnership between the VCCS, DARS, and the Virginia Centers for Independent Living to conduct accessibility surveys of the comprehensive and affiliate workforce centers
- Actively participating in the Virginia Career Works Center Certification Validation Team's documentation and on-site reviews, which improved awareness and understanding of the ADA and disability challenges at the local Virginia Career Works Center level, fostered technical assistance connections between state and local staff, and improved awareness and understanding among the state agencies on the Taskforce

- Supporting the addition of a "Joint Program Planning" Activity to the state Titles I and III shared system of record allowing case managers to formally recognize and track cross-partner co-case management functions
- Being highlighted in the National Disability Institute's nationwide webinar "State Workforce Systems that are Making Equal Opportunity a Priority: Missouri, Virginia and California" (March 2018)
- Being highlighted in the Lead Center Systems Innovation Brief "Making Change Happen: Virginia's Cross-System Accessibility Taskforce Addresses Equal Opportunity and Access" (March 2019)
- Participating in the National Workforce Innovation Accessibility Cohort facilitated by USDOLETA/ODEP (April 2019) to address the challenge question – "How might we further maximize physical and programmatic access for customers with disabilities using the services of an American Job Center?"
- Supporting multiple state-wide and local training efforts to enhance understanding of, and interest in, providing accessible services throughout the Virginia Career Works service delivery continuum

Training and Support for Virginia Career Works Center Staff and Partner Agencies

As part of the work of the Accessibility Taskforce, an ongoing partnership has developed through the DOL Disability Employment Grants with the National Disability Institute's (NDI) Lead Center. This partnership has consisted of the provision of technical assistance and training for Virginia Career Works partners and staff on WIOA from a disability perspective, highlighting key provisions of the law that are different from WIA and providing an overview of Section 188.

A statewide Equal Opportunity (EO) Conference, was provided for the Virginia Career Works EO officers and partners in October 2019 in coordination with the National Disability Institute's Lead Center. There were over 100 attendees including Local Workforce Development Area EO Officers and staff, Virginia Community College Systems monitors and staff, and local Virginia Employment Commission Program Directors, monitors, and staff. Attendees were provided training on Section 188 equal opportunity and non-discrimination provisions and AJC Certification. Examples and scenarios were discussed during the session to clarify roles of EO officers, monitors, managers and staff related to areas of disability and accessibility. A smaller workgroup was held after the session for a more in-depth discussion with specific questions from State and local EOs, monitors, managers and staff.

In addition to the EO Conference, NDI partnered with the Disability Employment Initiative (DEI) to offer four regional trainings across Northern Virginia, held in Virginia Career Works Centers. The audience of 65 attendees included workforce professionals representing all four WIOA Titles. Efforts to have staff included across all WIOA Titles was a priority, as well as ensuring varied levels of staff including leadership and program roles and perspectives. Two on-line follow up sessions were then held in December 2019 with 40 attendees. As a direct result of the six WIOA Section 188 Trainings, there has been an increased interest and request for more consistent and widespread training throughout the state. Questions and scenarios continue to be raised around disability inclusion and accessibility issues from staff across all core WIOA Titles at both management and program levels.

The Accessibility Taskforce has identified that need for additional training around how to operationalize Section 188 and implement effective strategies to improve compliance, customer

service, and outcomes. Training around the documentation and storing of disability-related information, on-going technical assistance, accommodations training, and support to practice the strategies being learned are also on the Accessibility Taskforce's agenda for the next four years.

Participation in Grant Opportunities Targeted to Individuals with Disabilities

Virginia has been fortunate to be awarded multiple rounds of the USDOL/ETA Disability Employment Initiative (DEI) grants. Funds and technical assistance support have been used to:

- Increase identification of individuals with disabilities who self-disclose after program registration or enrollment
- Purchase universal workstations and other accessible hardware and software that increased access to individuals with disabilities to use resources and access programs
- Analyze system activities and implement a "Joint Service Planning" strategy, including a dedicated code in the state system of record, to allow for the recording and reporting of Integrated Resource Team activities for customers with multiple barriers to employment, including veterans and those with disabilities, who are receiving workforce system services from multiple partners
- Expand the capacity of the Virginia Career Works Centers to promote the use of existing career pathways and focus on improvements needed to make their existing 'career pathways' systems fully inclusive of and accessible to individuals with disabilities ages 18 to 64
- Enactment of cross-agency partnerships (VCCS, DARS, VEC, VDOE, VDSS, LWDAs) to support regional disability awareness training at the local and regional levels
- Support the Six Virginia Teams who were selected to participate in Customer Centered Design Challenges
- Support USDOLETA's choice of DEI Workforce Area 11 to join the "Future of AJCs" cohort to participate in an innovative curriculum designed to help teams reengineer services based on the needs of their worker and employer customers, along with peers across the nation
- Develop a partnership with the Career Pathways for Individuals with Disabilities grant to facilitate systems alignment, cross systems service delivery efforts, and co-enrollments with workforce partner programs
- Support participation by key partners on DEI Workforce Area 11's Disability Services Subcommittee, which provides information and assists with operational and other issues relating to the provision of services to individuals with disabilities. This includes issues relating to compliance with Section 188 and the Americans with Disabilities Act of 1990, in regards to: programmatic and physical access to the services, programs, and activities of the Northern Virginia One-Stop delivery system, as well as appropriate training for staff on providing supports for or accommodations to, and finding employment opportunities for, individuals with disabilities.

As a result of Virginia's involvement in the DEI and other activities, Virginia was chosen by the LEAD/WIOA Policy Center for an Equal Opportunity Pilot project, starting in January of 2020. This project results from the LEAD technical assistance with the Virginia Accessibility

Taskforce and will help to implement actions and lessons learned from the EO conference, local area trainings and DEI strategies.

Virginia's accessibility implementation efforts have opened a cross-agency conversation that is taking the Commonwealth beyond a compliance checklist mentality to a focus on enhancing accessible service delivery across the Virginia Career Works Network. Moving forward, Virginia will continue to pursue additional opportunities to collaborate with federal, state, and local partners to enhance the Virginia Career Works infrastructure and Virginia's capabilities to provide high quality, accessible service delivery for individuals with disabilities throughout the Commonwealth.

Evaluations of Customer Service

Virginia will continue to conduct continuous improvement for disability access through the evaluations of internal and external customer service feedback collection and analysis. Each of the 15 Local Workforce Development Boards have an external customer service evaluation process through which data is collected regarding customer service experiences for job seekers and businesses, which includes feedback opportunities regarding service to individuals with disabilities. The Virginia Career Works Centers also have internal staff feedback processes that allow for identification and resolution of any issues identified by staff that may impact services provided to individuals with disabilities. Finally, each training that is provided offers an opportunity for staff feedback as well, providing a process for additional evaluation and improvement of service access and delivery for all customers, including individuals with disabilities.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

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

According to the U.S. Census ("Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2017"), 15.8 percent of people over age five residing in the Commonwealth, or over 1.2 million people, speak a language other than English in their home. The most commonly spoken languages other than English include Spanish (43.8 percent), Chinese, including Mandarin and Cantonese (4.7 percent), Korean (4.5 percent), Arabic (4 percent), Vietnamese (4 percent), and Tagalog (3.6 percent). Each adult with limited English proficiency (LEP) will have meaningful access to all programs and services and will be able to participate effectively regardless of their ability to speak, read, write, or understand English.

The One-Stop certification process and ongoing monitoring efforts document how One-Stop centers address the needs of English language learners. One-Stop operators at Virginia Career Works Centers are required during certification, per Virginia Workforce Letter 17-02 to attest to their practices and policies regarding services to individuals in appropriate languages and formats as part of their effectiveness measures, outreach and program accessibility, and quality assurance for serving "under-represented" job seekers. The Letter is available here: www.virginiacareerworks.com/wp-content/uploads/VWL-17-02-One-Stop-Certification-Process-Final-8-9-2017-1-1.pdf. One-Stop centers' certification process includes a review of these assurances and supporting documents by the local workforce development boards as well as cross-agency on-site document review and monitoring visits, conducted at all Virginia Career Works Centers in 2017-2018.

Local Workforce Development Board plans, which will be updated in 2021, will require an access strategy as well as local policy guidance to ensure LEP individuals will have meaningful access to all programs and services and are able to participate effectively regardless of their ability to speak, read, write, or understand English.

Removing language barriers has been a sub-topic of the statewide Accessibility Taskforce, and as such, a topic of technical assistance, resource-sharing, professional development, and cross-agency training which will continue under the 2020-2023 Plan.

IV. COORDINATION WITH STATE PLAN PROGRAMS

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

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

State Workforce Board Composition

The composition of the state workforce board is purposeful, designed to ensure cross-agency and cross-program alignment, and is a platform for joint planning and coordination between core and other programs. With cabinet-level representation by the Chief Workforce Development Advisory and Secretaries of Commerce and Trade, Education, Health and Human Resources, as well as the chancellor of VCCS, 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.

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:

The State Plan must include	Include
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	Yes

The State Plan must include	Include
regarding activities of State Boards and local boards, such as data on board membership and minutes;	
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: https://virginiacareerworks.com/local-workforce-boards/.

1. Southwest Virginia: Norton, Buchanan, Dickenson, Lee, Russell, Scott, Tazewell, Wise

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

3. Western Virginia: Covington, Roanoke, Salem, Alleghany, Botetourt, Craig, Franklin, Roanoke

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

6. Piedmont Workforce Network: Charlottesville, Albemarle, Culpeper, Fauquier, Fluvanna, Greene, Louisa, Madison, Nelson, Orange, Rappahannock

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

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

9. Capital Region Workforce Partnership: Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, Powhatan, City of Richmond

11. Northern Virginia: Fairfax, Falls Church, Manassas, Manassas Park, Fairfax, Loudoun, Prince William

12. Alexandria/Arlington: Alexandria, Arlington

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

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

15. Crater Area: Colonial Heights, Emporia, Hopewell, Petersburg, Dinwiddie, Greensville, Prince George, Surry, Sussex

16. Hampton Roads: Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, Isle of Wight, Southampton, Virginia Beach

17. West Piedmont: Danville, Martinsville, Henry, Patrick, Pittsylvania

B. DESCRIBE THE PROCESS USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR "PERFORMED SUCCESSFULLY" AND "SUSTAINED FISCAL INTEGRITY" IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS

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

WIOA is clear that in order for the state to receive an allotment of funds the Governor shall approve requests for initial designation for any area in good standing that was designated as a local area for the purpose of the Workforce Investment Act of 1998 for a two-year period preceding the enactment of WIOA. This initial designation has been 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 - https://virginiacareerworks.com/wp-content/uploads/Policy-200-01-Designation-of-Local-Workforce-Development-Areas-Revision-1-Marked.pdf

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

1. Are consistent with labor market areas in the state
2. Are consistent with regional economic development areas in the state
3. Have available the federal and non-federal resources necessary to effectively administer activities under provisions of WIOA, including whether the areas have the appropriate education and training providers, such as institutions of higher education and career and technical education schools

On March 3, 2015, the Governor's Office, issued a letter inviting Chief Elected Officials (CEO) to submit requests for initial designation of the currently established local workforce areas. All CEOs of the local workforce areas, as established under WIA, submitted requests and were granted approval to remain as such under the initial designation period.

The procedures for designating local workforce development areas in the Commonwealth of Virginia are outlined as follows:

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

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

1. Performed successfully
2. Sustained fiscal integrity
3. 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 improperly expended funds provided under subtitle B (or, if applicable, title I of the Workforce Investment Act of 1998 as in effect prior to the effective date of such subtitle B) due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

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

Steps in the Virginia Local Workforce Development Area Designation Process

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

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

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

businesses, labor organizations, institutions of higher education, community- based organizations, and the public at large.

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

1. How the proposed local workforce development area is aligned with labor market areas including information on growth industries and occupations in the local labor market
2. How the proposed local workforce development area is aligned with a regional economic development area within the Commonwealth of Virginia
3. How the proposed local workforce development area can effectively administer activities under provisions of the WIOA with available federal and non-federal resources, including a description of area education and training providers, a description of how the available resources will be made available for training activities, and a description of the percentage of overall resources administered by the local area that will be dedicated to training activities
4. Whether the proposed local workforce development area is seeking Initial or Subsequent Designation as defined by WIOA and a statement of assurance that the proposed local workforce development area meets the requirements for Initial or Subsequent Designation under the WIOA
5. For Subsequent Designation requests, a discussion of how the local workforce development area met the three criteria outlined in WIOA section 106(b)(3)

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

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

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

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

Commonwealth of Virginia Process for Redesignating a LWDA

Reference: VBWD Policy 200-07 Process for Requesting Local Workforce Development Area Redesignation; Redesignation Assistance - https://virginiacareerworks.com/wp-

content/uploads/Policy-200-07-Process-for-Requesting-Local-Workforce-Development-Area-Redesignation-.pdf

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

1. Are consistent with labor market areas in the state
2. Are consistent with regional economic development areas in the state
3. Have available the federal and non-federal resources necessary to effectively administer activities under provisions of WIOA Title I, including whether the areas have the appropriate education and training providers, such as institutions of higher education and career and technical education schools

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

Procedures

Redesignation of local workforce development areas under the WIOA.

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

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

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

1. How the proposed local workforce development area is aligned with labor market areas including information on growth industries and occupations in the local labor market
2. How the proposed local workforce development area is aligned with a regional economic development area within the Commonwealth of Virginia
3. How the proposed local workforce development area can effectively administer activities under provisions of the WIOA with available federal and non-federal resources, including a description of area education and training providers, a description of how the available resources will be made available for training activities, and a description of the percentage of overall resources administered by the local area that will be dedicated to training activities

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

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

1. Convening sessions and conferences
2. Renegotiation of contracts and agreements
3. Other activities deemed appropriate for redesignation by the VBWD

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

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

Commonwealth of Virginia Process for Identifying Regions

Reference: VBWD Policy 200-06, Designation of Regions and Planning Requirements - https://virginiacareerworks.com/wp-content/uploads/Policy-200-06-Designation-of-Regions-and-Planning-Requirements-FINAL-Signed.pdf

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

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

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

Opportunity to Appeal:

Pursuant to WIOA Section 106(b)(5), a unit(s) of local government may submit an appeal to the Virginia Board of Workforce Development. The appeal shall contain:

- A written description on the reasoning behind why the government unit(s) should be designated as a local workforce development area, including data substantiating the reasoning;
- A written description of how this is in the best interest of the government unit(s), the local labor force, and the businesses in proposed region;
- A written, detailed reasoning detailing why designation with another region disadvantages the government unit(s), the local labor force, and businesses in currently designated regions;
- A written proposal for how the region would be structured to fulfill the needs of the government unit(s)
- After submission of the appeal, the Virginia Board of Workforce Development will have 30 days to provide an initial response. Following this response, the government unit(s) making the appeal will have the ability to present their reasoning to the Virginia Board of Workforce Development.
- After presenting to the Virginia Board of Workforce Development, the VBWD will provide a vote to either support or reject the appeal. The chair will then provide a copy of the appeal along with the VBWD's support for or rejection of the appeal for the Governor's consideration.The Governor at that time may either support the designation made by the governmental units or reject it.VBWD Policy 200-01 will be updated to include this appeals language by December 31, 2020.

Reference: VBWD Policy 200-01, Designation of Local Workforce Development Areas - https://virginiacareerworks.com/wp-content/uploads/Policy-200-01-Designation-of-Local-Workforce-Development-Areas-Revision-1-Marked.pdf

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

The Virginia Workforce Letter (VWL) 17-04, Virginia Career Works One-Stop Memorandum of Understanding (MOU) and Cost Allocation Development Guidance provides guidance on appeals relating to determinations for infrastructure funding.

Per VWL 17-04, the LWDB Chair (or designee) must secure all partner signatures for the Cost Allocation MOU pertaining to infrastructure funding. The MOU, including the cost allocation plan, will be considered fully executed once all signatories have reviewed and signed, and a signed copy has been returned to all parties. A fully-executed MOU must be submitted annually to the WIOA Title I Administrator electronically at no later than May 31st.

If a partner is unwilling to sign the MOU, then the LWDB Chair (or designee) must ensure that the dispute resolution process established by the LWDB is followed. If the local dispute

resolution process is exhausted, the WIOA Title I Administrator must be notified in writing via email at All actions taken to resolve the dispute must be documented in detail and included in the email. The WIOA Title I Administrator will address and respond in accordance with the applicable policies as referenced above.

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 contain:

- A written description on the reasoning behind why the government unit(s) should be designated as a local workforce development area, including data substantiating the reasoning;
- A written description of how this is in the best interest of the government unit(s), the local labor force, and the businesses in proposed region;
- A written, detailed reasoning detailing why designation with another region disadvantages the government unit(s), the local labor force, and businesses in currently designated regions;
- A written proposal for how the region would be structured to fulfill the needs of the government unit(s)
- After submission of the appeal, the Virginia Board of Workforce Development will have 30 days to provide an initial response. Following this response, the government unit(s) making the appeal will have the ability to present their reasoning to the Virginia Board of Workforce Development.
- After presenting to the Virginia Board of Workforce Development, the VBWD will provide a vote to either support or reject the appeal. The chair will then provide a copy of the appeal along with the VBWD's support for or rejection of the appeal for the Governor's consideration.

The Governor at that time may either support the designation made by the governmental units or reject it.

VWL 17-04 will be updated to include this appeals language by September 30, 2020.

Reference: VWL 17-04, Virginia Career Works One-Stop Memorandum of Understanding (MOU) and Cost Allocation Development Guidance - https://virginiacareerworks.com/wp-content/uploads/VWL-17-04-VCW-One-stop-MOU-and-Cost-Allocation-Development-Guidance-1.pdf

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 Virginia Career Works website and state code for policy development to effect Virginia's Workforce Development System. The Virginia Career Works website is structured to inform stakeholders of public policies that are promulgated by The Virginia Board of Workforce Development and the Title I Administrator.

1. The Virginia Board of Workforce Development (VBWD) policies provide 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 Virginia Career Works website under the VBWD Policy section (https://virginiacareerworks.com/practitioners-corner/#policies).

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

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

https://virginiacareerworks.com/wp-content/uploads/Policy-200-01-Designation-of-Local-Workforce-Development-Areas-Revision-1-Marked.pdf

The purpose of this policy is to provide guidance to chief elected officials (CEOs) and Virginia Career Works system stakeholders regarding the process to be followed when a unit or a combination of units of general local government, such as a county or group of counties, requests designation of local workforce development areas under the Workforce Innovation and Opportunity Act (WIOA).

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

https://virginiacareerworks.com/wp-content/uploads/Policy-200-02-Establishment-and-Membership-of-Local-Workforce-Development-Boards-FINALsigned.pdf

The purpose of this policy is to provide guidance for the establishment and membership of Local Workforce Development Boards under the WIOA. Each local workforce development area designated in the Commonwealth shall establish and maintain a LWDB. CEOs appoint the Local Board, which is certified every two years by the Governor.

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

https://virginiacareerworks.com/wp-content/uploads/Policy-200-03-Duties-of-Local-Workforce-Development-Boards-FINAL.pdf

The purpose of this policy is to provide guidance regarding the duties of LWDB under the WIOA. The LWDB 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 VBWD's 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 LWBD has responsibility for making the following critical decisions:

1. How best to organize the regional workforce system to most effectively serve the needs of current and emerging private sector employers and job seekers
2. How best to provide comprehensive services to regional private sector employers
3. How best to deploy available resources to achieve negotiated local performance accountability measures and build capacity for continuous improvement
4. 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.

https://virginiacareerworks.com/wp-content/uploads/Policy-200-04-Certification-of-Local-Workforce-Development-Boards-final.pdf

The purpose of this policy is to provide guidance for certification of LWDB under the WIOA. Each local workforce development area designated in the Commonwealth shall establish and maintain a LWDB. CEOs appoint the LWDB, which is certified every two years by the Governor.

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

https://virginiacareerworks.com/wp-content/uploads/Policy-200-06-Designation-of-Regions-and-Planning-Requirements-FINAL-Signed.pdf

The purpose of this policy is to provide guidance for identifying regions and conducting regional planning for CEOs and Virginia workforce system stakeholders per statutory and regulatory requirements under the WIOA.

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

https://virginiacareerworks.com/wp-content/uploads/Policy-200-07-Process-for-Requesting-Local-Workforce-Development-Area-Redesignation-.pdf

The purpose of this policy is to provide guidance to CEOs, LWDB members, and Virginia Career Works system stakeholders regarding the process to be followed when a unit or a combination of units of political subdivisions, such as county or group of counties and/or cities, request redesignation of local workforce development areas under the WIOA and the opportunity for local redesignation assistance from the state WIOA Title I Agency, the Virginia Community College System.

g. VBWD Policy 300-06: One-Stop Certification Process. https://virginiacareerworks.com/wp-content/uploads/Policy-300-06-One-Stop-Certification-7-1-2017Final.pdf

The purpose of this policy is to establish the criteria for LWDBs to certify Virginia Career Works Centers. The goal is to assure that each Local Workforce Development Area (LWDA) has been determined to meet uniform certification standards, such that businesses and job seekers can expect to encounter a minimum baseline of quality services regardless of location. LWDB's must at minimum certify one Comprehensive Virginia Career Works Center in their areas. The criteria shall include and incorporate the following: 1) Evaluations of Effectiveness, 2) Evaluations of Accessibility for Individuals with Disabilities to Evaluate Compliance Disability-related Regulations (physical, programmatic and communications accessibility), 3) Evaluations of Continuous Improvements, and 4) Quality Assurance. LWDBs, with the approval of their CEOs, may establish additional certification criteria beyond that designated by the VBWD. The VBWD and the LWDBs must review and update the Virginia Career Works Center criteria every two years as part of the Combined State Plan and Local Plan Modifications. The Virginia Career Works Center Certification process shall be monitored in accordance with established state and local monitoring policies and guidance documents.

h. VBWD Policy 404-01 Identification of Eligible Training Providers

https://virginiacareerworks.com/wp-content/uploads/Policy-404-01-Identification-of-Eligible-Training-Providers-FINALSigned.pdf

The purpose of this policy if to provide 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 WIOA of 2014.

i. VBWD Policy 600-01: Veterans' Priority of Service

https://virginiacareerworks.com/wp-content/uploads/Policy-600-01-Veterans-Priority-of-Service-FinalSigned.pdf

The purpose of this policy is to articulate veteran's priority of service requirements under the WIOA.

j. VBWD Policy 600-03: Services to Individuals with Disabilities

https://virginiacareerworks.com/wp-content/uploads/Policy-600-03-Services-to-Individuals-with-Disabilities.pdf

The purpose of this policy is to provide guidance to Virginia public workforce system regarding the provision of services to individuals with disabilities through the Virginia Career Works system, in compliance with all requirements of the WIOA.

k. VBWD Policy 403-02: Rapid Response Activities: Layoff Aversion Assistance

https://virginiacareerworks.com/wp-content/uploads/Policy-403-02-Rapid-Response-Final.pdf

The purpose of this policy is to articulate the process for distribution of funding for dislocated worker services as part of Rapid Response strategies, including layoff aversion services, under the WIOA.

l. VBWD Policy 19-01: Mandatory WIOA Title I-Trade Co-Enrollment

https://virginiacareerworks.com/wp-content/uploads/VBWD-19-01-Mandatory-WIOA-Trade-Co-Enrollment-VBWD-Policy_.pdf

The purpose of this policy is to communicate the requirement for WIOA Title I and Trade Adjustment Assistance (TAA) Program Co-Enrollment for dislocated workers.

m. VBWD Policy 403-01: Business Services Requirements

https://virginiacareerworks.com/wp-content/uploads/VBWD-Policy-403-01-Business-Services-Requirements-1.pdf

The purpose of this policy is to outline the strategic vision of business service provision in the Commonwealth of Virginia and data collection requirements of LWDBs and American Job Centers (also called Virginia Career Works Centers), which includes all mandated WIOA partners in providing services to business customers. This policy presents required actions of WIOA partners to create the capacity to provide business services and capture data on business services provided to business customers.

Virginia Workforce Letters (VWL) are administrative policy document for LWDB issued by the Virginia Community College System, as the administrator of WIOA Title I for the Commonwealth of Virginia. Guidance on the administration of the statewide workforce development system specific to Title I of the WIOA are located under Current Virginia Workforce Letters and Archived Virginia Workforce Letters sections on the Virginia Career Works website. https://virginiacareerworks.com/practitioners-corner/#letters

Some of the key administrative guidance documents for Virginia's statewide workforce development system include the following:

a. VWL 15-02 Eligibility Guidelines.

https://virginiacareerworks.com/wp-content/uploads/VWL-15-02-EligibilityFinal.pdf

This administrative guidance document provides eligibility guidelines for the adult, dislocated worker, and youth programs under the WIOA of 2014.

b. VWL 15-04 Methods of Administration.

https://virginiacareerworks.com/wp-content/uploads/VWL-15-04-Methods-of-Administration.pdf

This administrative guidance document provides a reasonable guarantee that all of Virginia's WIOA Title I financially assisted programs, activities and recipients comply with the nondiscrimination and equal opportunity requirements stipulated under Section 188 of the WIOA.

c. VWL 19-01 2019 Poverty Guidelines and 70 percent Lower Living Standard Income Levels and Use of Economic Self-Sufficiency under the Workforce Innovation and Opportunity Act.

https://virginiacareerworks.com/wp-content/uploads/VWL-19-01-Change-1-2019-Poverty-Guidelines-and-70-Lower-Living-Standard-Income-Levels-and-Use-of-Economic-Self-Sufficiency-under-WIOA-.pdf

This administrative guidance document provides the current Poverty and 70 percent Lower Living Standard Income Levels to be used in determining eligibility under the definition of low income.

d. VWL 14-17, Change 1: Minimum Training Expenditure Requirement.

https://virginiacareerworks.com/wp-content/uploads/VWL-14-17-Change-1-Minimum-Training-Expenditure-Requirement-4-23-19-Update.pdf

In accordance with Code of Virginia §2.2-2472.2, this administrative guidance document provides the minimum Title I Adult and Dislocated Worker local area formula funds expenditure requirement for training leading to recognized postsecondary education and workforce credentials aligned with in-demand industry sectors or occupations in the local area or region. All LWDAs are required to ensure that at least 40 percent of their formula-allocated expenditures in a program year are expended on allowable training costs in the WIOA Title I Adult and Dislocated Worker programs. This letter provides guidance on allowable costs towards meeting the required minimum 40 percent expenditure rate.

e. VWL 15-05 WIOA Discrimination Complaint Process

https://virginiacareerworks.com/wp-content/uploads/VWL-15-05-WIOA-Discrimination-Complaint-Process.pdf

The purpose of this document is to communicate the requirement of grant recipients to adopt and make public procedures providing for the prompt and equitable resolution of complaints alleging violations of the nondiscrimination and equal opportunity provision of the WIOA.

f. VWL 16-01 Change 1 Requirements for Workforce Innovation and Opportunity Act Local Workforce Development Area Plans

https://virginiacareerworks.com/wp-content/uploads/VWL-16-01-Change-1-Requirements-for-WIOA-LWDA-Plans-1.pdf

The purpose of this document is to provide LWDAs with procedures and guidance on development and submission of local area plans under Title I of the WIOA.

g. VWL 16-02 Local Area WIOA Funds Transfer Procedures

https://virginiacareerworks.com/wp-content/uploads/VWL-16-02-Local-WIOA-Funds-Transfer-Procedures.pdf

The purpose of this document is to describe the procedure for initiating a request to transfer funds between the adult and dislocated worker streams under a particular allocation cycle by LWDBs.

h. VWL 16-03 Standardized Participant File Format

https://virginiacareerworks.com/wp-content/uploads/VWL-16-03-Standardized-Participant-File-Format.pdf

The purpose of this document is to provide LWDAs and WIOA provider with a standardized format for participant files and guidance on its implementation.

i. VWL 16-05, Change 1 Incumbent Worker Training

https://virginiacareerworks.com/wp-content/uploads/VWL-16-05-Change-1-Incumbent-Worker-Training-7-7-2017.pdf

The purpose of this document is to provide LWDAs with procedures and guidance on Incumbent Worker Training requirements, appropriate data entry, and performance measure reporting. This guidance applies to incumbent worker training programs that receive funding through incumbent worker training contracts with an employer that are supported by the WIOA Title I-B statewide and local formula funds to training adults and dislocated workers, including those with disabilities.

j. VWL 16-06, Change 1 Eligible Training Provider and Programs List

https://virginiacareerworks.com/wp-content/uploads/VWL-16-06-Change-1-ETPL-7-13-2017Final.pdf

The purpose of this document is to provide LWDAs with procedures and guidance on eligibility requirements for Eligible Training Providers (ETPs) and the programs they offer. This letter provides additional information on ETP program performance measurement and reporting. This guidance applies to all state-approved ETPs and their state-approved programs that receive funding through Individual Training Account services (ITAs) supported by the WIOA Title I-B funds to train adults and dislocated workers, including those with disabilities.

k. VWL 16-07 Program Income

https://virginiacareerworks.com/wp-content/uploads/VWL-16-07-Program-Income.pdf

The purpose of this document is to provide guidance on reporting program income and meeting cash expenditure requirements under the WIOA.

l. VWL 16-08 Equipment Management-Acquisition, Inventory, and Disposition

https://virginiacareerworks.com/wp-content/uploads/VWL-16-08-Equipment-Management-Acquisition-Inventory-and-Disposition-Final.pdf

The purpose of this document is to communicate requirements and procedures for the acquisition, inventory, and disposition of equipment.

m. VWL 16-09 WIOA Grievance and Complaint Process

https://virginiacareerworks.com/wp-content/uploads/VWL-16-09-WIOA-Program-Grievance-and-Complaint-Processing.pdf

The purpose of this document is to communicate the requirement of grant recipients to establish and maintain procedures providing for the prompt investigation and equitable resolution of grievances and complaints alleging violations of the WIOA.

n. VWL 16-11 Youth in Need of Additional Assistance and In-School Youth 5% Limitation Barrier

https://virginiacareerworks.com/wp-content/uploads/VWL-16-11-Youth-in-Need-of-Additional-Assistance-5-Limitation-Barrier.pdf

The purpose of this document is to provide local workforce areas with guidance regarding the use of Youth In Need of Additional Assistance as a barrier for In-School Youth (ISY) and Out-of-School Youth (OSY) Programs. The document also provides guidance on the use of the Five Percent (5%) Limitation when determining eligibility of In-School Youth (ISY) program services under Title I of the WIOA.

o. VWL 16-12 5% Income Exception for WIOA Youth Programs

https://virginiacareerworks.com/wp-content/uploads/VWL-16-12-Five-Percent-Income-Exception-for-WIOA-Youth-Programs.pdf

The purpose of this document is to provide LWDAs and partners guidance on the use of the five percent (5%) income exception for youth participants in accordance to the WIOA.

p. VWL 17-02 One-Stop Certification Process

https://virginiacareerworks.com/wp-content/uploads/VWL-17-02-One-Stop-Certification-Process-Final-8-9-2017-1-1.pdf

The purpose of this document is to provide LWDAs with procedures and guidance on the implementation of the VBWD Policy 300-06, One-Stop Certification Process. This guidance applies to all LWDAs and their Virginia Career Works Centers, both comprehensive and affiliate sites that are supported by the WIOA Title I-B funds to train adults and dislocated workers, including those with disabilities.

q. VWL 17-04 Virginia Career Works One-Stop Memorandum of Understanding (MOU) and Cost Allocation Development Guidance

https://virginiacareerworks.com/wp-content/uploads/VWL-17-04-VCW-One-stop-MOU-and-Cost-Allocation-Development-Guidance-1.pdf

The purpose of this document is to provide guidance for executing local MOUs, including cost allocation plans, for services provided through Virginia Career Works Centers.

r. VWL 17-05 Application for Statewide Rapid Response Funds

https://virginiacareerworks.com/wp-content/uploads/VWL-17-05-Application-for-Statewide-Rapid-Response-Funds.pdf

The purpose of this document is to communicate application procedures and requirements for the request of Statewide Rapid Response funds for Dislocated Worker Services and Layoff Aversion Services.

s. VWL 18-04 Priority of Service

https://virginiacareerworks.com/wp-content/uploads/VWL-18-04-Priority-of-Service-9-21-2018.pdf

The purpose of this document is to provide LWDAs guidance on serving individuals under the Priority of Service requirements in accordance with the WIOA.

t. VWL 19-02 WIOA Title I Waiver for the Out of School Youth 75% Expenditure Requirement

https://virginiacareerworks.com/wp-content/uploads/VWL-19-02-WIOA-Title-I-Waiver-for-the-Out-of-School-Youth-75-Expenditure-Requirement-Signed.pdf

The purpose of this document is to provide LWDAs guidance for implementing the Commonwealth of Virginia's approved waiver for the WIOA Title I Youth 75% expenditure requirement.

u. VWL 19-06 Oversight and Monitoring

https://virginiacareerworks.com/wp-content/uploads/VWL-19-06-Oversight-and-Monitoring.pdf

The purpose of this document is to provide guidance to LWDAs regarding the requirements for monitoring, oversight, and evaluation necessary to ensure compliance with the WIOA, applicable Federal laws and regulations, and state and local guidance.

The Virginia Workforce Letters are all currently under revision and updated VWLs will be issued over the coming two years to reflect current federal guidance and Virginia Board for Workforce Development Policies.

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:

1. Promote the Governor's vision and goals through strategic investments in Virginia's workforce development system operations, capacity, and infrastructure

2. Provide competitive grant award opportunities to build capacity across the workforce system and drive enhanced partnership

3. Evaluate program performance and efficacy to enable the optimization of service delivery

4. Support the required operations of the Virginia Board of Workforce Development

How Virginia will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers

The WIOA Title I Administrator [Virginia Community College System (VCCS)] has developed a process to manage and quickly respond to mass layoffs, closings and potential closings that precipitate substantial increases in the number of unemployed individuals in a given workforce

development area. This process begins with state-coordinated rapid response activities. Upon receipt of notification of a plant closing or substantial/mass layoff, the state Rapid Response team or Rapid Response Regional Coordinator will notify the Local Workforce Development Board (LWDB) and the Chief Elected Official (CEO) of the activity. The Rapid Response team works 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), develops a plan of action for Rapid Response and other services available from the Virginia Career Works Centers, VCCS, Virginia Economic Development Partnership, Virginia Employment Commission, and other state and local programs. This plan may include aversion strategies and a schedule to provide onsite services (such as job fairs, resume and interviewing workshops) to the laid-off workers by the Rapid Response team. In developing this plan, it may become apparent that a majority of the targeted population may have serious barriers to re-employment that will require intensive and training services. If this is the case, Title I Administration Team staff will work with the local board to determine whether adequate resources exist to serve the additional dislocated worker population with the available WIOA Title I Dislocated Worker formula funding allocated to the LWDA, or other resources, such as those from partner programs within the Virginia Career Works System, the surrounding community, the company or companies involved, or unions. In the event that funds from other sources are determined insufficient to cover the anticipated cost of the services, the Governor's Chief Workforce Advisor will consider, pending availability, the awarding of funding from the state Rapid Response resources using the Rapid Response Fund Application process per VWL 17-05.

Virginia's focus is on averting layoffs through rapid reemployment activities. To achieve the goal of rapid reemployment, additional staff and technology supports are being utilized to better connect impacted workers with open positions close to their homes that match their previous employment or other transferable skills. This investment strategy of Rapid Response funds is intended to help facilitate the connection between dislocated workers and open positions to minimize the amount of unemployment experienced and document the potential savings to Virginia's Unemployment Insurance Trust Fund.

Layoff aversion strategies 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 following link: https://virginiacareerworks.com/wp-content/uploads/Policy-403-02-Rapid-Response-Final.pdf.

In regards to the incumbent worker training strategy, the state has issued policy establishing guidelines for the local boards to reserve and use up to 20 percent of the WIOA Title I Adult and Dislocated Worker formula funds allocated to the LWDA to pay for the federal share of the cost of providing a training program for incumbent workers. This policy information is located in VBWD 403-04 Incumbent Worker Training policy and the supporting VWL 16-05, Change 1.

https://virginiacareerworks.com/wp-content/uploads/Policy-403-04-Incumbent-Worker-Training-FINALSigned.pdf

https://virginiacareerworks.com/wp-content/uploads/VWL-16-05-Change-1-Incumbent-Worker-Training-7-7-2017.pdf

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

Virginia's Rapid Response system for responding to disaster situations is integrated in the VEC's disaster response framework. When disasters strike, the VEC works closely with the Virginia Emergency Management Department (VDEM) in executing a response. This includes assisting individuals who need to file for Disaster Unemployment Assistance. Given that work sites may be impacted by the disaster, VEC will work with community partners to find alternate locations to assist in providing information and services to employees. Relationships have been made by local Rapid Response Coordinators with their VDEM Regional offices so they know who to contact in the event of a disaster and can integrate into the larger response framework being executed by VDEM. Regional contact phone trees have been established to ensure that contact can be maintained between program partners in the event that prolonged closures keep workforce partners out of their work offices. If needed, Virginia will work closely with workforce partners and the LWDB(s) to apply for funding through the National Dislocated Worker Grants to assist the impacted communities.

D. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A).) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE TRADE-AFFECTED WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE TRADE-AFFECTED DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION.

1. The state provides early intervention to worker groups on whose behalf a TAA has been filed. This process begins with state-coordinated rapid response activities. Upon receipt of notification of a plant closing or substantial/mass layoff or potentially TAA affected workers, the state Rapid Response team or Rapid Response Regional Coordinator will notify the Local Workforce Development Board (LWDB) and the Chief Elected Official (CEO) of the activity. The Rapid Response team (VEC (which includes TAA), Economic Development, and LWDB) will work with the affected company to gather information regarding the impacted population.

Using this information, the 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 Virginia Career Works Centers, VCCS, Virginia Economic Development Partnership, Virginia Employment Commission (including TAA services), and other state and local programs. Starting in January 2018, the VEC brought on several Trade Navigators throughout the state, who now attend these meetings and assist the companies in filing TAA Petitions. This plan may include aversion strategies and a schedule to provide onsite services (such as job fairs, resume and interviewing workshops) to the laid-off workers or potentially TAA affected workers by the Rapid Response team. In developing this plan, it may become apparent that a majority of the targeted population may have serious barriers to reemployment that will require basic and individualized career services.

The Rapid Response team provides an overview of the Trade Act Program to all businesses served. The Virginia Employment Commission, which coordinates Rapid Response Services and administers the Trade Act, provides briefings delivered to management and dislocated workers, including potentially affected TAA workgroups. In this briefing, the TAA representative and/or Rapid Response Representative explains resources and TAA benefits available. The inclusion of the VEC provides an immediate connection to Trade Act resources. Once a TAA petition is approved, the Virginia Employment Commission works directly with the separating employer to obtain a list to conduct the benefits rights sessions for the impacted workers.

2. For worker groups on whose behalf a TAA has been filed, the Commonwealth of Virginia provides early intervention to potentially trade-affected worker groups who meet the WIOA definition of dislocated workers. These individuals may receive services through the WIOA Title I Dislocated Worker program and other Virginia Career Works 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 the Virginia Board of Workforce Development Policy 19-01 Mandatory WIOA Title I-Trade Co-enrollment.

According to VBWD Policy 19-01, "A majority of the individuals who may be covered in a Trade Petition will likely qualify for services from the WIOA Title I Dislocated Worker Program as outlined in VWL #15-02: Eligibility Guidelines. The provision of WIOA services should not be delayed while a TAA certification is pending. There may be cases where a potentially TAA eligible individual may not be eligible for WIOA Title I services and these cases should be addressed on a case by case basis," 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.

To ensure better communication about potential TAA activity to staff in the field, VEC is informing VCCS of when all TAA petitions are being filed, certified, or denied. VCCS distributes this information to the appropriate LWDBs to share with their staff. When a petition is certified, VEC provides a listing of the individuals laid-off in the local area that have received Trade certification and a Trade services' entitlement letter. This ensures that those listed who have received WIOA Basic Services, including formal assessment, and training enrollment, can be co-enrolled in Trade. The Trade program assumes 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 are co-enrolled in TAA. The Virginia Co-Enrollment Directive as described in VBWD Policy 19-01 provides early intervention to assist Dislocated Worker eligible and potential TAA eligible individuals.

According to VBWD Policy 19-01, 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 WIOA 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. Documentation of participation in a Rapid Response event is provided to all participants who attend either Rapid Response services or a Trade Benefits Rights Interview. This additional information helps expedite the eligibility for WIOA Dislocated Worker services as well as the co-enrollment process with the Trade program. Virginia Career Works staff have been trained not to 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 five 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 Virginia Career Works Center including:

1. Assessment
2. Provision of labor market information
3. Training providers available on the WIOA eligible training provider list

The Commonwealth is taking further steps to strengthen partnership for the provision of services across all WIOA programs by providing training on a regular basis to front line staff and follow up with LWDBs. This will continue to include emphasizing co-enrollment and eliminating duplicate services.

How Virginia will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition

Rapid Response services are delivered during all Trade Benefit Orientations to ensure compliance with TAA Section 221(a)(1)(A). The Rapid Response funds, pending availability, is 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 403-02, 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 403-02 communicates the Commonwealth's policy regarding the process for distribution of additional funding for dislocated worker services funded by Rapid Response and other non-local formula funding; and addresses when and how Rapid Response Funds will be made available to local workforce development areas impacted by plant closings and major dislocations. The process is as follows:

The Rapid Response Team will work with the LWDB in developing a plan/strategy to provide onsite services to the laid-off workers (including worker groups that files a TAA petition). In developing this plan, it may become apparent that a majority of the targeted population may have serious barriers to re-employment that will require intensive and training services. If this is the case, the LWDB may apply for funds under the process outlined in VWL 17-05: Application for Statewide Rapid Response Funds. Once the application is received, the WIOA Title I Administrator must review the application within 10 business days and provide an initial response the LWDB. The VCCS reviews 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 determine whether the project is funded with Statewide Rapid Response (25 percent) funds, or a new National Dislocated Worker Grant (NDWG) funded under WIOA or some other federal funding.

The following conditions are taken into consideration during the review process:

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. Funds may also be made available to support TAA co-enrollment when TAA activity is higher than what may be usually accommodated under the usual formula funding available to LWDBs.
2. The need must occur at a time when the affected LWDBs formula funding and other accessible resources are not available or will not become available in the near future and the size of the dislocation must warrant additional funding. Efforts to secure other sources of funding sufficient to meet the need must be documented as unsuccessful.
3. The need must also be based on projections on the levels and types of services necessary, based in part on an assessment of the ability for the target population to be rapidly re-employed prior to intensive and training services and a determination that a large percentage of the affected workforce has barriers to employment.

After questions or issues with an application are addressed, the WIOA Title I Administrator makes a recommendation to the Governor's Office which then provides authorization to release the funds if necessary. Once a decision has been made, the Local Workforce Development Board is notified in writing. At that time, additional information and/or planning documents may be requested, as appropriate, based upon the selected source of funds.

Trade Adjustment Assistance Content

TAA information is provided throughout the plan, but the following is a detailed overview.

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

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:

1. Employment and Case Management
2. Training if there is no suitable employment
3. Trade Readjustment Allowances (TRA)
4. Job Search Allowances
5. Relocation Allowances
6. Health Coverage Tax Credit (HCTC)
7. Reemployment Trade Adjustment Assistance (RTAA)
8. 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:

1. TAW registration in the Virginia Workforce Connection
2. Employment History Review/documentation of current skill sets matched against current Labor Market Information/Resume Prep

3. Review of the transferability of the current skill sets to the current labor market
4. Review of educational background/levels
5. 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 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. Effective July 1, 2019 the Virginia Board of Workforce Development released an updated policy Mandatory WIOA Title 1- Trade CoEnrollment 19-01 to communicate the requirement for Workforce Innovation and Opportunity Act (WIOA) Title I and Trade Adjustment Assistance (TAA) Program Co-Enrollment for dislocated workers. 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 (VaWC) 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 VaWC 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 VaWC 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
- Program participation, services, training, credential, and program exit outcomes

The VaWC 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 VaWC system so that the individuals are provided appropriate services. The VABS/VaWC interface also tracks training payments for TAWs to facilitate the VEC's program reporting. The VaWC system ensures consistent program administration and fiscal integrity, as well as reliable fiscal and performance reporting. TAA and its funding has driven many VaWC 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 VaWC 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

- Conduct eligibility and other monitoring reviews remotely

(c) Except for States covered by the regulatory exemption 20 CFR 618.890 (c) or to perform non-inherently governmental functions, States must engage only State government personnel to perform TAA-funded functions undertaken to carry out the TAA program, and must apply to such personnel the standards for a merit system of personnel administration applicable to personnel covered under 5 CFR part 900, subpart F. (20 CFR 618.890)

Describe how TAA program-funded benefits and services are approved by merit-staffed employees in accordance with 20 CFR 618.890.

In accordance with 20 CFR 618.890 all TAW's are seen by Virginia Employment Commission (VEC) merit staff and determinations and approvals for the TAA program are issued by VEC merit staff.

Merit staff use each TAW's Individualized Employment Plan (IEP), and determine the most appropriate route for the TAW's job search or training. If a TAW has been identified with significant barriers to employment referrals to one of the partners for assistance is issued by VEC merit staff.

Trade Adjustment Assistance (TAA) Program Assurances

The Trade Adjustment Assistance (TAA) program is a Required Partner in the One-Stop system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). However, to receive TAA program funds, States must adhere to the signed Governor-Secretary Agreement, in addition to the terms and conditions provided in the Trade Adjustment Assistance (TAA) Annual Cooperative Financial Agreement (CFA) and the Unemployment Insurance (UI) Annual Funding Agreement, executed each fiscal year between the State and ETA.

The CFA, which is incorporated by reference into the Governor-Secretary Agreement, explains program requirements, limitations on the use of funds, assurances and other important grant provisions that States must follow to receive TAA program funding for Training and Other Activities (which includes training, employment and case management services, and allowances for job search and relocation and State administration of these benefits and services).

At the beginning of each fiscal year, ETA provides each Cooperating State Agency (CSA) with a CFA for that year, which the CSA is required to execute and submit to ETA's Office of Grants Management. The Unemployment Insurance (UI) Annual Funding Agreement is the mechanism for funding the State administration of TRA and older worker wage subsidies through the State agency that administers the unemployment insurance laws for the State.

Trade Navigators

In January of 2018, the Trade Adjustment Assistance Unit created Trade Navigator positions with the intention of increasing the number of trade petitions filed with the U.S. Department of Labor. Trade navigators will plan and coordinate the delivery of customized Rapid Response (RR) services and benefits under the Federal Trade Adjustment Assistance (TAA) Program. The navigators will focus on both small and large employers, and their respective employees who are impacted by layoffs due to foreign competition.

The Trade Navigators will work collaboratively with the Rapid Response team, and other One-Stop Career Center partners to provide immediate assistance and coordinate services for eligible employers during an impending or actual layoff. Trade Navigators will identify potential

Trade impacted employers at risk of experiencing layoffs or plant closures within the community. Navigators will provide technical assistance on program services and assist with filing a petition with the U.S. Department of Labor's Office of Trade Adjustment Assistance (OTAA). In addition to assisting with petitions, navigators will coordinate layoff aversion strategies, including requesting assistance through the Trade Adjustment Assistance for Firms (TAAF) Program to enhance competitive and operational viability and develop and implement on-the-job training (OJT) opportunities.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

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

Virginia is committed to providing various work-based training models as a strategy to prepare job seekers for the needs of businesses. Improving the education and skill levels of the current workforce (through on-the-job and incumbent worker training) will improve state and local economies and increase the ability of businesses to effectively compete in the global market. It is imperative for Virginia to promote a highly-skilled and job ready workforce that meets the needs of employers.

The use of high quality work-based training models (e.g. On-the Job Training (OJT), Incumbent Worker Training (IWT) and Registered Apprenticeship) is supported throughout the Commonwealth's workforce policy and guidance documents. Virginia is pursuing, work-based training models that meet 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.

In cases where WIOA ITAs are used, high quality training for both the participant and the employer is ensured by having an eligible training provider process (with eligibility criteria and an approval process to be on the State's Eligible Training Provider Programs List) that includes performance accountability and continuous improvement. The Eligible Training Provider Process is located in VBWD Policy 404-01 Identification of Eligible Training Providers. This policy states that eligible training provider program criteria are developed to ensure that programs on the ETPL meet the minimum quality standards and deliver industry-recognized skills and credentials that provide individuals with opportunity for career progression. The policy also describes that performance criteria must be met in order to receive funding under WIOA. VBWD Policy 404-01 Identification of Eligible Training Providers also details that the LWDBs are responsible for identifying their criteria for selecting work-based training contractors in local policy and any performance information required by the state will be specified in the policies for those types of training.

For example, VBWD Policy 403-04 Incumbent Worker Training, describes the use of Workforce Innovation and Opportunity Act (WIOA) statewide and local formula funding to create incumbent worker training programs. VBWD Policy 403-04 Incumbent Worker Training specifically addresses the means to achieve high quality training that meets the needs of both the participant and the employer. As stated in the policy, incumbent worker training is an important business services initiative that is designed to benefit business and industry by

assisting with existing employees' skill development and by increasing employee productivity and company growth. LWDBs must detail incumbent worker training in the business services plan and incumbent worker training will be tracked in the business engagement report and will be reported to the VBWD. Strategies for developing new workforce skills in the existing workforce shall be designed to benefit business and industry in ways that encourage and support the integration of new technology and business processes, increase employee productivity, and support the competitiveness of the company.

VBWD Policy 403-03 On-the-Job Training describes the use of WIOA funds for OJT. VBWD Policy 403-03 On-the-Job Training describes how OJT may be utilized to benefit business and industry in ways that encourage and support the integration of new technology and business processes, increase employee productivity, and support the competitiveness of the company. Performance measures the VBWD will be monitoring including the number of participants engaged in OJT and other work based learning, number of companies participating in OJT or other forms of work based learning, number of workforce credentials earned, number of participants still employed six months after the end of the OJT or other work based learning, and the number of participants with a change in wages after six months.

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, Virginia is committed to incorporating work-based training strategies into future workforce development grant initiatives. Virginia will continue to leverage grants as an opportunity to develop initiatives that enhance the quality and method of delivery of services through work-based learning activities. Additionally, these new strategies will be consistent with the purpose statement of WIOA under Section 2(6), including establishing credential attainment as a critical element and key outcome of all training activities.

References:

VBWD Policy Number 403-04, Incumbent Worker Training: https://virginiacareerworks.com/wp-content/uploads/Policy-403-04-Incumbent-Worker-Training-FINALSigned.pdf

VBWD Policy Number 404-01, Identification of Eligible Training Providers: https://virginiacareerworks.com/wp-content/uploads/Policy-404-01-Identification-of-Eligible-Training-Providers-FINALSigned.pdf

VBWD Policy Number 403-03 On-the-Job Training: https://virginiacareerworks.com/wp-content/uploads/VBWD-OJT-Policy-403-03-07.12.2017-Final-1.pdf

VBWD Strategic Plan 2017-2019: Building a Workforce System that Works for Virginia: https://virginiacareerworks.com/wp-content/uploads/VBWD-Strategic-Plan-2017-2019.pdf

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

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

The Virginia strategy for registered apprenticeship service design and delivery involves referrals from workforce partners (e.g. workforce centers, case managers from VEC, DARS, VDSS and workforce practitioners from the VCCS Workforce side) to DOLI HQ or to the Registered Apprenticeship Consultant that serves that locality. Additional details are available at www.doli.virginia.gov/apprenticeship/apprenticeship-consultants/.

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 the 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 404-02) related to the inclusion of Related Technical Instruction (RTI) 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 RTI 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 (e.g., 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 supporting Registered Apprenticeships through appropriate referrals to DOLI and funding ITAs and OJTs if applicable.

Policy: The state workforce board adopted policy related to the inclusion of Registered Apprenticeship sponsors and their approved Related Technical Instruction providers on the state's eligible training provider list[1]. This policy provides eligibility criteria and procedures for implementing the Eligible Training Provider (ETP) requirements for the inclusion of Registered Apprenticeship programs in accordance with the Workforce Innovation and Opportunity Act of 2014. This policy is applicable to sponsors of Registered Apprenticeship training services for adults, dislocated workers and other populations as defined by WIOA, Title 1-B. To be included on the states Eligible Training Provider and Program List (ETPL), Registered Apprenticeship program sponsors must initiate interest and submit their Registered Apprenticeship information to the Local Workforce Development Boards. Having Registered Apprenticeship Sponsors on the State's ETPL will increase opportunities for Registered Apprenticeship Programs in the Commonwealth. The Headquarters office for the Division of Registered Apprenticeship will oversee the addition of RA sponsors to the ETPL by managing initial communication regarding the opportunity to have the program placed on the list and by sharing the approved programs with the LWDB or statewide ETPL administrator.

Increased Funding Resources:

Virginia has a stated goal to expand the usage of Registered Apprenticeship as an employment training model in industries that have not traditionally relied on this method of achieving competent employees in their particular occupations. Virginia will seek funding opportunities and develop strategies to meet this goal. For example, the Division of Registered Apprenticeship, housed in the Virginia Department of Labor and Industry, received $1,670,811.17 from the U.S. Department of Labor's Employment and Training Administration in August 2019. The grant's chief purposes are to expand Registered Apprenticeship into industry sectors that have not yet adopted the model and to more intentionally include individuals from demographic groups who have not chosen Registered Apprenticeship as an employment training option[2]. This grant ends on June 30, 2022 and allows for reimbursement to employers on behalf of new apprentices.

The Division of Registered Apprenticeship has committed to facilitating opportunities to returning citizens through this grant. Additionally, there will be focus on popularizing construction and building trade Registered Apprenticeship to women, single parents, or any of those marginalized by conventional recruitment practices. DOLI is using the grant as a means to further penetrate the K-12 system to create demand for Youth Registered Apprenticeship in high schools. DOLI is promoting a neighborhood/community/apprenticing concept to highlight grass-roots practices that benefit employers, students, graduates, and communities.

For Virginia to expand its robust RA program, DOLI is seeking additional participation from the following industries:

- Healthcare
- IT/CS/CYBER
- Hospitality
- Agriculture/Agri-Tourism/Food and Beverage Manufacturing
- State, county, city entities

[1]Registered Apprenticeship Programs Policy 404-02, 2017

[2]Governor Northam Announces Virginia Awarded $1.6 Million Grant to Expand Apprenticeships, 2019

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

The Commonwealth of Virginia maintains procedures for determining training provider initial and continued eligibility, including Registered Apprenticeship programs through several policy and guidance documents located on the Virginia Career Works website's practitioner's page[1].

More specifically, the VBWD has issued Policy No. 404-01 Identification of Eligible Training Providers and Policy No. 404-02 Registered Apprenticeship Programs; and the VCCS Title I Administrator has issued the guidance documents Virginia Workforce Letter (VWL) No. 16-06 Change 1: Eligible Training Provider and Programs List under the Workforce Innovation and Opportunity Act (WIOA) of 2014 and Virginia Workforce Letter (VWL) No. 15-01, Change 2.

VBWD Policy No. 404-01 provides eligibility criteria for providers of training, information, and procedures for implementing the Eligible Training Provider (ETP) requirements in the Workforce Innovation and Opportunity Act of 2014. This policy is applicable to providers of occupational skills training services for adults, dislocated workers, and other populations as defined by WIOA Title 1-B. VWL No. 16-06 Change 1 provides the procedures and guidelines for determining training provider eligibility effective July 1, 2017. This policy applies to training programs provided by the Eligible Training Provider and Individual Training Account Services supported by WIOA Title I funds. Registered Apprenticeship programs are also addressed in these and other policy documents.

Initial Program Eligibility:

Per VBWD Policy No. 404-01, the LWDBs have the responsibility for receiving, reviewing, and approving training providers and their programs. They must also ensure that data elements related to initial application, continued eligibility and performance information regarding approved providers and programs are entered into the supported state system.

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

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

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

1. A postsecondary educational institution that is eligible to receive federal funds under Title IV of the Higher Education Act of 1965 and that provides a program that leads to certification or license or college certificate, associate degree, or baccalaureate degree.

2. A postsecondary school that offers formal instructional programs with curricula designed primarily for students who have completed the requirements for a high school diploma or its equivalent. Such schools include programs of academic-vocational, vocational, and continuing professional education that may lead to a certification or licensure. This category excludes avocational and adult basic education programs.

3. An entity that carries out related instruction under the National Apprenticeship Act that is recognized by the Virginia Department of Labor and Industry,

4. A provider of a program of occupational training services that under Section 23-276.2 of the Code of Virginia is exempt from certification as a postsecondary school such as a professional or occupational training program regulated by another state or federal governmental agency other than the State Council of Higher Education for Virginia (SCHEV), any school, institute, or course of instruction offered by any trade association or any nonprofit affiliation of a trade association on subjects related to the trade, business, or profession represented by such association, or

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

Programs and providers under category 3 will be granted approval, if requested, following confirmation by the Virginia Department of Labor and Industry (DOLI) that the sponsoring employer and apprenticeship related instruction have been recognized by the state and are active and in good standing. VBWD Policy No. 404-02 describes the eligibility criteria and procedures specific to Registered Apprenticeship programs.

Continued Program Eligibility:

Per VBWD Policy No. 404-01 after one full year of eligibility, approved Eligible Training Providers will be required annually to provide basic information for continued eligibility and will submit performance information for all students, including participants whose activities were funded through an ITA.

Local Workforce Development Boards that initially accepted application and approved that provider/program will request renewal verification and program performance reporting for providers/programs using a standard statewide template and procedure.

That provided data must be entered by the approving LWDB into the state reporting system to ensure transparency and support informed customer choice in the evaluation and selection of training providers. Providers of training who fail to provide the verification and performance information within 90 days of request will be removed from the state eligible training provider list.

A recognized Registered Apprenticeship program may remain on the ETPL as long as it remains registered and recognized by the Virginia Department of Labor and Industry (DOLI). Annually, the administrator of Title I funds will provide DOLI a list of approved providers in this category and verify the status of apprenticeship program.

Registered Apprenticeship Program:

VBWD Policy No. 404-02 Registered Apprenticeship Programs provides the process for adding Registered Apprenticeship programs to the state eligible training provider list. The Registered Apprenticeship process and supporting documents reflect the automatic eligibility of all approved Registered Apprenticeship programs to be included in the State Eligible Training Provider list.

Registered Apprenticeship program sponsors will be invited by the Virginia Department of Labor and Industry 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 (if the provider of related instruction is different from the sponsor)
7. The number of active apprentices in the program

Following the receipt of the Registered Apprenticeship Sponsor information, the LWDB will request, in writing, verification from the DOLI that the program sponsor is active and in good standing. Following that confirmation, the LWDB will add the Registered Apprenticeship program information to the State ETPL. Programs will remain on the list so long as the entity's registration status remains valid or until a program sponsor requests to have a program removed.

Per VBWD Policy No. 404-02, continued eligibility for Registered Apprenticeships is automatic unless the sponsor of the program no longer wants to be included on the list or the sponsored program is deregistered with the DOLI. Annually, the WIOA Title I program administrator will provide a list of the approved Registered Apprenticeship ETPs to the DOLI for verification of active status and good standing with the agency. DOLI will provide a quarterly report of any Registered Apprenticeship programs that are voluntarily or involuntarily deregistered with the agency to the WIOA Title I administrator. The administrator will notify the local workforce development boards in writing and immediately remove the provider from the state ETP list. Registered Apprenticeship programs are not subject to the state performance requirements.

VBWD Policies 404-01 and 404-02 and VWL 16-01, Change 1 will be updated to include the federally compliant RA process and cost language by December 31,2020. VBWD 404-01 will be updated to reflect the current federal guidance reference, clarification of ETPL eligibility performance measures in accordance with federal guidelines and the requirement for ETPL providers that accessibility is a part of continued eligibility, as well as updating the application content and links by December 31, 2020. The policies and VWL will be updated to remove the word substantial and clarify violation of established timelines.

References:

VWL No. 16-06 Change 1 Eligible Training Provider and Program List under the Workforce Innovation and Opportunity Act (WIOA) of 2014: https://virginiacareerworks.com/wp-content/uploads/VWL-16-06-Change-1-ETPL-7-13-2017Final.pdf

VBWD Policy No. 404-01 Identification of Eligible Training Providers: https://virginiacareerworks.com/wp-content/uploads/Policy-404-01-Identification-of-Eligible-Training-Providers-FINALSigned.pdf

VBWD Policy No. 404-02: Registered Apprenticeship Programs: https://virginiacareerworks.com/wp-content/uploads/VBWD-Policy-404-02-Registered-Apprenticeship-Programs.pdf

[1]Virginia Career Works

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

Virginia is approaching the Priority of Service for individual Career and Training Services using the following conditions for Priority of Service:

1. Veterans and eligible spouses have priority of service for WIOA and other designated job training programs funded in whole or in part by the U.S. Department of Labor.
2. Individualized career and training services must be given on a priority basis, regardless of funding levels, to: a) Public Assistance Recipients; or b) Other Low Income Individuals; or c) Individuals who are Basic Skills Deficient.
3. Applies to the WIOA Title I Adult programs.

Priority is given in the following order:

1. Veterans and eligible spouses who are public assistance recipients, or other low-income individuals, or who are basic skills deficient.
2. Non-covered persons (who are not veterans or eligible spouses) who are in the priority groups for Title I WIOA Title I Adult funds.
3. Veterans and eligible spouses who are not included in the WIOA's priority groups.
4. Priority populations established by the Governor/ or Local Workforce Development Boards.
5. Non-covered persons outside the groups given priority under WIOA.

The VCCS Academic and Workforce Programs Monitoring Group will review locally developed Priority of Service policies and the implementation of the local policies as part of the annual reviews of local workforce development areas. Virginia's WIOA Title I Administration Team will develop additional program guidance on Priority of Service and will continue to provide training to local workforce development areas and their service providers on a regular basis.

Reference:

VWL 18-04 Priority of Service: https://virginiacareerworks.com/wp-content/uploads/VWL-18-04-Priority-of-Service-9-21-2018.pdf

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

Virginia has issued guidance, VWL 16-02 Local Area WIOA Funds Transfer Procedures. This administrative guidance describes the procedure for initiating a request to transfer funds, up to 100%, between the adult and dislocated worker streams under a particular allocation cycle by Local Workforce Development Boards.

For purposes of the WIOA, LWDBs must submit on letterhead a written or electronic request to transfer funds between the adult and dislocated worker streams to the WIOA Title I Administrator for administrative review and approval on behalf of the Governor. The WIOA Title I Administrator will communicate its determination on the request within 10 business days of receipt of the request.

Transfer requests must include:

1. WIOA program year affected
2. Amount of the proposed transfer

3. 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
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 WIOA Title I Administration staff 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 Virginia's WIOA Title I Administrator. 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 MEDR for the applicable program year.

VWL 16-02 will be updated to reflect that the Title I Administrator is acting at the request of and on the behalf of the Governor in making determinations regarding approval or denial of LWDB transfer of funds requests.

Reference:

VWL 16-02 Local Area WIOA Funds Transfer Procedures: https://virginiacareerworks.com/wp-content/uploads/VWL-16-02-Local-WIOA-Funds-Transfer-Procedures.pdf

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

With respect to youth workforce investment activities authorized in section 129 of WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

[11] Sec. 102(b)(2)(D)(i)(V)

Virginia requires that LWDBs adhere to the state and federal procurement guidelines in awarding grants or contracts for youth workforce investment activities. In addition, Virginia will issue guidance to the LWDBs providing the criteria to be used in their RFPs. The criteria will be

used to assess 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. Continuous improvement in service delivery, the quality of services provided, improvements in case management, and resource allocation will be a cornerstone of the State developed Request for Proposal (RFP) criteria. Local Areas should also take into consideration:

1. If the training program is related to an in-demand occupation, or career pathways identified in the state and local plans; and
2. If the training program results in a recognized credential.

Virginia will issue guidance to the local boards by December 31, 2020 and will include the following information and criteria:

The WIOA Section 681.400 state that while the grant recipient may directly provide youth services, any services awarded through grants or contracts must be awarded through a competitive process:

The grant recipient/fiscal agent has the option to provide directly some or all of the youth workforce investment activities.

However, as provided in WIOA sec. 123, if a Local WDB chooses to award grants or contracts to youth service providers to carry out some or all of the youth workforce investment activities, the Local WDB must award such grants or contracts on a competitive basis, subject to the exception explained below at paragraph (b)(4) of this section:

(1) The Local WDB must identify youth service providers based on criteria established in the State Plan (including such quality criteria established by the Governor for a training program that leads to a recognized postsecondary credential) and take into consideration the ability of the provider to meet performance accountability measures based on the primary indicators of performance for youth programs.

(2) The Local WDB must procure the youth service providers in accordance with the Uniform Guidance at 2 CFR parts 200 and 2900, in addition to applicable State and local procurement laws.

(3) If the Local WDB establishes a standing youth committee under 20 CFR 681.100 it may assign the committee the function of selecting of grants or contracts. If local WDBs directly provide youth services and a single entity performs multiple roles (such as fiscal agent, service provider, or one-stop operator) a written agreement between that local WDB and chief elected official is required. The agreement must clarify:

- How they will comply with WIOA and corresponding regulations, relevant OMB circulars, and the State's conflict of interest policy.
- Expectations on distinct roles and clear methods of tracking execution and accountability for the distinct roles (TEGL 21-16).

The State developed criteria, which must be incorporated into the evaluation of youth service programs during procurement, are listed below:

1. The program will have a record of demonstrated effectiveness.

2. The program will not discriminate in any way and will be in full compliance with the Americans with Disabilities Act.

3. The provider must have the capacity to identify issues that are hindering youth from succeeding in the program and recommend the appropriate support services.

4. The provider must be able to detail how linkages between community, academic, occupational learning, and work experience will be used to enhance the youth development and employability. They should also demonstrate the involvement of the business/employer community.

5. The program will maintain a close working relationship with the local One-Stop Career Center.

6. Programs with certifications or licenses as a goal will make arrangements for participants to test for and obtain the certification or license.

7. Any program offering summer employment opportunities must be linked to academic and occupational learning as a complement to overall year-round program goals. Summer employment opportunities operated as a stand-alone Summer Youth Program are specifically prohibited.

8. The provider must establish specific timeframes for evaluation of participant performance, attendance and progress, including level of academic performance, vocational abilities/skills, aptitudes, and interests.

9. The provider must identify process and strategies to be used to ensure that participants receive planned services and reach planned goals and what corrective actions will be available for participants who are not meeting the requirement of each activity or goals. The provider must detail the internal systems that will be used to report and monitor programmatic and fiscal activities.

10. The provider must permit federal, state, and local area staff and designated agents to conduct regular monitoring activities, including communication with customers and contractor staff at instructional sites

State monitoring and program reviews, along with evaluations will be used to assess the Commonwealth's criteria compliance and approach to local RFP development.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

The Virginia Board of Workforce Development (VBWD), recently established the Access and Equity Committee to help address youth and young adult workforce development issues. One of the priorities of this group is providing strategic direction to align core programs and leverage resources among core partners (such as the Department of Education, Department of Social Services and Department of Juvenile Justice) for OSY. In addition, the VBWD Access and Equity Committee is developing strategies that can be implemented at the state and local level focusing on identifying OSY, enrolling OSY in program services and improving overall outcomes for OSY. For example, Virginia will identify outreach and engagement strategies for opportunity youth, also known as disconnected youth and young adults, that will result in recommendations around co-enrollment, partnerships, career pathways/sector strategies, retention, and performance measures.

In addition to the Access and Equity Committee, Virginia recommended that the local WDBs develop and adopt strategies to effectively serve their youth population. These strategies are to include recruitment, outreach, and engagement of youth such as developing youth specific career centers that provides programming and services throughout the community with a primary goal of connecting the disconnected OSY youth population to WIOA Title I Youth program opportunities. The State's recommendation is that the local workforce development board will take into consideration having a youth standing committee whose activities may include but are not limited to the following:

1. Provide information and assisting with planning, operational oversight, and other issues relating to the provision of services to youth.
2. Recommend policy direction to the local board for the design, development, and implementation of programs that benefit all youth.
3. Recommend the design of a comprehensive community workforce development system.
4. Recommend ways to leverage resources and coordinate services among schools, public programs, and community-based organizations serving youth.
5. Recommend ways to coordinate youth services and recommend eligible youth service providers.
6. Provide on-going leadership and support for continuous quality improvement for local youth programs.

For OSY, Virginia has developed and implemented a statewide youth and young adult integrated education and training (IET) program, in which occupational credentials (e.g. HVAC) were attained within 3-6 months while the youth congruently learned basic job readiness and employability skills. In the IET program, the youth were matched with a mentor and a career coach that assisted with support services during the contextual learning experience and occupational skills training. Through statewide partnerships, stackable credentials (e.g. manufacturing skilled standards council certified production technician) were offered across a broad range of colleges and career pathways that are consistent and aligned with in-demand jobs and approved credentials.

The traditional strategies and services models used for the adult and dislocated worker population are not the solutions that will meet the needs of the out-of-school youth population. Therefore, the use of different assessment tools to improve the service decision process will assist local service providers in selecting the best path for the youth to follow. Customer engagement with a human centered design is critical to the success in attaining outcomes. Making the services and the delivery of those services relevant to the individual customer will enhance the overall success of the programs in attaining the WIOA performance outcomes, especially for OSY.

This will mean working closely with state and local youth organizations that serve runaways and homeless youth, pregnant and parenting youth, subjects of the adult or juvenile justice system, including the Virginia Department of Corrections, juvenile justice and juvenile probation, foster care partners, and organizations that provide services to youth with disabilities. Through these collaborative partnerships the State will be able to focus on serving youth most in need, and services provided will improve equity and access for these disconnected youth and young adults. These actions will increase referrals to and from the YouthBuild, JobCorps program, and Adult Education programs.

Utilizing and providing state level supports for the fourteen WIOA Title I Youth program elements will provide a structure for youth programs to support customers in the attainment of their individual goals as well as WIOA program outcomes. During the assessment process, case managers should be planning the services that the customer needs, based on the assessment and eligibility processes, as well as how does the individual service plan support the attainment of the youth specific performance outcomes.

A structured and technical assistance process, where programs, performance, and reporting in information system supports will be provided on an ongoing basis by the State. There will be a training process to engage providers and State staff to reinforce program goals and outcomes; and to encourage State and local collaboration to improve services and the associated program outcomes.

The State will continue to provide yearly Youth program monitoring as well as develop guidance and policy that enhances youth service delivery and does not restrict local innovation, while still maintaining program integrity.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

[12] Sec. 102(b)(2)(D)(i)(I)

The following 14 program elements must be provided by each Local area or made available through local area community partner organizations:

1. 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
2. Alternative secondary school services, or dropout recovery services, as appropriate
3. 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
4. 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
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate
7. Supportive services

8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
11. Financial literacy education
12. Entrepreneurial skills training
13. 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
14. Activities that help youth prepare for and transition to postsecondary education and training

The availability and delivery of the above Youth Program elements will be an integral part of the LWDA Local Plan, the Youth Request for Proposal (RFP) process and addressed in the Commonwealth's response to the establishment of RFP criteria stated in c.1 of this section. 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 based on leveraged partnerships, both within and outside of, the Virginia Career Works Centers. The change in emphasis to serving the out-of-school population requires 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.

Virginia has provided regional training to local boards regarding youth eligibility, types of work experiences, the alignment of work experiences with individual service strategy goals, work experience regulations and compliance. Virginia will continue to provide training on work experiences, particularly in the area of pre-apprenticeships. The Virginia Department of Labor Industry (VDOLI) implemented a pre-apprenticeship pilot program for youth in five high schools across the state. The WIOA Title I strategy is to work with the VDOLI in establishing additional pre-apprenticeship programs across the state.

In addition, WIOA Title I will develop, with input from the LWDBs, guidance for the local areas on pre-apprenticeship and the program design under the work experience program element. The guidance will be in the form of a Virginia Workforce Letter (VWL) to be issued by December 31, 2020 and will provide the understanding discussed in 20 CFR § 681.480 - What is a pre-apprenticeship program, pre-apprenticeship training will be designed to prepare the local area to develop pre-apprenticeships programs that will prepare youth to enter and succeed in a registered apprenticeship program. In addition to this guidance, the state will continue to provide yearly regional training and program monitoring to ensure the local area understands the components of a registered apprenticeship program that includes the following elements:

1. Training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved

2. Access to educational and career counseling and other supportive services, directly or indirectly
3. Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career
4. Opportunities to attain at least one industry-recognized credential
5. A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

State policy has been revised to provide language for youth requiring additional assistance to enter or complete an education program, or to secure and hold employment (VWL 16-11, Youth in Need of Additional Assistance Requirements and In School Youth 5% Limitation Barrier). VWL 16-11 requires each LWDA to define the eligibility criterion "requires additional assistance to complete an educational program or to secure or hold employment" in the LWDA's local plan and in local policies. Flexibility for LWDAs is required to ensure that program delivery is adapted to local needs addressing an individual who is:

1. 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
2. An eligible youth who is near the point of being ready for a job or employment, but requires additional assistance to acquire or retain a job

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

State guidance for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out-of-school youth is primarily located in the following VWLs:

1. VWL 15-02, Attachment C, WIOA Youth eligibility. See https://virginiacareerworks.com/wp-content/uploads/postVWL-15-02-WIOA-Youth-Eligibility-Attachment-C-UPDATED-10-27-2015.docx.pdf
2. VWL 16-11 Youth in Need of Additional Assistance Requirements and In School Youth 5 Percent Limitation Barrier https://virginiacareerworks.com/wp-content/uploads/VWL-16-11-Youth-in-Need-of-Additional-Assistance-5-Limitation-Barrier.pdf

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE "NOT ATTENDING SCHOOL" OR "ATTENDING SCHOOL," INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

The Virginia Department of Education defines "attending school" or "not attending school" under compulsory attendance requirement defined in the Code of Virginia. 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 describes compulsory attendance requirements. For more detailed information, please refer to the document, § 22.1-254. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article. https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-254/ In addition, consult 8VAC20-81-10 for information on age of eligibility for children with disabilities. http://www.doe.virginia.gov/testing/participation/guidelines-for-assessment-participation.pdf

For WIOA purposes as specified in Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i), attending school applies to secondary and postsecondary school, and individuals who are participating in local K-12 school run dropout prevention programs. Job Corps and YouthBuild are not considered to be attending school.

Section 22.1-254 of the *Code of Virginia* (the compulsory attendance law) states that "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…" https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-254/

Section 22.1-1 of the *Code of Virginia* 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 Persons to whom public schools shall be free provides that "[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 have been made to incorporate this state guidance into existing eligibility policy documents. See VWL 15-02, Attachment C, WIOA Youth eligibility:

https://virginiacareerworks.com/wp-content/uploads/postVWL-15-02-WIOA-Youth-Eligibility-Attachment-C-UPDATED-10-27-2015.docx.pdf

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

The term "basic skills deficient" means an individual who, scores below Adult Basic Education (ABE) level 5. Per WIOA Section 3(5), an individual is to be considered Basic Skills Deficient if he or she is an individual:

1. 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
2. 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 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). http://www.doe.virginia.gov/instruction/adulted/index.shtml

The primary method for determining whether an individual is Basic Skills Deficient is through basic education skills assessment approved by the Virginia Department of Education (VDOE), as detailed in the VDOE Assessment Policy and Distance Education Policy for Virginia Adult Education and Literacy Programs, page 47. In addition, a Local Area may, when appropriate, alternatively determine that someone is Basic Skills Deficient through an objective observation, participation in a secondary school's ESL program, or evidence of skills deficiency presented in a secondary school Individual Education Plan (IEP), when appropriate for that individual's stated needs and goals.

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

This is not applicable for Virginia.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

This is not applicable for Virginia.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

This is not applicable for Virginia.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

This is not applicable for Virginia.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

This is not applicable for Virginia.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

This is not applicable for Virginia.

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 PROCESSES 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.

7. THE SECRETARY MAY REQUIRE THAT STATES PROVIDE THE MOST RECENT DATA AVAILABLE ABOUT THE OUTCOMES OF THE EXISTING WAIVER IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

The Commonwealth of Virginia is requesting renewed approval of the following waiver in accordance with the Workforce Innovation and Opportunities Act (WIOA) statutory and/or regulatory requirements.

***Regulatory Requirements to be Waived* – Eligible Training Provider Performance for Non-WIOA Students**

The Commonwealth of Virginia seeks approval of the following statutory waivers in accordance with the Workforce Innovation and Opportunity Act (WIOA) at Section 189(i)(3) and the WIOA Regulations at 20 Code of Federal Regulation 20 CFR 679.600 thru 679.640. These waiver requests will assist Virginia to further develop its workforce system while continuing to focus on creating a demand-driven system.

Regulatory Requirements to be Waived – Eligible Training Provider Performance for Non-WIOA Students

Virginia requests the consideration of a waiver from the requirements in WIOA, Sections 116 (related to performance) and 122 (related to the Eligible Training Provider List), and at 20 Code of Federal Regulations (CFR) 677.230 and 20 CFR 680.400-680.530. In whole, these regulations constitute a burdensome requirement for training providers for the collection and reporting of performance outcomes for all students, above and beyond WIOA participant students, participating in training programs listed on Virginia's Eligible Training Provider (ETP) system.

Background

Virginia's ETP has been managed by Virginia's WIOA Title I Administrator, Virginia Community College System's Workforce Development Services Division. The system of record for the ETP is the online Virginia Workforce Connection system (https://www.vawc.virginia.gov). Local workforce development boards (LWDB) use a paper application process to select training provider training programs for approval for their area. LWDB staff then enter the school's information into the Virginia Workforce Connection so that all LWDBs can access the provider's

services. The online ETP listing is especially convenient for those training providers who border multiple local areas and/or provide online services.

Under WIOA Section 116 (d)(4)(A) and 20 CFR 677.23(a)(5), ETPs are required to report performance data on all participants enrolled in a program of study (or the equivalent). While the WIOA Title I Administrator recognizes the value and importance of monitoring provider performance, requiring ETPs to produce data on all individuals, instead of just WIOA-funded participants, places an undue burden on the ETPs to collect and report excessive data. This is especially burdensome when the ETPs have many students of whom only a small percentage are WIOA-funded participants. The U.S. Departments of Labor and Education acknowledge this burden in their response to comment regarding 20 CFR 677.230 in the preamble of the WIOA Final Rules by stating,

"The Departments are cognizant of the reporting burden the ETP performance report places on ETPs and do not want to place additional burdens on these entities."

However, there was no change to the regulatory text.

Further, ETPs and the WIOA Title I Administrator are concerned that providing data on all individuals participating in a program of study (or the equivalent), instead of only WIOA-funded participants, may conflict with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student educational records. Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record (34 CFR 99.30). Releasing student information on individuals who are not workforce system participants without their explicit consent may be a violation of federal law and compromise their personally identifiable information (PII). Additionally, requiring ETPs to provide data on all individuals instead of WIOA-funded participants may dissuade the institution from participating as a WIOA training provider, and thus significantly limit customer choice.

Several significant challenges remain:

Reticence for providers to be placed on the ETP given this reporting burden for all students.

While Virginia is fully prepared to report WIOA student outcomes and to begin to establish reasonable performance thresholds, subsequent years of actual data are needed for normalizing this information. The training providers themselves are reliant upon the case management system to provide reliable outcomes. Requiring the same oversight of all other, non-WIOA participants, is an unfunded burden for the training providers, and LWDBs.

Significant proprietary schools that are effective training providers do not have the resources to develop follow-up research, surveys, or other outcome validation with students.

<u>Waiver Goals and Outcomes</u>

Ease reporting burden on ETPs

Remove the most significant disincentive for schools and training providers to participate, in anticipation of maximizing the available marketplace of training curriculum.

Reporting performance data on all individuals engaging in a program of study (or the equivalent) consumes considerable time and expense. Reducing ETPs' reporting requirements to include only WIOA-funded participants would save considerable time and expense to allow ETPs to focus on education and training outcomes while still providing the required data on WIOA-funded participants.

Ensure protection of non-WIOA participants' PII

Removal of reporting requirements for individuals who are not WIOA participants will reduce ETPs' liability for potential breach of those individuals' PII.

Programmatic Outcomes

Developing contextual research and establishing performance thresholds in partnership with Higher Education, the individual public and proprietary schools, and other labor market analysis to create truly engaged sector strategy connections to the ETP.

Reduction of the reporting burden on ETPs allows them to focus more time and resources on producing successful outcomes for WIOA-funded participants as well as for their non-WIOA students.

In addition, the waiver will provide the following:

1. More available and varied training offerings for individuals utilizing Individual Training Accounts (ITA) via the public workforce system leads to greater customer choice
2. Lower cost training options as the result of more eligible providers
3. Stronger partnerships and relationships between training providers and the public workforce system
4. Enhanced ability of local boards to respond quickly and efficiently to immediate local job seeker and employer needs
5. Enhanced ability of staff at local American Job Centers to more effectively respond in meeting the needs of job seekers and employers alike

Individuals, Groups or Populations benefiting from the waiver

Virginia job seekers, the American Job Center staff, and subcontracted service providers, especially the training provider staff, will benefit from this waiver. Business customers will also benefit from this waiver, as they will have a larger number of WIOA-funded training providers to skill-up their talent pipeline.

This waiver is intended to reduce the reporting burden on ETPs while still requiring them to report required performance data for all WIOA-funded participants. Through this waiver, ETPs will be more willing to submit data on their WIOA-funded students and to remain in the ETP program, thus allowing the Virginia workforce system to continue delivering essential training services that meet the needs of employers, job seekers, and workers.

By reducing barriers or the reporting burden of ETPs, this will allow them to focus on providing increased access and service delivery by programs more effectively, especially for disadvantaged populations and individuals with multiple barriers to employment.

Actions the State (Virginia) has undertaken to remove State or local barriers

There are no state or local statutory or regulatory barriers to implementing the requested waiver. Virginia policy statements (from the Virginia Board of Workforce Development or the Virginia Community College System –Workforce Development System) comply with current federal requirements.

State strategic goal(s) and Department of Labor priorities supported by the Waiver:

1. Supporting employer engagement

2. Connecting education and training strategies
3. Supporting work-based learning
4. Improving job and career results
5. Other guidance issued by the Department

This waiver aligns with DOL's policy priorities in that it connects education and training strategies by reducing the reporting burden on ETPs, thus allowing them to focus more time and resources on producing successful outcomes for WIOA-funded participants. Furthermore, it protects the privacy rights of the ETPs' students who are not WIOA participants.

How the state plans to monitor waiver implementation, including the collection of waiver outcome information

Virginia will continue to collect data from ETPs on their WIOA-funded students and will submit that data in the annual report to DOL. Virginia will also collect and report information about waiver outcomes in the state's WIOA Annual Report.

The WIOA Title I Administrator will provide annual on-site programmatic reviews that will include sampling and evaluation of how this waiver has impacted local programs, processing applications, enabling students, and assess performance outcomes.

Assurance of State posting of the requests for public comment and notification to affected Local Workforce Development Boards

According to Virginia's state board policy: *VBWD 100-03, Process of Submission of a Waiver Request to the U.S. Department of Labor*, a waiver request approved by the Executive Committee of the Board will be considered "preliminary" and will be subject to review and comment by impacted local chief elected officials and the public at-large". The VBWD will have an official public comment period and comment submission process in which the Local Workforce Development Boards will have an opportunity to comment. The public comment period will also give business and organized labor the opportunity to provide feedback.

Concurrent with the submission of this waiver request, the state will also notify all 15 Local Workforce Development Board Directors of the state's intent of this request.

Upon approval of the waiver, the WIOA Title I Administrator will issue a Virginia Workforce Letter notifying all local Workforce Development Boards that this practice will be implemented based on the waiver effective date.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
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

The State Plan must include	Include
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

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such

performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	77.0	79.0	77.0	79.0
Employment (Fourth Quarter After Exit)	85.0	85.0	85.0	85.0
Median Earnings (Second Quarter After Exit)	$6,000	$6,000	$6,000	$6,000
Credential Attainment Rate	70.0	72.0	70.0	74.0
Measurable Skill Gains	55.0	55.0	55.0	58.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	85.0	85.0	85.0	85.0
Employment (Fourth Quarter After Exit)	90.0	90.0	90.0	90.0
Median Earnings (Second Quarter After Exit)	$8,700	$8,700	$8,700	$8,700
Credential Attainment Rate	70.0	70.0	70.0	70.0
Measurable Skill Gains	55.0	55.0	55.0	57.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	66.0	70.0	66.0	72.0
Employment (Fourth Quarter After Exit)	62.8	62.8	62.8	62.8
Median Earnings (Second Quarter After Exit)	$3,500	$3,500	$3,500	$3,500
Credential Attainment Rate	70.0	70.0	70.0	70.0
Measurable Skill Gains	55.0	55.0	55.0	55.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

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 STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

The State will continue to utilize merit staffing to provide employment services authorized under the Wagner-Peyser Act. This will remain the business practice for the Virginia Employment Commission regarding all programs and services that are currently using merit staff, as previously required by DOL regulations.

2. 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 has established a staff development program to improve staff skills for providing services to employers and job seekers in the workforce system. All VEC staff are strongly encouraged to take advantage of these training opportunities. The VEC has taken a two pronged approach to training, with the VEC Career Ladder, ensuring that workforce staff gain on the job experience in a structures manner, and the Sector Strategies Career Pathways Academy (SSCPA), formal online training to increase the skills of workforce staff.

The VEC Career Ladder ensures compensation is fair and appropriate for similarly situated employees; establishes an effective manner to evaluate, address, and/or reward performance; establishes a career ladder that aligns with the agency's current succession planning efforts; and acknowledges the program complexity, technical skill set, and job duties required of each position. VEC has now implemented a workforce staffing structure that follows a prescribed route of training and promotions to higher positions, indicating the level of training our staff has received. Workforce Service Trainees (WSTs) are those who are in initial training. They must accomplish a training program and demonstrate core competencies before moving up to a Workforce Service Representative (WSR) position (usually within 12 months). WSRs may then competitively apply for Senior WSR positions that deal with an expanded scope of workforce services, as well as higher level customer service inquiries.

The SSCPA is a formal online training, with an in-person classroom component, that trains workforce staff on how to utilize career pathways and industry-recognized credentials to plan out the steps job seekers need to take in order to achieve their career goals. This encourages our staff to work with job seekers and employers so that those individuals can obtain a job at their experience level with a clear expectation on how to grow their experience and reach higher levels of employment.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING

PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

The majority of Unemployment Insurance claims in Virginia are received either by telephone (24 percent) or internet (75 percent). These claims are processed by VEC employees who receive regular training. The Unemployment Insurance (UI) Division is committed to working with One-Stop and Call Center staff to highlight prominent UI eligibility and qualification issues, and to keep staff apprised of the most efficient mechanisms in which to file for benefits.

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.

The UI Quality Control team is responsible for providing training to workforce services staff. This training includes how to provide basic assistance such as password and address changes, as well as assisting customers with their weekly reports. The UI trainers also provide "just-in-time" training for unique situations in which workforce staff will need to provide more advanced UI services to customers. The trainings are conducted via webinar, as well as 2-3 classroom sessions, when circumstances allow.

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 Virginia Career Works Centers will have the ability to address common issues such as password and address changes, and help with weekly continuing eligibility reports.

Individuals may file claims via telephone by calling the customer contact center or online through the Virginia Workforce Connection, which seamlessly integrates the initial claims filing, the weekly claim certification, the Wagner-Peyser registration and the WIOA application processes. Information collected for any one of these processes is available to subsequent processes so that claimants do not need to "re-key" the same information multiple times.

Assistance is available through dedicated phone lines connecting directly with the customer contact center, an online chat feature and/or center staff assisting claimants using computers in each center's resource room.

When large groups of workers are impacted, the Rapid Response team, the Trade team and/or VEC staff provide "how to file your claim" information and demonstration sessions. VEC staff is available to work with claimants with specific assistance needs and may use the language line to assist non-English speaking claimants or TTY equipment to assist claimants that are deaf.

The Commonwealth uses multiple strategies to connect UI claimants and unemployed individuals to the workforce system for provision of reemployment services, including Rapid

Response activities, the RESEA program, the Trade program, and the Jobs for Veterans State Grant.

Administered jointly by the Virginia Employment Commission (VEC) and Virginia's Community College System (VCCS), Rapid Response activities provide the earliest intervention for workers and businesses experiencing mass layoffs. The VCCS responsible for layoff aversion, and the VEC provides unemployment and re-employment services to workers who are laid off.

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

The Reemployment Services and Eligibility Assessment (RESEA) program identifies claimants exiting the military (UCX claimants) and claimants determined by the WPRS model as "most likely to exhaust." This early intervention strategy identifies and claimants within the first five weeks of their claim and schedules them for an initial RESEA session by the seventh week of their claim.

RESEA participants must report to the workforce center in person where they receive a review of their UI rights and responsibilities, an orientation to the workforce system and services available and labor market information relevant to their career choices, assistance completing their job service registration and locating suitable jobs through the Virginia Workforce Connection job matching (labor exchange) system, a UI Eligibility Assessment and review of the work search. Additional reemployment services, such as resume development and job search skills development (interviewing, networking, etc.) will be available based on each claimant's needs, along with referrals to training and supportive services as detailed in each claimant's reemployment plan.

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

The Jobs for Veterans State Grant (JVSG) provides funds to the Commonwealth to serve eligible veterans, as defined in 38 U.S.C. 4101(4) and 4211(4),3 and other eligible spouses as defined in 38 U.S.C. 4101(5),4 and to perform outreach to employers. JVSG funds pay for Disabled Veterans Outreach Program (DVOP) Specialists and Local Veterans Employment Representatives (LVER) staff positions.

Reemployment services are available to all UI claimants through all of Virginia's comprehensive or affiliate One-Stop Centers. 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 application for UI benefits, as well as instructions for 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.

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;

When individuals file a UI claim, an electronic interface queries the Virginia Workforce Connection system and either updates the existing Wagner-Peyser registration (active accounts) or creates a new Wagner-Peyser registration (inactive and new accounts).

Claimants filing by phone are verbally advised to visit the Virginia Workforce Connection to complete and/or update their registration. Claimants filing online are directed to the "My Reemployment Strategy" page upon completion of the initial claim or weekly claim certification.

Additionally, Wagner-Peyser staff receive a daily report of individuals who have filed UI claims. WP staff call these individuals or send written correspondence to ensure that they have completed their VWC registration. If not, the claimant is advised that their UI benefit will be at risk if they are not in compliance within a specific deadline. If at any time, workforce services staff working with claimants discover that the individual is not actively seeking work, the claim is referred to adjudication.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

Internet Filers

For claimants that file a regular UI claim via the Internet, the Virginia Workforce Connection (VWC) serves as a "common front door" for filing the initial claim and registering for job services. Upon clicking the "Unemployed – File your UI claim" button on the VWC home page, the user is directed to basic information and then to the page where the user enters the Social Security number. At this point, the system checks for an existing VWC account (previous job service registration and/or previous claim filed by Internet).

- If a current account exists, the system will pre-populate basic information from the existing account (name, address, gender, DOB, etc.) for the claimant to review and update, and then proceed to complete the information for the new claim. At the conclusion of the claims filing process, the claimant is directed to the "My Reemployment Strategy page," which has prompts for updating the job service registration, the resume, completing a skills inventory, posting a resume and searching for jobs.

- If a current account does not exist, the system will take the claimant through the account creation process, proceed on with the claim and then direct the claimant is directed to the "My Reemployment Strategy page," which has prompts for updating the job service registration, the resume, completing a skills inventory, posting a resume and searching for jobs.

Telephone Filers

Claimants completing their UI claim by telephone are verbally directed to go to http://www.vawc.virginia.gov to complete their job service registration at the conclusion of the claims filing process.

Staff are also able to observe the case note that is written when the electronic interface that runs each night queries the Virginia Workforce Connection system and either updates the existing Wagner-Peyser registration (active accounts) or creates a new Wagner-Peyser registration (inactive and new accounts).

Claimants selected for RESEA (via the WPRS Model) receive assistance updating or completing their job service registration as a component of the Initial RESEA session. Some claimants will make the updates prior to the Initial RESEA session, as requested in the RESEA "call-in" letter. Other claimants wait for the Initial RESEA session to receive individualized assistance. If the job service registration cannot be completed by the conclusion of the Initial RESEA session, the claimant will be given a specific deadline for completion, after which, the claimant may be referred to Adjudication for failure to meet the registration requirements.

Additionally, Wagner-Peyser staff receive a daily report of individuals who have filed UI claims. WP staff call these individuals or send written correspondence to ensure that they have completed their VWC registration. If not, the claimant is advised that their UI benefit will be at risk if they are not in compliance within a specific deadline. If at any time, workforce services staff working with claimants discover that the individual is not actively seeking work, the claim is referred to adjudication at VEC's central office.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

Administration of the work test and eligibility assessments are required components of each initial RESEA session and follow up session. When an RESEA participant is not able to provide work search records, the participant receives given a deadline at least 48 business hours in the future to provide the records. If the RESEA participant does not provide the records, staff complete a data entry sequence that creates a work task for the Adjudication Team. There is a specific data entry sequence for each of the potential issues identified through the eligibility assessments.

The "My Reemployment Strategy" page in Virginia Workforce Connection identifies the number of job openings matching the claimant's desired occupation and recommends the number of applications to be completed based on the number of openings available.

In addition to the self-service job finding and placement services claimants access through their "My Reemployment Strategy" pages, workforce center business services staff match claimants to open jobs, conduct in-center hiring events and job fairs and refer claimants when working to meet specific employer's recruitment needs.

Claimants are required to file weekly claims for continued benefits. This may be conducted online or over the phone. Regardless of method utilized, the claimant must answer the following questions:

1. Were you able to and available for work during the week?

2. Were you actively seeking work during the week?

3. Provide the number of contacts you made for work.

4. If you made contacts for work, provide the names of the employers that were contacted.

5. Did you refuse any work or any offers of work during the week?

6. Did you fail to obtain work due to a positive drug test?

7. Did you enter or discontinue school or training?

8. Did you begin receiving or change the amount of any type of pension (including disability pensions) during the week?

9. Did you receive holiday, vacation, or Workman's Compensation during the week?

10. Did you begin receiving or change the amount of any severance pay during the week?

11. Did you do any work, including self-employment, during the week? If the answer to this question is yes, the claimant is asked to enter the amount they earned before any deductions were made.

12. During the week, did you return to full-time employment? If the answer to this question is yes, then the claimant will be asked to enter the date they started working.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

As previously stated, Virginia will use WP funds to assist claimants in finding suitable employment through the Virginia Workforce Connection (the State's labor exchange database), as well as publicly advertised job fairs and general outreach to employers throughout the Commonwealth. Registration in this labor exchange of UI claimants is required by law with an additional report of work search provided weekly. Within the One-Stop Center, the WP staff will also make referrals to partner programs to provide training and education programs and other necessary resources to give UI claimants and other individuals registered in the Virginia Workforce Connection the skills necessary to obtain employment.

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 the types of jobs for which the claimant is best suited. 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. Workforce staff sit down with individuals who are entering the Virginia Workforce Connection for the first time to assess their employment and training history, employment goals, and whether or not they qualify for additional services through Title I partners, including enrollment in education and training programs. If there are no jobs available to match the skills of a UI claimant, he or she 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 partners. Based off of an initial enrollment screening, if the individual may qualify for services with other One-Stop partners, that individual is referred to speak to applicable staff within the One-Stop. Our partners then provide the individual with enrollment, training, and education resources that are available to them if they do qualify. In addition, the One-Stops are establishing career pathways through community colleges that provide specific pathways from credentialing to employment. Training on this process is provided through the Sector Strategies and Career Pathways Academy.

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 AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES 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.

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.

This Agricultural Outreach Plan sets policies and objectives in providing workforce services to the agricultural community, including migrant and seasonal farm workers (MSFWs) and agricultural employers, in accordance with 20 CFR 653 and the Workforce Innovation and Opportunity Act (WIOA). The objective of the Commonwealth of Virginia with respect to the Virginia Employment Commission is to assist job seekers and employers through the operation of a basic labor exchange system as described in 20 CFR 652, Subpart A. The Commonwealth of Virginia provides equitable services utilizing the Virginia Workforce System to ensure that the full range of employment, training and educational services are available to MSFWs on a basis that is qualitatively equivalent and quantitatively proportionate to services provided to all other job seekers.

The Code of Federal Regulations at 20 CFR §653 sets forth the principal regulations of the Wagner-Peyser Act Employment Service (ES) concerning the provision of services for migrant and seasonal farmworkers (MSFWs) and states the requirement that all services of the workforce development system be available to all job seekers in an equitable fashion. This includes ensuring MSFWs have access to these services in a way that meets their unique needs.

Each Virginia Career Works Center must offer MSFWs the full range of career and supportive services, benefits and protections, and job and training referral services as are provided to all other job seekers. In providing such services, the centers must consider and be sensitive to the preferences, needs, and skills of individual MSFWs and the availability of job and training opportunities.

The Virginia Employment Commission (VEC) has a dedicated staff who provide a variety of services to migrant and seasonal farmworkers and agricultural employers across the Commonwealth. The VEC's Agricultural Services Staff is dedicated to assisting jobseekers and employers with all their employment-related needs. In collaboration with VEC's partners, including Telamon, (WIOA 167 Grantee), MSFWs may more easily access the full range of employment services, including:

- Job search assistance and referrals
- Registration assistance
- Career guidance
- Training opportunities
- Referrals to supportive services
- Job development
- Farmworker rights and labor law information

- Complaint assistance

Additionally, the VEC operates an outreach program in order to locate and make contact with MSFWs who are not being reached by the normal intake activities conducted by the local offices. The agency has full-time Farm Placement Specialist (FPS) in the Virginia Career Works offices in Bristol, Fishersville, Lynchburg, Emporia, the Eastern Shore, Fredericksburg, Petersburg, and Winchester. The majority of the VEC's Farm Placement Specialist staff are bi-lingual in English and Spanish. This outreach staff provides information to MSFWs about the services available through the Virginia Career Works Centers from a variety of partners, including Telamon. They provide information and guidance to MSFWs regarding their employment rights and responsibilities and the employment service complaint system. In accordance with federal regulations found in 20 CFR §653, the VEC also employs a full time State Monitor Advocate to help ensure that the services provided by the Agency to MSFWs are "qualitatively equivalent and quantitatively proportionate" to the services provided to other jobseekers in the Commonwealth

ASSESSMENT OF NEED

In Virginia, Migrant and Seasonal Farmworkers face many challenges and barriers in relation to employment. MSFWs frequently find themselves unemployed or under-employed and many live in poverty. When they do have employment, they are oftentimes 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. Languages include Spanish, Haitian Creole and some indigenous Indian dialects of Central American workers.

Farmworkers in Virginia, particularly migrant farmworkers, are predominantly of Hispanic descent, but there is also a significant number of Haitian Creole workers and Jamaicans. H-2A migrants come from Mexico, and other Central American countries like Guatemala, Honduras, Haiti and Jamaica and there is also a small number of South African workers. Migrant workers, 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. Although farmworker housing in Virginia is overall is well maintained for H-2A use due to vigilant inspection by our Farm Placement Specialist staff, there is still areas where migrants occupy housing that does not meet minimum health and safety requirements. Farmworker training opportunities are facilitated primarily by our WIOA one-stop partners, with particular focus on Telamon, the Virginia operator for the WIOA 167 program.

As a means 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, 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. This

Committee addresses and formulates solutions to many of the issues faced by MSFW and agricultural employers.

2. 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

In order to develop an accurate assessment of the actual number of MSFWs within Virginia, an extensive statewide survey of previous and projected agricultural and farmworker activity is conducted by the VEC each year. The Assessment of Need Data is developed in conjunction with input from local office personnel, farm placement staff, extension agents, Telamon, and members of numerous other organizations with knowledge of MSFWs. For Program Year 2019 (PY 19), approximately 13,132 MSFWs were estimated in Virginia with a peak of about 12,439, 3,625 of which 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. Projections of major labor-intensive crop activity and MSFW availability have been indicated by location and crop. Staff training to meet the needs of farmworkers is described at the end of Section IV.

EASTERN SHORE

Onley

Crop	**Activity Period**	**Total Employment**	**MSFW Employment**	**Labor Shortage**	**Crop Changes**	**MSFW Availability**
Tomatoes	**Apr-Nov**	**1819**	**1500**	**Yes**	**Decrease**	**Decrease**
Nursery	**Mar-July**	**620**	**565**	**Yes**	**Stable**	**Decrease**
Vegetables	**Mar-Oct**	**225**	**185**	**Yes**	**Decrease**	**Decrease**
Aquaculture	**Sept-Apr**	**220**	**220**	**No**	**Increase**	**Decrease**
Potatoes	**May-Jul**	**90**	**90**	**No**	**Stable**	**Stable**
Grapes	**Jul-Oct**	**30**	**30**	**No**	**Stable**	**Stable**

NORTHERN NECK

Warsaw/Fredericksburg

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Vegetables	Jun-Nov	450	300	Yes	Increase	Decrease
Nursery	Feb-Nov	400	300	Yes	Increase	Decrease
Grapes	Mar-Sep	150	150	No	Stable	Stable
Aquaculture	Mar-Oct	75	60	Yes	Increase	Decrease

CENTRAL

Roanoke

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	Feb-Nov	100	50	Yes	Stable	Decrease
Tobacco	Apr-Nov	60	20	Yes	Stable	Decrease
Nursery	Feb-Dec	75	75	Yes	Stable	Decrease
Peaches	Apr-Aug	25	25	Yes	Stable	Decrease
Grapes	Mar-Oct	30	30	No	Stable	Decrease
Vegetables	Apr-Oct	30	30	No	Stable	Decrease

CENTRAL

Petersburg

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Vegetables	Apr-Nov	200	60	Yes	Stable	Stable
Tobacco	Mar-Oct	100	50	Yes	Stable	Stable
Nursery	Feb-Jun	135	80	Yes	Stable	Stable
Melons	Apr-July	75	75	No	Stable	Stable
Grain	Mar-Aug	75	55	Yes	Stable	Stable
Sod	Mar-Oct	35	20	Yes	Stable	Stable
Hemp	Mar-Nov	30	5	Yes	Increase	Stable

SHENANDOAH VALLEY

Winchester

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	July-Nov	400	150	Yes	Stable	Decrease
Nursery	Feb-Dec	195	160	Yes	Stable	Decrease
Grapes	Aug-Oct	100	65	Yes	Increase	Decrease
Peaches	July-Sept	30	20	Yes	Stable	Decrease
Vegetables	Mar-Nov	160	108	Yes	Increase	Decrease
Peaches	Jul-Sept	47	27	Yes	Stable	Decrease
Sod	Feb-Nov	10	10	No	Stable	Stable

SHENANDOAH VALLEY

Charlottesville/Fishersville

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	Sept-Nov	370	60	Yes	Stable	Decrease
Peaches/ Nectarines	July-Sept	241	20	Yes	Stable	Decrease
Nursery	Jan-June	410	250	Yes	Increase	Decrease
Vegetables	May-Sept	297	57	Yes	Increase	Decrease
Grapes	Aug-Oct	200	75	Yes	Increase	Stable
Hay and Cattle	June-Sept	15	5	Yes	Stable	Decrease
Sod	Mar-Oct	24	5	Yes	Stable	Stable

SOUTHSIDE

South Hill/Emporia

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Tobacco	Mar-Nov	781	336	Yes	Decrease	Stable
Hay	Feb-Dec	159	100	Yes	Stable	Stable
Nursery	Feb-Aug	97	77	Yes	Stable	Stable
Vegetables	Mar-Jul	70	57	Yes	Stable	Stable

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Hemp	Mar-Nov	246	15	Yes	Increase	Stable
Sod	Feb-Nov	25	10	Yes	Stable	Stable

SOUTHSIDE

Danville/Lynchburg

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Tobacco	Apr-Oct	1072	200	Yes	Decrease	Stable
Vegetable	Jun-Aug	40	10	Yes	Stable	Stable
Nursery	Feb-Aug	60	40	Yes	Stable	Decrease
Hay/Grain	Apr-Oct	40	10	Yes	Stable	Stable
Apples	Aug-Oct	40	20	Yes	Stable	Stable
Sod	Mar-Sept	15	5	Yes	Stable	Stable

SOUTHWEST

Bristol

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Christmas Trees	Oct-Dec	1377	300	Yes	Increase	Decrease
Vegetables	Mar-Nov	165	25	Yes	Increase	Decrease
Tree Fruits Grapes	June-Oct	150	100	Yes	Stable	Stable
Tobacco	May-Dec	50	45	Yes	Decrease	Decrease
Nursery	Mar-Oct	40	30	Yes	Increase	Stable
Berries	May-Aug	20	10	Yes	Increase	Stable
Hemp	Apr-Nov	20	2	Yes	Increase	Stable
Cattle	Mar-Nov	24	12	Yes	Stable	Decrease

3. 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

Farmworkers in Virginia, particularly migrant farmworkers, are predominantly of Hispanic descent, but there is also a significant number of Haitian Creole workers and Jamaicans. H-2A migrants come from Mexico, and other Central American countries like Guatemala, Honduras, Haiti and Jamaica and there is also a small number of South African workers. Migrant workers, 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. Although farmworker housing in Virginia is overall is well maintained for H-2A use due to vigilant inspection by our Farm Placement Specialist staff, there is still areas where migrants occupy housing that does not meet minimum health and safety requirements. Farmworker training opportunities are facilitated primarily by our WIOA one-stop partners, with particular focus on Telamon, the Virginia operator for the WIOA 167 program.

As a means 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, 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. This Committee addresses and formulates solutions to many of the issues faced by MSFW and agricultural employers.

In order to develop an accurate assessment of the actual number of MSFWs within Virginia, an extensive statewide survey of previous and projected agricultural and farmworker activity is conducted by the VEC each year. The Assessment of Need Data is developed in conjunction with input from local office personnel, farm placement staff, extension agents, Telamon, and members of numerous other organizations with knowledge of MSFWs. For Program Year 2019 (PY 19), approximately 13,132 MSFWs were estimated in Virginia with a peak of about 12,439, 3,625 of which 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. Projections of major labor-intensive crop activity and MSFW availability have been indicated by location and crop. Staff training to meet the needs of farmworkers is described at the end of Section IV.

EASTERN SHORE

ONLEY

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Tomatoes	**Apr-Nov**	**1819**	**1500**	**Yes**	**Decrease**	**Decrease**
Nursery	**Mar-July**	**620**	**565**	**Yes**	**Stable**	**Decrease**
Vegetables	**Mar-Oct**	**225**	**185**	**Yes**	**Decrease**	**Decrease**
Aquaculture	**Sept-Apr**	**220**	**220**	**No**	**Increase**	**Decrease**
Potatoes	**May-Jul**	**90**	**90**	**No**	**Stable**	**Stable**
Grapes	**Jul-Oct**	**30**	**30**	**No**	**Stable**	**Stable**

NORTHERN NECK

Warsaw/Fredericksburg

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Vegetables	**Jun-Nov**	**450**	**300**	**Yes**	**Increase**	**Decrease**
Nursery	**Feb-Nov**	**400**	**300**	**Yes**	**Increase**	**Decrease**
Grapes	**Mar-Sep**	**150**	**150**	**No**	**Stable**	**Stable**
Aquaculture	**Mar-Oct**	**75**	**60**	**Yes**	**Increase**	**Decrease**

CENTRAL

Roanoke

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	**Feb-Nov**	**100**	**50**	**Yes**	**Stable**	**Decrease**
Tobacco	**Apr-Nov**	**60**	**20**	**Yes**	**Stable**	**Decrease**
Nursery	**Feb-Dec**	**75**	**75**	**Yes**	**Stable**	**Decrease**
Peaches	**Apr-Aug**	**25**	**25**	**Yes**	**Stable**	**Decrease**
Grapes	**Mar-Oct**	**30**	**30**	**No**	**Stable**	**Decrease**
Vegetables	**Apr-Oct**	**30**	**30**	**No**	**Stable**	**Decrease**

CENTRAL

Petersburg

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Vegetables	**Apr-Nov**	**200**	**60**	**Yes**	**Stable**	**Stable**
Tobacco	**Mar-Oct**	**100**	**50**	**Yes**	**Stable**	**Stable**
Nursery	**Feb-Jun**	**135**	**80**	**Yes**	**Stable**	**Stable**
Melons	**Apr-July**	**75**	**75**	**No**	**Stable**	**Stable**
Grain	**Mar-Aug**	**75**	**55**	**Yes**	**Stable**	**Stable**
Sod	**Mar-Oct**	**35**	**20**	**Yes**	**Stable**	**Stable**
Hemp	**Mar-Nov**	**30**	**5**	**Yes**	**Increase**	**Stable**

SHENANDOAH VALLEY

Winchester

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	**July-Nov**	**400**	**150**	**Yes**	**Stable**	**Decrease**
Nursery	**Feb-Dec**	**195**	**160**	**Yes**	**Stable**	**Decrease**
Grapes	**Aug-Oct**	**100**	**65**	**Yes**	**Increase**	**Decrease**
Peaches	**July-Sept**	**30**	**20**	**Yes**	**Stable**	**Decrease**
Vegetables	**Mar-Nov**	**160**	**108**	**Yes**	**Increase**	**Decrease**
Peaches	**Jul-Sept**	**47**	**27**	**Yes**	**Stable**	**Decrease**
Sod	**Feb-Nov**	**10**	**10**	**No**	**Stable**	**Stable**

SHENANDOAH VALLEY

Charlottesville/Fishersville

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Apples	**Sept-Nov**	**370**	**60**	**Yes**	**Stable**	**Decrease**
Peaches/ Nectarines	**July-Sept**	**241**	**20**	**Yes**	**Stable**	**Decrease**
Nursery	**Jan-June**	**410**	**250**	**Yes**	**Increase**	**Decrease**

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Vegetables	**May-Sept**	**297**	**57**	**Yes**	**Increase**	**Decrease**
Grapes	**Aug-Oct**	**200**	**75**	**Yes**	**Increase**	**Stable**
Hay and Cattle	**June-Sept**	**15**	**5**	**Yes**	**Stable**	**Decrease**
Sod	**Mar-Oct**	**24**	**5**	**Yes**	**Stable**	**Stable**

SOUTHSIDE

South Hill/Emporia

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Tobacco	**Mar-Nov**	**781**	**336**	**Yes**	**Decrease**	**Stable**
Hay	**Feb-Dec**	**159**	**100**	**Yes**	**Stable**	**Stable**
Nursery	**Feb-Aug**	**97**	**77**	**Yes**	**Stable**	**Stable**
Vegetables	**Mar-Jul**	**70**	**57**	**Yes**	**Stable**	**Stable**
Hemp	**Mar-Nov**	**246**	**15**	**Yes**	**Increase**	**Stable**
Sod	**Feb-Nov**	**25**	**10**	**Yes**	**Stable**	**Stable**

SOUTHSIDE

Danville/Lynchburg

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Tobacco	**Apr-Oct**	**1072**	**200**	**Yes**	**Decrease**	**Stable**
Vegetable	**Jun-Aug**	**40**	**10**	**Yes**	**Stable**	**Stable**
Nursery	**Feb-Aug**	**60**	**40**	**Yes**	**Stable**	**Decrease**
Hay/Grain	**Apr-Oct**	**40**	**10**	**Yes**	**Stable**	**Stable**
Apples	**Aug-Oct**	**40**	**20**	**Yes**	**Stable**	**Stable**
Sod	**Mar-Sept**	**15**	**5**	**Yes**	**Stable**	**Stable**

SOUTHWEST

Bristol

Crop	Activity Period	Total Employment	MSFW Employment	Labor Shortage	Crop Changes	MSFW Availability
Christmas Trees	**Oct-Dec**	**1377**	**300**	**Yes**	**Increase**	**Decrease**
Vegetables	**Mar-Nov**	**165**	**25**	**Yes**	**Increase**	**Decrease**
Tree Fruits Grapes	**June-Oct**	**150**	**100**	**Yes**	**Stable**	**Stable**
Tobacco	**May-Dec**	**50**	**45**	**Yes**	**Decrease**	**Decrease**
Nursery	**Mar-Oct**	**40**	**30**	**Yes**	**Increase**	**Stable**
Berries	**May-Aug**	**20**	**10**	**Yes**	**Increase**	**Stable**
Hemp	**Apr-Nov**	**20**	**2**	**Yes**	**Increase**	**Stable**
Cattle	**Mar-Nov**	**24**	**12**	**Yes**	**Stable**	**Decrease**

4. 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:

Outreach Activities And State Strategies

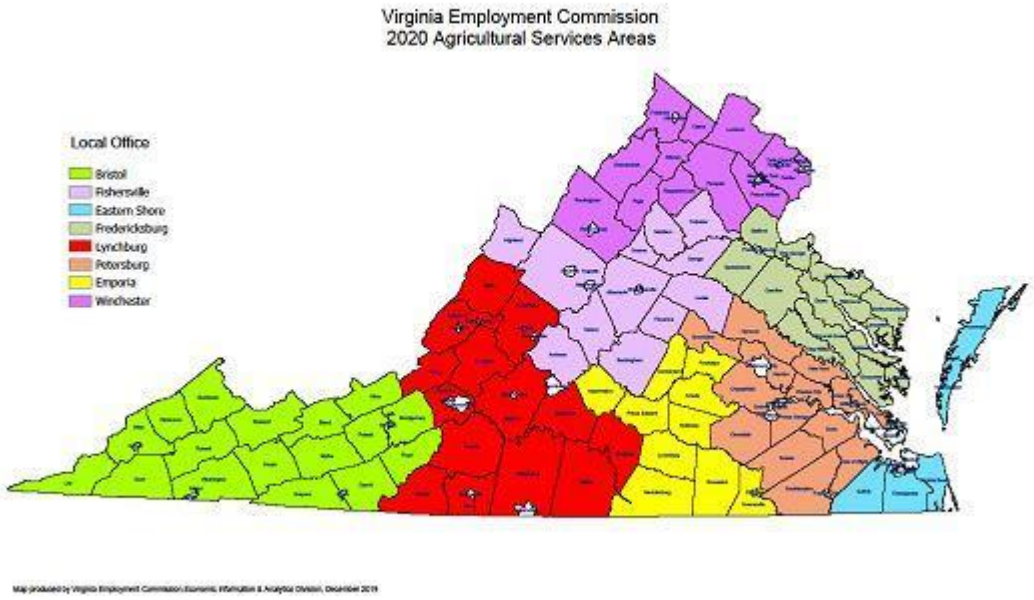
This section of the Virginia Plan for Agricultural Services was prepared in accordance with the federal requirements in 20 CFR Part 653.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES

Assessment of Available Resources:

During PY 20-24, the Virginia Employment Commission will use one full-time Farm Placement Specialist (FPS) in Virginia Career Works offices in Bristol, the Eastern Shore, Emporia, Fishersville, Fredericksburg, Lynchburg, Petersburg, and Winchester. As the season develops, FPS 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. All FPS offices utilize the Farm Placement Specialists full-time for outreach duties during peak seasons for the crop activities in their service areas. The outreach activities are conducted in accordance with the outline described herein.

To augment the VEC outreach efforts, staff from the State's WIOA 167 Grantee, Telamon, under an interagency cooperative agreement, will supplement the agency's efforts to contact a majority of the MSFWs in Virginia during the peak of the agricultural season. The map below shows the VEC's Agricultural Outreach Service Areas.



PY 20-24 Outreach Plan Service Areas

Bristol Outreach Service Area

Farm Placement Specialist- Deborah Johnston

200 Bob Morrison Blvd. Suite 100

Bristol, VA 24201

Cell: (276) 591-8090

Direct: (276) 466-2206

Office: (276) 642-7350

Deborah.Johnston@vec.virginia.gov

Service Area:

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

Fishersville Outreach Service Area

Farm Placement Specialist –Michael Okuley

1076 Jefferson Hwy

Staunton, VA 24401

Office: (540) 332-7750

Cell: (434) 872-1780

Michael.Okuley@vec.virginia.gov

Service Area:

Augusta, Albemarle, Amherst, Buckingham, Culpeper, Fluvanna, Greene, Highland, Louisa, Madison, Nelson, Orange.

Emporia Outreach Service Area

Farm Placement Specialist-Ronda Moreta

1300 Greensville Cty Cr; Ste C, Rm 105

Emporia, VA 23847

Cell: (434) 774-6864

Office: (434) 634-2326

Direct: (434) 634-6196

Ronda.Moreta@vec.virginia.gov

Service Area:

Amelia, Appomattox, Brunswick, Cumberland, Greensville, Lunenburg, Mecklenburg, Nottoway, Powhatan, Prince Edward.

Eastern Shore Outreach Service Area

Federally Designated Significant, Bi-lingual Office

Farm Placement Specialist-Luis Echevarria

25036 Lankford Highway, Unit 16

Onley, VA 23418

Cell: (757) 709-5115

Direct: (757) 302-2031

Office: (757) 302-2029

Luis.Echevarria@vec.virginia.gov

Service Area:

Accomack, Chesapeake, Northampton, Suffolk, Virginia Beach.

Lynchburg Outreach Service Area

Farm Placement Specialist-Fred Mendez

3125 Odd Fellows Rd.

Lynchburg, VA 24501

Direct: (434) 947-2065

Office: (434) 947-6671

Cell: (434) 363-6671

Wilfredo.Mendez@vec.virginia.gov

Service Area:

Alleghany, Bedford, Bath, Botetourt, Campbell, Charlotte, Craig, Franklin, Halifax, Henry, Patrick, Pittsylvania, Roanoke, Rockbridge.

Petersburg Outreach Service Area

Farm Placement Specialist-Vacant

Service Area:

Charles City, Chesterfield, Dinwiddie, Goochland, Hanover, Henrico, Isle of Wright, James City, New Kent, Prince George, Southampton, Surry, Sussex. York.

Fredericksburg Outreach Service Area

Farm Placement Specialist- Soraya Buckner

10304 Spotsylvania Avenue, Suite 100

Fredericksburg, VA 22408

Direct number: (540) 322-5788

Cell: (757) 709-5218

Office: (540) 322-5757

Soraya.Buckner@vec.virginia.gov

Service Area:

Caroline, Essex, Gloucester, King George, King and Queen, King William, Lancaster, Matthews, Middlesex, Northumberland, Richmond, Spotsylvania, Stafford, Westmoreland.

Winchester Outreach Service Area

**Federally Designated Significant Office

Farm Placement Specialist-Kenia Brooks

419 N. Cameron St.

Winchester, VA 22601

Direct: 540-722-3447

Cell: (540) 398-9784

Office: (540) 722-3415

Kenia.Brooks@vec.virginia.gov

Service Area:

Arlington, Clarke, Fairfax, Fauquier, Frederick, Loudoun, Page, Prince William, Rappahannock, Rockingham, Shenandoah, Warren.

Numerical Goals:

During the upcoming plan cycle, VEC staff are required to contact with 33 percent of the MSFWs (one-third of the estimated peak MSFWs in the state) to offer employment services. FPS staff will attempt to make at least five contacts per staff day. Actual VEC minimum outreach contacts are listed below by individual local office. Also included is the state total outreach goal for PY 19 and the VEC's most recent publication of the *Migrant and Seasonal Farmworker Estimates* by county. Outreach goals are established before the start of each program year, as these goals are based on the estimated farmworker population in the Commonwealth at that time.

Virginia Employment Commission

MSFW Outreach Goals

Program Year 2019

OFFICE	PEAK SEASONAL	PEAK MIGRANT	PEAK TOTAL	OUTREACH GOAL
Bristol	**462**	**202**	**664**	**220**
Charlottesville	**593**	**130**	**723**	**239**
Danville	**418**	**215**	**633**	**209**
Eastern Shore	**470**	**1360**	**1830**	**604**
Emporia	**283**	**165**	**448**	**148**
Fredericksburg	**633**	**256**	**889**	**294**
Petersburg	**485**	**178**	**663**	**219**
Winchester	**271**	**126**	**397**	**132**
State	**3,555**	**2,770**	**6,325**	**2088**

Virginia Employment Commission

MSFW Estimates 2019

	Seasonal Farmworkers (Non H-2A)			Migrant Farmworkers (Non H-2A)			H-2A Farmworkers	
	Unduplicated Total	**Peak Count**	**Non-working**	**Unduplicated Total**	**Peak Count**	**Non-working**	**Unduplicated Total**	**Peak Count**

	Seasonal Farmworkers (Non H-2A)			Migrant Farmworkers (Non H-2A)			H-2A Farmworkers	
			Family Total			**Family Total**		
State	**4,163**	**3,615**	**640**	**2,784**	**2,632**	**140**	**4,804**	**4,804**
Accomack	**320**	**300**	**165**	**400**	**380**	**50**	**0**	**0**
Albemarle	**68**	**56**	**8**	**30**	**30**	**8**	**164**	**164**
Alleghany	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Amelia	**12**	**8**	**2**	**5**	**2**	**1**	**26**	**26**
Amherst	**5**	**5**	**0**	**0**	**0**	**0**	**0**	**0**
Appomattox	**20**	**18**	**4**	**5**	**5**	**2**	**10**	**10**
Arlington	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Augusta	**86**	**86**	**0**	**0**	**0**	**0**	**146**	**146**
Bath	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Bedford	**35**	**25**	**0**	**15**	**15**	**0**	**0**	**0**
Bland	**15**	**15**	**0**	**0**	**0**	**0**	**0**	**0**
Botetourt	**12**	**10**	**5**	**0**	**0**	**0**	**28**	**28**
Brunswick	**75**	**55**	**3**	**40**	**25**	**2**	**151**	**151**
Buchanan	**5**	**5**	**0**	**0**	**0**	**0**	**0**	**0**
Buckingham	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**
Campbell	**65**	**45**	**0**	**30**	**30**	**0**	**88**	**88**
Caroline	**35**	**30**	**6**	**20**	**20**	**0**	**10**	**10**
Carroll	**100**	**100**	**0**	**50**	**50**	**0**	**68**	**68**
Charles City	**15**	**15**	**2**	**0**	**0**	**0**	**8**	**8**
Charlotte	**35**	**35**	**0**	**10**	**10**	**0**	**66**	**66**
Chesapeake	**20**	**20**	**4**	**25**	**20**	**10**	**0**	**0**
Chesterfield	**45**	**40**	**2**	**10**	**10**	**0**	**44**	**44**
Clarke	**3**	**3**	**0**	**0**	**0**	**0**	**0**	**0**
Craig	**2**	**2**	**0**	**0**	**0**	**0**	**0**	**0**
Culpeper	**99**	**97**	**8**	**30**	**30**	**0**	**18**	**18**
Cumberland	**25**	**25**	**5**	**10**	**10**	**5**	**0**	**0**

	Seasonal Farmworkers (Non H-2A)			Migrant Farmworkers (Non H-2A)			H-2A Farmworkers	
Dickenson	**5**	**5**	**0**	**0**	**0**	**0**	**0**	**0**
Dinwiddie	**55**	**45**	**10**	**15**	**10**	**0**	**101**	**101**
Essex	**40**	**34**	**4**	**20**	**20**	**0**	**0**	**0**
Fairfax	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Fauquier	**15**	**15**	**0**	**10**	**10**	**0**	**9**	**9**
Floyd	**20**	**20**	**0**	**5**	**5**	**0**	**16**	**16**
Fluvanna	**2**	**2**	**0**	**0**	**0**	**0**	**4**	**4**
Franklin	**6**	**6**	**0**	**50**	**50**	**0**	**51**	**51**
Frederick	**59**	**59**	**0**	**50**	**50**	**0**	**350**	**350**
Giles	**15**	**15**	**0**	**0**	**0**	**0**	**0**	**0**
Gloucester	**30**	**26**	**6**	**25**	**25**	**0**	**4**	**4**
Goochland	**10**	**8**	**0**	**0**	**0**	**0**	**2**	**2**
Grayson	**100**	**100**	**0**	**100**	**100**	**0**	**1,125**	**1,125**
Greene	**9**	**9**	**0**	**0**	**0**	**0**	**0**	**0**
Greensville	**25**	**19**	**4**	**5**	**5**	**0**	**25**	**25**
Halifax	**65**	**65**	**10**	**10**	**10**	**0**	**148**	**148**
Hanover	**130**	**90**	**15**	**20**	**15**	**2**	**41**	**41**
Henrico	**21**	**15**	**3**	**2**	**2**	**0**	**2**	**2**
Henry	**30**	**30**	**0**	**30**	**30**	**0**	**19**	**19**
Highland	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**5**
Isle of Wight	**25**	**20**	**3**	**4**	**3**	**0**	**0**	**0**
James City	**8**	**4**	**0**	**0**	**0**	**0**	**0**	**0**
King and Queen	**20**	**10**	**5**	**10**	**10**	**0**	**0**	**0**

Virginia Employment Commission

MSFW Estimates 2019

	Seasonal Farmworkers (Non H-2A)			Migrant Farmworkers (Non H-2A)			H-2A Farmworkers	
	Unduplicated Total	**Peak Count**	**Non-working Family Total**	**Unduplicated Total**	**Peak Count**	**Non-working Family Total**	**Unduplicated Total**	**Peak Count**
King George	**35**	**30**	**5**	**10**	**10**	**0**	**16**	**16**
King William	**30**	**25**	**6**	**7**	**7**	**0**	**0**	**0**
Lancaster	**12**	**8**	**2**	**2**	**2**	**0**	**0**	**0**
Lee	**22**	**22**	**0**	**5**	**5**	**0**	**20**	**20**
Loudoun	**19**	**19**	**0**	**21**	**21**	**0**	**47**	**47**
Louisa	**23**	**23**	**0**	**0**	**0**	**0**	**0**	**0**
Lunenburg	**50**	**25**	**3**	**40**	**25**	**2**	**125**	**125**
Madison	**50**	**50**	**2**	**30**	**30**	**0**	**12**	**12**
Mathews	**30**	**25**	**5**	**12**	**12**	**0**	**0**	**0**
Mecklenburg	**150**	**110**	**7**	**100**	**80**	**4**	**260**	**260**
Middlesex	**45**	**30**	**10**	**20**	**20**	**0**	**19**	**19**
Montgomery	**25**	**25**	**0**	**0**	**0**	**0**	**2**	**2**
Nelson	**56**	**50**	**8**	**10**	**10**	**0**	**196**	**196**
New Kent	**35**	**25**	**2**	**14**	**14**	**0**	**4**	**4**
Northampton	**210**	**170**	**90**	**1,000**	**980**	**45**	**319**	**319**
Northumberland	**40**	**25**	**5**	**8**	**5**	**0**	**8**	**8**
Nottoway	**18**	**10**	**2**	**10**	**3**	**0**	**18**	**18**
Orange	**313**	**300**	**20**	**30**	**30**	**0**	**37**	**37**
Page	**14**	**14**	**0**	**0**	**0**	**0**	**0**	**0**
Patrick	**90**	**60**	**0**	**30**	**30**	**0**	**16**	**16**
Pittsylvania	**120**	**100**	**0**	**50**	**40**	**0**	**416**	**416**
Powhatan	**10**	**7**	**2**	**5**	**5**	**1**	**0**	**0**
Prince Edward	**10**	**6**	**2**	**10**	**5**	**1**	**0**	**0**
Prince George	**25**	**15**	**2**	**0**	**0**	**0**	**2**	**2**
Prince William	**8**	**8**	**0**	**0**	**0**	**0**	**6**	**6**

	Seasonal Farmworkers (Non H-2A)			Migrant Farmworkers (Non H-2A)			H-2A Farmworkers	
Pulaski	**25**	**25**	**0**	**0**	**0**	**0**	**40**	**40**
Rappahannock	**10**	**10**	**0**	**15**	**15**	**0**	**0**	**0**
Richmond	**70**	**65**	**20**	**30**	**30**	**0**	**5**	**5**
Roanoke	**24**	**22**	**12**	**0**	**0**	**0**	**20**	**20**
Rockbridge	**24**	**18**	**0**	**0**	**0**	**0**	**20**	**20**
Rockingham	**24**	**24**	**0**	**25**	**25**	**0**	**45**	**45**
Russell	**20**	**20**	**0**	**0**	**0**	**0**	**0**	**0**
Scott	**15**	**15**	**0**	**0**	**0**	**0**	**31**	**31**
Shenandoah	**18**	**18**	**0**	**5**	**5**	**0**	**98**	**98**
Smyth	**15**	**15**	**0**	**10**	**10**	**0**	**25**	**25**
Southampton	**70**	**62**	**4**	**63**	**50**	**0**	**0**	**0**
Spotsylvania	**20**	**20**	**5**	**10**	**10**	**0**	**0**	**0**
Stafford	**20**	**15**	**5**	**10**	**10**	**0**	**0**	**0**
Suffolk	**51**	**48**	**15**	**20**	**20**	**5**	**50**	**50**
Surry	**25**	**15**	**3**	**19**	**14**	**2**	**8**	**8**
Sussex	**10**	**10**	**0**	**0**	**0**	**0**	**0**	**0**
Tazewell	**15**	**15**	**0**	**10**	**10**	**0**	**0**	**0**
Virginia Beach	**54**	**41**	**4**	**20**	**20**	**0**	**4**	**4**
Warren	**20**	**15**	**0**	**0**	**0**	**0**	**3**	**3**
Washington	**25**	**25**	**0**	**10**	**10**	**0**	**0**	**0**
Westmoreland	**325**	**290**	**125**	**75**	**75**	**0**	**153**	**153**
Wise	**15**	**15**	**0**	**0**	**0**	**0**	**0**	**0**
Wythe	**25**	**25**	**0**	**12**	**12**	**0**	**50**	**50**
York	**15**	**12**	**0**	**0**	**0**	**0**	**0**	**0**

The WIA 167 Grantee, Telamon Corporation, under a cooperative agreement, will supplement the VEC outreach with approximately 2,000 MSFW contacts. Joint outreach activities may be arranged and conducted when possible. For this plan cycle, Telamon Corporation, and any other individual or organization, will be able to refer MSFWs to VEC services listed 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 capability exposes MSFWs to more employment opportunities and ensures that

they are better informed about the labor market. Through the, now available, self-service system or with the assistance of Telamon Corporation staff, MSFWs can be registered for employment services before they even visit one of the VEC local offices. Joint collaboration and referrals, 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, 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, it intends to strengthen current partnership agreements and develop them as the need arises.

Proposed Outreach Activities (20 CFR 653.107)

All VEC staff that are assigned MSFW outreach responsibilities 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, and with consideration for employer and MSFW preferences, outreach may occur in agricultural fields during the work day. Many MSFWs, especially those working on piece rate, prefer to continue to work rather than stop 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 in Virginia Career works locations. They use written handout materials that are specific for each location. These handouts contain a full listing of partners, social service agencies, organizations, and special groups with an interest in serving MSFW needs. Outreach materials are available in English and Spanish and can be translated into other languages as appropriate. The Farm Placement Specialist provides outreach materials in a language that the MSFWs in their area can understand. They describe, in detail, farmworker rights and responsibilities and may also take complaints from MSFWs. The Farm Placement Specialist fully describe the employment service complaint system and provide business cards to MSFWs that contain contact information for the Farm Placement Specialists and the State Monitor Advocate, who is responsible for the overall operation of the VEC's Employment Service Complaint system at the state level. In all cases, outreach is afforded to MSFWS in order to explain the benefits of coming into the local office to receive the full range of services available. Such 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 and partner services that are available at all Virginia Career Works locations. Occasionally, VEC Farm Placement Specialist staff conduct joint outreach with Telamon staff. All of Telamon's staff are bilingual in English and Spanish.

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 a 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

Farm Placement Specialist staff will attempt to contact each U.S. worker referral to determine if qualified workers were offered employment. Case notes will be entered into the Virginia Workforce Connection on all referrals as appropriate.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. 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 AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), 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 ongoing process. Initial training for new Farm Placement Specialists staff serving in Virginia Career Works Centers has been and will continue to be conducted on outreach, the employment service (ES) complaint system, MSFW definitions, other regulatory requirements, and the ARS. Additional training for selected staff, including Local Office Management and Regional Managers, will be provided through attendance at regional training sessions conducted by the State Monitor Advocate and Agriculture and Foreign Labor Certification Manager. Training will also be conducted by the State Monitor Advocate for other staff, as needed. Monthly conference calls are conducted with all FPS staff, the SMA, and the Agriculture and Foreign Labor Certification Manager. FPS staff will participate at local grower meetings and combined training will be conducted with Telamon when feasible. 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 the Central Virginia Legal Aid Society in order to continue knowledge exchange and to ensure quality services are available to agricultural workers and employers.

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

The VEC maintains an Agricultural and Foreign Labor Services Unit with a professional, bi-lingual staff that coordinates all phases of the agency effort to provide employment services to agricultural employers. VEC Farm Placement Specialists are located in eight of our Virginia Career Works locations and 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:

- **Immigration Reform and Control Act (IRCA) of 1986**
- **Migrant and Seasonal Agricultural Worker Protection Act**

- **Agricultural Recruitment System (ARS)**
- **Farm Labor Contractor Registration**
- **Fair Labor Standards Act (FLSA)**
- **Child Labor Laws and Pesticide Safety**
- **Agricultural Labor Certifications (H-2A Program)**
- **Unemployment Insurance for Agricultural Workers**

For the upcoming planning period 20-24, 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. 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 the agricultural community, including 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 or as needed, brings together agencies 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.

Staff training is an on-going process. Initial training for new Farm Placement Specialists staff serving in Virginia Career Works Centers has been and will continue to be conducted on outreach, the employment service (ES) complaint system, MSFW definitions, other regulatory requirements, and the ARS. Additional training for selected staff, including Local Office Management and Regional Managers will be provided through attendance at regional training sessions conducted by the State Monitor Advocate and Agriculture and Foreign Labor Certification Manager. Training will also be conducted by the State Monitor Advocate for other staff as needed. Monthly conference calls are conducted with all FPS staff, the SMA and the Agriculture and Foreign Labor Certification Manager. Farm Placement Specialists are included in all Wagner Peyser/Workforce Services staff training opportunities provided to local office staff. FPS staff will participate at local grower meetings and partner agency training opportunities, and specific program-related, combined training will be conducted with Telamon when feasible.

Farm Placement Specialist have been specifically trained on the unemployment insurance program and provide information regarding the program requirements to Migrant and Seasonal Farmworkers during outreach and they provide written materials to farmworkers and agricultural employers upon request. Farm Placement Specialist staff provide Spanish assistance to MSFW claimants and provide claims filing and processing assistance as need in support of all our Virginia Career Works offices.

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 are available to agricultural workers and employers throughout the Commonwealth.

In accordance with the Workforce Investment and Opportunities Act, Virginia's plans for engaging all levels of business include creating a more employer demand-driven system, using various strategic planning efforts to meet the needs of business, using partnerships and leveraged resources-including economic development partnerships-to serve business customers, and supporting entrepreneurs through the workforce system. This approach will benefit MSFWs in Virginia in that we will develop both non-agricultural and agricultural job opportunities and strive to assist workers in their endeavor to obtain their employment related goals. With renewed emphasis on customer relations, operations, resource management and professional development, the VEC will work to make the Commonwealth an ideal place to work and conduct business.

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

Additional training for selected staff, including Local Office Management and Regional Managers, will be provided through attendance at regional training sessions conducted by the State Monitor Advocate and Agriculture and Foreign Labor Certification Manager. Training will also be conducted by the State Monitor Advocate for other staff, as needed. Monthly conference calls are conducted with all FPS staff, the SMA, and the Agriculture and Foreign Labor Certification Manager. FPS staff will participate at local grower meetings and combined training will be conducted with Telamon when feasible.

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 2,000 MSFW contacts. Joint outreach activities may be arranged and conducted when possible. For this plan cycle, Telamon Corporation, and any other individual or organization, will be able to refer MSFWs to VEC services listed 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 capability exposes MSFWs to more employment opportunities and ensures that they are better informed about the labor market. Through the, now available, self-service system or with the assistance of Telamon Corporation staff, MSFWs can be registered for employment services before they even visit one of the VEC local offices. Joint collaboration and referrals, 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, 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, it intends to strengthen current partnership agreements and develop them as the need arises.

In accordance with the Workforce Investment and Opportunities Act, Virginia's plans for engaging all levels of business include creating a more employer demand-driven system; using various strategic planning efforts to meet the needs of business; using partnerships and leveraged resources, including economic development partnerships, to serve business customers; and supporting entrepreneurs through the workforce system. This approach will benefit MSFWs in Virginia by developing non-agricultural and agricultural job opportunities and striving to assist workers in their endeavor to obtain their employment related goals. With renewed emphasis on customer relations, operations, resource management, and professional development, the VEC will work to make the Commonwealth an ideal place to work and conduct business.

5. 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

The Virginia Employment Commission 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

EMPLOYMENT SERVICES PROVIDED THROUGH THE ONE-STOP SYSTEM

The Virginia Employment Commission will meet the minimum requirements for providing services to MSFWs as described in TEGL 20-16 and listed below:

Minimum Service Level Indicators	**Compliance Levels**
Individuals placed in a job	Parity with Wagner-Peyser performance
Median earnings of individuals in unsubsidized employment	Parity with Wagner-Peyser performance
Individuals placed long term in non-agricultural employment	Parity with Wagner-Peyser performance
Reviews of Significant MSFW One Stop Centers	100%
Field checks conducted when 10 or more job orders have been placed through the Agricultural Recruitment System	25%
Outreach contacts per week	40 contacts per week
Processing of Complaints	100%

For the 20-24 planning cycle, the Virginia Employment Commission will:

1. Collect career service indicator data for the career services specified in WIOA sec. 134(c)(2)(A)(xii).

(b) Collect data, in accordance with applicable ETA Reports and Guidance, on:

(1) The number of MSFWs contacted through outreach activities

(2) The number of MSFWs and non-MSFWs registered for career services

(3) The number of MSFWs referred to and placed in agricultural jobs

(4) The number of MSFWs referred to and placed in non-agricultural jobs

(5) The percentage of MSFW program participants who are in unsubsidized employment during the second quarter after exit from the program

(6) The median earnings of MSFW program participants who are in unsubsidized employment during the second quarter after exit from the program

(7) The percentage of MSFW program participants who are in unsubsidized employment during the fourth quarter after exit from the program

(8) The number of MSFWs served who identified themselves as male, female, Hispanic or Latino, Black or African-American, American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, or White

(9) Agricultural clearance orders (including field checks), MSFW complaints and apparent violations, and monitoring activities

(10) Any other data required by the U.S. Department of Labor

Monitoring

Monitoring Virginia Workforce Centers throughout the year for compliance with MSFW regulations will be conducted by both the State Monitor Advocate, and by the VEC's EEO staff.

The significant local offices at Winchester and the Eastern Shore will have an annual in-season on-site review by either the Regional Monitor Advocate, or the State Monitor Advocate, or both together. These offices will maintain one fully bi-lingual Farm Placement Specialist who will spend the majority of their time in the field during peak harvest for their respective areas.

All other local offices will have on-site reviews done by the State Monitor Advocate as appropriate or will have desk reviews done using data from the agency automated reporting system, using the format suggested by USDOL: "Virginia MSFW Indicators of Compliance, Qualitatively Equivalent and Quantitatively Proportionate Services: ES Services to Migrant and Seasonal Farmworker Applicants Compared With Services to All Non-MSFWs."

Employment Services Provided to Agricultural Employers

- Approximately 160 interstate clearance orders (H-2A) are expected to be filed
- Approximately 3,900 H-2A job openings are expected
- 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, bi-lingual staff that coordinates all phases of the agencies efforts to provide employment services to agricultural employers. VEC Farm Placement Specialists are located in eight Virginia Career Works locations and serve agricultural employers throughout the Commonwealth. They all work very closely with the Commonwealth'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 its 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:

- Immigration Reform and Control Act (IRCA) of 1986
- Migrant and Seasonal Agricultural Worker Protection Act
- Agricultural Recruitment System (ARS)
- Farm Labor Contractor Registration
- Fair Labor Standards Act (FLSA)
- Child Labor Laws and Pesticide Safety

- Agricultural Labor Certifications (H-2A Program)
- Unemployment Insurance for Agricultural Workers

For the upcoming planning period 20-24, the Agriculture and Foreign Labor Services Unit will conduct several seminars around the Commonwealth for employers who use temporary agricultural labor. During these meetings, potential agricultural employers are often identified and their need for MSFW labor is 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. 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 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. In addition, the VEC's website www.vec.virginia.gov contains a State Monitor Advocate Section and an Agriculture and Foreign Labor Services Section with forms, publications and links, a list of the Agricultural Services Staff, copies of active H-2A job orders, and information of interest to the agricultural community, including employers and MSFWs. There are also links to Telamon and 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 or as needed, brings together agencies 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. The VEC continues to strive to match qualified workers to agricultural openings in Virginia, but this continues to be difficult due to the diminishing migrant population. The VEC hopes to expand the use of the Virginia Workforce System among agricultural employers and workers alike to better match applicants with job openings.

In accordance with the Workforce Investment and Opportunities Act, Virginia's plans for engaging all levels of business include creating a more employer demand-driven system; using various strategic planning efforts to meet the needs of business; using partnerships and leveraged resources, including economic development partnerships, to serve business customers; and supporting entrepreneurs through the workforce system. This approach will benefit MSFWs in Virginia by developing non-agricultural and agricultural job opportunities and striving to assist workers in their endeavor to obtain their employment related goals. With renewed emphasis on customer relations, operations, resource management, and professional development, the VEC will work to make the Commonwealth an ideal place to work and conduct business.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS

The Virginia Employment Commission (VEC) has a dedicated staff who provide a variety of services to migrant and seasonal farmworkers and agricultural employers across the Commonwealth. The VEC's Agricultural Services Staff is dedicated to assisting jobseekers and employers with all their employment-related needs. In collaboration with VEC's partners, including Telamon, (WIOA 167 Grantee), MSFWs may more easily access the full range of employment services, including:

- Job search assistance and referrals
- Registration assistance
- Career guidance
- Training opportunities
- Referrals to supportive services
- Job development
- Farmworker rights and labor law information
- Complaint assistance

Additionally, the VEC operates an outreach program in order to locate and make contact with MSFWs who are not being reached by the normal intake activities conducted by the local offices. The agency has full-time Farm Placement Specialist (FPS) in the Virginia Career Works offices in Bristol, Fishersville, Lynchburg, Emporia, the Eastern Shore, Fredericksburg, Petersburg, and Winchester. The majority of the VEC's Farm Placement Specialist staff are bi-lingual in English and Spanish. This outreach staff provides information to MSFWs about the services available through the Virginia Career Works Centers from a variety of partners, including Telamon. They provide information and guidance to MSFWs regarding their employment rights and responsibilities and the employment service complaint system. In accordance with federal regulations found in 20 CFR §653, the VEC also employs a full time State Monitor Advocate to help ensure that the services provided by the Agency to MSFWs are "qualitatively equivalent and quantitatively proportionate" to the services provided to other jobseekers in the Commonwealth.

The Farm Placement Specialist staff provide outreach materials in a language that the MSFWs in their area can understand. 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 overall operation of the VEC's Employment Service Complaint system at the state level. In all cases, outreach is afforded to MSFWS in order to explain the both the complaint system and the benefits of coming into the local office to receive the full range of services available. Information on the complaint system is available through all Virginia Career Works Centers, and each center displays an ETA approved complaint poster containing contact information for the Virginia State Monitor Advocate. Services for MSFWs include a full explanation of the complaint system and assistance with filing complaints, 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 and partner services that are available at all Virginia Career Works locations.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

For the upcoming planning period 20-24, the Agriculture and Foreign Labor Services Unit will conduct several seminars around the Commonwealth for employers who use temporary agricultural labor. During these meetings, potential agricultural employers are often identified and their need for MSFW labor is 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. 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 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. In addition, the VEC's website www.vec.virginia.gov contains a State Monitor Advocate Section and an Agriculture and Foreign Labor Services Section with forms, publications and links, a list of the Agricultural Services Staff, copies of active H-2A job orders, and information of interest to the agricultural community, including employers and MSFWs. There are also links to Telamon and 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 or as needed, brings together agencies 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. The VEC continues to strive to match qualified workers to agricultural openings in Virginia, but this continues to be difficult due to the diminishing migrant population. The VEC hopes to expand the use of the Virginia Workforce System among agricultural employers and workers alike to better match applicants with job openings.

6. 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 WIA 167 Grantee, Telamon Corporation, under a cooperative agreement, will supplement the VEC outreach with approximately 2,000 MSFW contacts. Joint outreach activities may be arranged and conducted when possible. For this plan cycle, Telamon Corporation, and any other

individual or organization, will be able to refer MSFWs to VEC services listed 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 capability exposes MSFWs to more employment opportunities and ensures that they are better informed about the labor market. Through the, now available, self-service system or with the assistance of Telamon Corporation staff, MSFWs can be registered for employment services before they even visit one of the VEC local offices. Joint collaboration and referrals, 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, 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, it intends to strengthen current partnership agreements and develop them as the need arises. We anticipate partnership agreements to be strengthened and solidified with USDOL, Wage and Hour Division and the Virginia Department of Health by the end of PY 20.

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. At least 45 days before submitting its final outreach plan, the State provided a proposed plan to the organizations listed below and allowed at least 30 days for review and comment. The State took all comments received into full

consideration when formulating its final proposed plan, it informed all commenting parties in writing whether their comments were 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:

Jennifer Pusey Shahan, Director of Workforce and Career Services

Telamon Corporation

31901 Tri-County Way, Suite 245

Salisbury, Maryland 21804

Ms. Christianne Queiroz, Program Director

Virginia Farm Workers Program

Central Virginia Legal Aid Society

1000 Preston Avenue, Suite B

Charlottesville, VA 22903

Jason B. Yarashes, Lead Attorney & Program Coordinator

Virginia Justice Project for Farm and Immigrant Workers

Legal Aid Justice Center

123 East Broad Street

Richmond VA 23219

Frederick County Fruit Growers Association

P.O. Box 2735

Winchester, VA 22604

Ms. Jennifer Poole, Executive Director

Virginia Agricultural Grower's Association

P.O. Box 857

South Boston, VA 22592

Ms. Carmen Otero-Infante, District Director

U.S. Department of Labor

Wage and Hour Division

400 N. 8th Street, Room 416

Richmond, VA 23219-4815

Mr. Micah Raub, Program Supervisor

Virginia Department of Agriculture and Consumer Services

Office of Pesticide Services
102 Governor Street, Room LL12, 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

Policy Analyst Senior

Virginia Department of Health

Office of Environmental Health Services

109 Governor St., 5th Floor

Richmond, Virginia 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

Nikole Cox, Director Central Region
Virginia Department of Social Services
1604 Santa Rosa Rd, Suite 130,

Henrico, VA 23229

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.

For PY 18, 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, and longstanding historical service trends. The discrepancy between the LEARS and the PIRL reporting schemes are still in need of reconciliation at the Federal Level.

As we are implementing WIOA performance measures and reconcile discrepancies between the 9002 and Lears reporting systems, we expect to demonstrate improvement in overall performance data collection and improvements in serving MSFWs within the one stop environment. We assert that we are providing equitable services, but acknowledge that capturing the data within the Virginia Workforce Connection automated system has been a challenge. We have provided and will continue to provide our Farm Placement Specialists and other Wagner Peyser staff with specific training with respect to meeting WIOA performance goals and documenting services within the One-Stop system.

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.

1. Assessment of Progress. The below tables reflect the VEC's most recent performance as outlined in the Commonwealth of Virginia Agricultural Outreach Plan:

MSFW OUTREACH PERFORMANCE BY OFFICE

PY 18

OFFICE	OUTREACH GOAL PY 18	OUTREACH ACHIEVED PY 18	RESULTS PY 18
BRISTOL	**355**	**552**	**MET**
CHARLOTTESVILLE	**185**	**212**	**MET**
EASTERN SHORE	**619**	**1,455**	**MET**
EMPORIA	**132**	**228**	**MET**
FREDERICKSBURG	**294**	**395**	**MET**
PETERSBURG	**219**	**298**	**MET**
WINCHESTER	**129**	**144**	**MET**

OFFICE	OUTREACH GOAL PY 18	OUTREACH ACHIEVED PY 18	RESULTS PY 18
STATE	**2288**	**3699**	**MET**

Indicators of Compliance and Corrective Actions:

20 CFR 653.100 and 20 CFR 653.112 (a-c)

Virginia Employment Commission MSFW Indicators

For PY 18, 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, and longstanding historical service trends of the SWA. The discrepancy between the LEARS and the PIRL reporting schemes are in need of reconciliation at the Federal Level.

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
No#	**Reporting Element**	**Actual Number**	**% of Total Apps**	**Actual Number**	**% of Total Apps**	**Actual Number**	**% of Total Apps**	**Actual Number**	**% of Total Apps**	**Actual Number**	**% of Total Apps**
A. Total New and Renewal Applications											
1	Total Active Applicants	282	100.00%	0	0.00%	268	100.00%	550	100.00%	270,534	100.00%
2	Complete Applications	136	48.23%	0	0.00%	124	46.27%	260	47.27%	145,520	53.79%
3	Partial Applications	146	51.77%	0	0.00%	144	53.73%	290	52.73%	125,014	46.21%
B. Referred to											

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
Employment											
4	Total: Referred to Employment	68	24.11%	0	0.00%	75	27.99%	143	26.00%	60,057	22.20%
5	In AG Industries	12	4.26%	0	0.00%	19	7.09%	31	5.64%	456	0.17%
6	In Non-AG Industries	56	19.86%	0	0.00%	56	20.90%	112	20.36%	59,601	22.03%
C. Placed into Jobs with Wage Breakdown											
	I. Placements into Employment										
7	Total Applications Placed in Jobs	17	6.03%	0	0.00%	16	5.97%	33	6.00%	4,116	1.52%
8	In Agricultural	11	3.90%	0	0.00%	15	5.60%	26	4.73%	67	0.02%

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
	Industries										
9	To Last 3 Days or Less	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
10	To Last 4 -150 Days	4	1.42%	0	0.00%	10	3.73%	14	2.55%	30	0.01%
11	To Last Over 150 Days	7	2.48%	0	0.00%	6	2.24%	13	2.36%	39	0.01%
12	In Non-AG Industries	6	2.13%	0	0.00%	1	0.37%	7	1.27%	4,049	1.50%
13	To Last 3 Days or Less	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
14	To Last 4 -150 Days	0	0.00%	0	0.00%	0	0.00%	0	0.00%	222	0.08%
15	To Last Over 150 Days	6	2.13%	0	0.00%	1	0.37%	7	1.27%	3,830	1.42%
	II. Wage Rates for Placements into Employment										

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
16	Under $7.25	0	0.00%	0	0.00%	0	0.00%	0	0.00%	72	0.03%
17	$0.01 To $7.24	0	0.00%	0	0.00%	0	0.00%	0	0.00%	71	0.03%
18	$7.25 And Over Inc.	17	6.03%	0	0.00%	16	5.97%	33	6.00%	3,733	1.38%
19	$7.25 And Over Inc.	17	6.03%	0	0.00%	16	5.97%	33	6.00%	3,733	1.38%
20	$8.25 And Over Inc.	16	5.67%	0	0.00%	15	5.60%	31	5.64%	3,553	1.31%
21	Average Wage	$10.24	AVG.	$0.00	AVG.	$0.00	AVG.	$9.89	AVG.	$42.16	AVG.
22	Placement recorded at $0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	5	0.00%
23	$0.50 Over Minimum Wage of $7.25	16	5.67%	0	0.00%	15	5.60%	31	5.64%	3,620	1.34%
D. Other Services Provided											

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
24	Job Development Contact	3	1.06%	0	0.00%	7	2.61%	10	1.82%	161	0.06%
25	Referred to Training	1	0.35%	0	0.00%	0	0.00%	1	0.18%	184	0.07%
26	Career Guidance	7	2.48%	0	0.00%	17	6.34%	24	4.36%	7,790	2.88%
27	Tested	0	0.00%	0	0.00%	0	0.00%	0	0.00%	83	0.03%
28	Referred to Support Services	3	1.06%	0	0.00%	5	1.87%	8	1.45%	2,219	0.82%
29	Received Staff Assisted Services	76	26.95%	0	0.00%	89	33.21%	165	30.00%	67,057	24.79%
		Migrant Farm Workers		**Migrant Food Processing Workers**		**Seasonal "Non-Migrant" Farm Workers**		**Migrant and Seasonal Farm Workers**		**All Non-MSFW Applicants**	
No#	**Reporting Element**	**Actual Number**	**% of Total Apps**	**Actual Number**	**% of Total Apps**	**Actual Number**	**% of Total Apps**	**Actual Number**	**% of Total Apps**	**Actual Number**	**% of Total Apps**
E. Reporting for Comple											

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
te Applications											
2	Complete Applications	136	100.00%	0	100.00%	124	100.00%	260	100.00%	145,520	100.00%
6	Referrals In Non-AG Industries	29	21.32%	0	0.00%	33	26.61%	62	23.85%	39,858	27.39%
12	Placements Into Non-AG Industries	2	1.47%	0	0.00%	0	0.00%	2	0.77%	2,107	1.45%
13	To Last 3 Days or Less	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
14	To Last 4 -150 Days	0	0.00%	0	0.00%	0	0.00%	0	0.00%	83	0.06%
15	To Last Over 150 Days	2	1.47%	0	0.00%	0	0.00%	2	0.77%	2,025	1.39%
24	Job Development Contact	3	2.21%	0	0.00%	5	4.03%	8	3.08%	101	0.07%
25	Referred to Training	1	0.74%	0	0.00%	0	0.00%	1	0.38%	129	0.09%

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
26	Career Guidance	6	4.41%	0	0.00%	12	9.68%	18	6.92%	5,924	4.07%
27	Tested	0	0.00%	0	0.00%	0	0.00%	0	0.00%	62	0.04%
28	Referred to Support Services	3	2.21%	0	0.00%	4	3.23%	7	2.69%	1,642	1.13%
		Actual Number Accomplished for Total MSFWs	Actual Percent Accomplished for Total MSFWs	Target Number Required (based on Non-MSFW served or Federal Perf)	Actual Number Accomplished for All Non-MSFW Applicants	Percent Required (based on Non-MSFW served or Federal Perf)	Met Requirement (Yes or No)				
No#	**Reporting Element**	**Actual Number**	**Actual Percentage**	**Required Number**	**Actual Number**	**Required Percentage**	**Met Requirement**				
F. MIC Performance Indicators											
	I. Equity Ratio Indicators										

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
1	Total Active Applications	550			270,534						
4	Referred to Employment	143	26.00%	122	60,057	22.20%	YES				
28	Referred to Support Services	8	1.45%	5	2,219	0.82%	YES				
29	Received Staff Assisted Services	165	30.00%	136	67,057	24.79%	YES				
2	Complete Applications	260			145,520						
24	Job Development Contact	8	3.08%	0	101	0.07%	YES				
26	Career Guidance	18	6.92%	11	5,924	4.07%	YES				
	II. Minimum Service Level Indicators										
7	Placed in Jobs	33	6.00%	234	4,116	42.50%	NO				

		Migrant Farm Workers		Migrant Food Processing Workers		Seasonal "Non-Migrant" Farm Workers		Migrant and Seasonal Farm Workers		All Non-MSFW Applicants	
23	$0.50 Over Minimum Wage of $7.25	31	5.64%	77	3,620	14.00 %	NO				
15	Placed in Long Term Non-AG Job (over 150 days)	7	1.27%	17	3,830	3.00%	NO				

For PY 18, the Virginia Workforce Connection data reports reflect that VEC exceeded five of the seven Minimum Service Level Indicators. The indicators for MSFWs "Placed in Jobs" and "$0.50 Over Minimum Wage of $7.25" 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, but based on worker and employer interviews MSFWs averaged $12-$16 per hour. Therefore, the VEC concludes that the indicator for "$0.50 Over Minimum Wage of $7.25" is being met.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

State Monitor Advocate. This plan for agricultural services in Virginia was prepared by the State Monitor Advocate with the assistance of a team, which included Senior Agency Management Staff, Local Office Managers, Telamon Management and staff, and the VEC Farm Placement Specialist staff who directly serve MSFWs and agricultural employers. The State Monitor Advocate has reviewed and approved the AOP.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act 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

The State Plan must include	Include
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	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 Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation

process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	75.0%		75.0%	
Employment (Fourth Quarter After Exit)	75.0%		75.0%	
Median Earnings (Second Quarter After Exit)	$5,650		$5,650	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned 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 Department of Education (VDOE) adopted the College and Career Readiness Standards (CCRS) for adult education effective July 1, 2014 and has, as stated in the 2016-2020 WIOA Combined State Plan, required that all adult education programs use standards-based instruction (SBI) that aligns to the CCRS and the English Language Proficiency Standards (ELPS) in all classes. 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 Mathematics

Standards of Learning and the English Standards of Learning (SOL). There is alignment of CCSS, and by extension the CCRS, with the SOL as indicated on the VDOE website.

The CCRS reflect the increasingly high demands employers and postsecondary institutions make of applicants in the competitive, 21st century economy. The CCRS are designed to position adult education students for success in obtaining secondary credentials, enrolling in postsecondary education and training, and advancing on career pathways. Rigorous standards play an important role in helping Virginia reach its goal to improve economic opportunity for all.

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 SBI involves a cultural transformation in the field of adult education from a "test preparation" to a "standards-based education" mindset, underscoring the need for extensive staff development around implementation of the standards.

Standards-based instruction and the accompanying key shifts in instruction are integrated into training opportunities provided by the VDOE and are featured prominently in annual state meetings, on-demand online courses, in-person training, webinars, the annual Adult Education and Literacy conference, and statewide communications. The general goal of SBI is to ensure that all students are acquiring the knowledge and skills that are deemed to be essential for success in education, careers, and adult life. Because the focus is on key instructional practices that lead to student achievement, the SBI approach to instruction readily applies to instruction in all settings and contexts.

Committing to full implementation of SBI by July 2019 was a key requirement in the initial adult education provider competition and continues as a priority in the 2020-2023 competition. Each applicant is required to describe and document how instructors and administrators meet this requirement through lesson delivery, professional development, and local professional learning communities (PLC). Observing the level of SBI implementation is also a critical component of the on-site monitoring carried out by the state staff at local programs.

The Virginia Adult Learning Resource Center (VALRC) publishes the Implementing Standards-based Instruction in Virginia: A Technical Assistance Roadmap. This technical assistance guidance document has been shared in face-to-face trainings as well as online and in electronic newsletters to practitioners across the state. The *Roadmap* provides resources and a common definition for full implementation of SBI and focuses technical assistance resources on three key areas of implementation: program design, instruction, and professional development. Continued focused investments of state leadership funds and strategic assistance through monitoring and evaluation will support providers as they continue to deepen and broaden their implementation of SBI.

B. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;

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

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

The VDOE will conduct an award competition in early 2020 to fund eligible providers for the 2020-2023 cycle with a continuation application annually. As part of the application process, the VDOE requires updated information from the applicants about the proposed service area including population, demographics, economic and labor market data, educational attainment, and unique challenges or strengths of the geographic area. Applicants must describe their program design and instructional offerings, outline their data collection and fiscal management procedures, and respond to the 13 considerations outlined in Section 231(e).

The 22 adult education regions in the state correspond to the Virginia Planning Districts to reflect the characteristics of local economies and resources and build on established workforce partnerships. Awards will be made to a provider in each of these 22 regions with funds made available through Section 231 and 225 and state matching funds. Each of these providers will be required to be a full-service adult education program providing instruction at all six adult basic education (ABE) and adult secondary education (ASE) educational functioning levels (EFLs) plus English language acquisition (ELA) activities where there is a demonstrated need. Programs providing ELA will be required to demonstrate that they will support the transition of these students to ABE or ASE instruction. Each provider must offer integrated education and training (IET) for an occupation demonstrated to be in-demand in the region and aligned to the LWDB's local plan. Each regional program must offer correctional education in local or regional jails within the designated region.

The VDOE will require that all eligible providers focus on the priorities within the Combined State Plan, including the coordination and delivery of career pathway programming, IET, and workforce preparation activities offered concurrently with instruction in all settings. These

emphases will increase the college and career readiness and employability of participants by connecting participants to other workforce development partners' services and engaging them in activities of deeper learning and the application of practical skills such as teamwork, communication, problem-solving, and critical thinking. Training for administrators and instructors on how to support these priorities will be ongoing.

Providers are required to demonstrate that workforce preparation activities are offered concurrently with instruction in all settings for all students. Providers are supported in these efforts with freely available statewide tools such as the Virginia Wizard, an online tool to support career exploration and preparation, and frequent professional development. Providers are encouraged to consider offering family literacy activities in collaboration with family-serving agencies and supported in doing so with professional development that is based on the National Center for Families Learning four-component model, technical assistance to facilitate productive partnerships, and the sharing of models among peer providers. Over half of the adults served in Virginia are served in English language classes, with especially high concentrations in urban areas. Providers offer English language acquisition and Integrated English Literacy and Civics Education activities to these populations and are supported in delivering rigorous, standards-based instruction with ongoing professional development and technical assistance.

Each year's continuation award will be based on evidence of continuous improvement in the provider's student outcome performance and partnership with the workforce development system, monitored as described below, and subject to the availability of funds.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;

- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

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

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

Through the competition described under Section B, Local Activities, the awarded eligible provider must offer corrections education and/or the education of other institutionalized individuals in the designated region. Providers must provide adult education and literacy instruction and may provide other allowable activities listed in Section 225. Providers 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. Expenditures may not exceed 20 percent of the federal award allocated to a regional provider for these activities. Providers are encouraged and supported to coordinate with re-entry initiatives in their regions to assist returning citizens to transition to further education, training, or employment.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how 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.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

IELCE providers funded under Section 243 are required to deliver literacy and English language acquisition activities, instruction on the rights and responsibilities of citizenship and civic participation, and must include integrated education and training programming for interested participants. Providers deliver a variety of training based on local and regional partnerships and labor market needs and are encouraged to establish partnerships with other adult serving organizations to supplement the costs of the occupational training of the IET students.

The VDOE will conduct a multi-year competition in 2020, as described above, to establish and operate the integrated English literacy and civics education (IELCE) programs under Section 243 of WIOA for adult English language learners (ELL), including professionals with degrees and credentials in their native countries. The competition for the IELCE program will adhere to all requirements of Subpart C and fully expend the IELCE set-aside received as part of the annual federal award. All eligible applicants will apply directly to the state using the same processes and expectations. Applicants may be, but are not required to be, associated with a regional adult education eligible provider that is seeking funding under Section 231 and 225. Applications for IELCE funding will be evaluated by independent review teams using the criteria as found in Section 231(e) of WIOA, and the applications assigned the highest scores will be funded.

Applications require:

- Extensive data to demonstrate the need and potential for success of IELCE activities in combination with IET in the proposed jurisdiction, including regional immigration trends, demographics of the English language learners in the geographical area where the services will be provided, and employment and labor market information for the area.
- Evidence that the applicant has developed partnerships that support the purpose of the program, including alignment with the Local Workforce Development Board's current plan.
- Evidence of standards-based instruction and the quality of that instruction.
- Assurances that the occupational training proposed as a component of the IET is an integral part of the program and will be delivered by qualified trainers.
- Program design plans that demonstrate continuous improvement toward attaining the performance goals over each of the next three years, including enrollment in and completion of the IET programming.
- Budget with narrative demonstrating adherence to allowability requirements.

Section 243-funded providers shall be required to submit an annual continuation application that demonstrates that progress has been achieved and that the program is making continuous improvements to its program design and to student performance outcomes while remaining aligned to the LWDB's local plan.

The Who Is Out of Work in Virginia? report, found at https://demographics.coopercenter.org/sites/demographics/files/FullReport_VBWD_OWW_UVACooperCtr.pdf, recommends that the workforce development system include a focus on adults with low English proficiency, as they have great potential to become more productively involved in the workforce. The focus on SBI and the goals of WIOA strengthen the academic rigor and workforce preparation activities in English language acquisition instruction in Virginia to support these learners in their preparation for further education, training, and employment.

The IELCE providers funded under Section 243 are required to establish partnerships with local workforce entities to fulfill the requirement of placing adults in unsubsidized employment. This could include co-locating at the Career Works Center where workforce development colleagues assist with job search and placement, inviting Career Works Center staff to work with students in the classroom, working directly with employers to design training to fill immediate needs,

securing commitments to interview students for job openings, and/or using career coaches or navigators to assist students in entering or advancing in employment. All providers are required to submit quarterly reports detailing the services they fulfill to businesses for the Virginia-specific measure on effectiveness in serving employers. This quarterly data provides timely insight to the state office and is used to bring customized technical assistance to providers in fulfilling partnership responsibilities. Statewide technical assistance to identify common challenges and provide opportunities for providers to share solutions with their peers is ongoing.

Providers are required to design IET programs that are aligned with local workforce needs and to explicitly state their alignment activities in their original application as well as in each continuation application. IET programming delivers adult education and literacy activities to eligible English language learners 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. Technical assistance is provided regularly to support this work. The IET Planning Tool, a graphic organizer that contains all of the elements for a compliant IET, is used to support advanced planning for securing commitments and cooperation from occupational training and employer partners, coordinating employment and support services with WIOA partners, and documenting the labor market value of the credentials offered. The tool is available for download at http://www.doe.virginia.gov/instruction/adulted/professional_development/iet-planning-tool.docx. The tool also provides timely insight on the technical assistance necessary for the adult education providers. A data visualization map tracks IET cohorts and allows students, workforce partners, and stakeholders to see the current training opportunities. The map can be found at https://ietblueprint.com/.

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 VDOE uses state leadership funds to provide, directly and through cooperative agreement with the Virginia Adult Learning Resource Center (VALRC) at Virginia Commonwealth University, professional development and technical assistance to adult education and literacy practitioners throughout the Commonwealth. The VALRC disseminates research-based best practices to the field in the areas of adult education and literacy, English language acquisition, integrated English literacy and civics education (IELCE), career pathways, integrated education and training (IET), workforce preparation activities, secondary completion, high school equivalency credential attainment, standards-based instruction, and technology integration.

In support of the requirement Section 223(a)(1)(A), alignment of adult education and literacy activities with other core programs and One-Stop partners, the vision of the Virginia WIOA Combined State Plan is to expand and enhance the development of career pathways to provide access to employment and training services for low-skilled adults so they are not left behind in Virginia's economy and can move into family-sustaining wage jobs. To carry out this vision, the VDOE uses state leadership funds to develop and expand career pathway models and other IET programming at all literacy levels, using the PluggedInVA model, a Virginia-developed career pathways program, as a framework.

The IET Blueprint, an online resource developed by VALRC, houses curriculum and planning resources to support career pathways programming for adults at the beginning, intermediate, and adult secondary levels. The resource can be found at https://ietblueprint.com/. Offering

career pathways and IET programming to learners at all levels ensures that all learners have opportunities to acquire digital literacy skills, employability skills, academic skills (through SBI), and employment or entrance into job training. The VALRC provides technical assistance and training to eligible providers on how to implement career pathways programming at all educational levels.

To enhance alignment of adult education and literacy activities with other core programs and One-Stop partners, staff at both the VDOE and VALRC contributed to the development and launch of the statewide cross-agency training initiative, the *Sector Strategies and Career Pathways Academy*. Both VDOE and VALRC will provide leadership roles in the continuing expansion of this effort. The VDOE and VALRC also provide technical assistance and training to eligible providers that have collaborated with other core partners, such as the Virginia Department of Social Services (VDSS) and the Department for Aging and Rehabilitative Services (DARS).

In support of the requirement Section 223(a)(1)(B), the establishment or operation of high-quality professional development programs, the vision of the VDOE is for the continuous improvement of instruction in adult education and literacy and the support of all practitioners in providing high-quality programming and instruction. The VDOE, through its cooperative agreement with VALRC and support of both required and permissible state leadership activities, ensures the provision of high-quality professional development services to adult educations providers statewide.

The VALRC uses the national Literacy Information and Communication System (LINCS) components and features of high-quality professional development programs, training, and resources as a structure for development and evaluation. Components of high-quality professional development programming include the use of a collaborative, data-driven planning and evaluation process that supports continuous improvement and the effective management of communication, coordination, and dissemination of information about training and resources. Features of high-quality professional development include activities that are intensive, ongoing, and connected to practice; focused on specific content; collaborative; differentiated to address varied needs; and designed to provide opportunities for feedback on practice.

The VALRC demonstrates high-quality programming that supports instruction by using state leadership funds to design, develop, and facilitate online courses; non-facilitated, self-paced online modules and tutorials; on-site training; and webinars in the areas of the essential components of reading, writing, numeracy, basic and multilevel ELA classes, teaching adults with disabilities, and content-specific and contextualized instruction using standards-based practices and IET best practices. These courses are available to Title II-funded personnel as well as community-based literacy organizations.

State leadership funds also support an annual Adult Education and Literacy conference, other topical institutes, and regional trainings to support ongoing professional development.

A priority for VALRC will continue to be to provide training and support for the effective implementation of SBI in all adult education classes across the Commonwealth. Professional development for implementing SBI in English language arts, mathematics, and ELA classes has been in-depth, intensive, and ongoing. Webinars, professional learning communities (PLCs) that support SBI, and college and career readiness classroom observation tools support SBI implementation in adult education classes. VALRC conducts refresher training on how to facilitate PLCs to support instructional staff. In January 2020, the VDOE launched an online repository, GoOpenVA, which categorizes open educational resources by content area,

educational level, and standard. Promotion of and training on the repository as well as how to use the many resources available will be ongoing. The repository can be found at https://goopenva.org/.

In support of the requirement Section 223(a)(1)(C), the provision of technical assistance, VDOE provides technical assistance and guidance to eligible providers by sharing promising practices on high-quality, research-based instruction and programming, program accountability, and serving effectively as a One-Stop partner. Technical assistance needs are solicited from program managers throughout the year as well as drawn from the results of VDOE's monitoring and evaluation efforts described below. The VALRC collaborates with the VDOE in providing this technical assistance. The VALRC disseminates resources through its publications, websites, and listservs.

In support of the requirement Section 223(a)(1)(D), monitoring and evaluation of quality, the VDOE uses state leadership and administrative 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 effectiveness of efforts by VALRC. The requirement to disseminate information about models and proven or promising adult education practices within the state is discussed as an integral component of the work that VALRC delivers as professional development and technical support under Section 223(a)(1)(B).

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

Distance education programming [Sec. 223(a)(2)(B)] has the potential to address common barriers that eligible learners face in the Commonwealth: lack of public transportation to classrooms, child and family care responsibilities, and full schedules for those who are employed. The VDOE, through VALRC and state membership in the national IDEAL Consortium, supports professional development for program managers, teacher leaders, and classroom instructors to develop and support high-quality distance education, exploring regional solutions to the challenges such as Internet availability and affordability, lack of technology and connectivity in homes, and the provision of live technical support. This work also includes identification of appropriate curricula that demonstrates best practices in adult online learning and aligns with the priorities of SBI, permissible activity Section 223(a)(2)(C). These best practices can be found at https://www.valrc.org/leadership/distance.html.

The VDOE and VALRC engage in the development and dissemination of curricula [Sec. 223(a)(2)(C)] and the integration of adult education activities with occupational skills training [Sec. 223(a)(2)(G)]. The VALRC developed the curriculum for a *Bridge to Postsecondary Success* course that includes vocabulary development and reading comprehension exercises as well as postsecondary study skills and career awareness activities. This curriculum was developed in support of the U.S. Department of Labor, Disability Employment Initiative grant awarded to Virginia in 2017. This project is a joint venture between WIOA partner agencies and the local workforce development entities in Northern Virginia. This curriculum is available for replication through partnerships with adult education providers and other educational institutions.

A web-based resource to support SBI in Virginia has been created by the VDOE and VALRC under permissible activity Section 223(a)(2)(I): identification of curriculum frameworks that align with SBI and occupational and industry skill standards. The VALRC launched the *CCRS*

Curriculum Framework web-based resource to support SBI in January 2020 and will continue to expand it with additional lessons plans submitted by practitioners.

In support of development of content and models for IET and career pathways [Sec. 223(a)(2)(D)], and development and implementation of programs and services to meet the needs of adult learners with disabilities (Sec. 223(a)(2)(K)), VALRC develops content, resources, and technical assistance to support PluggedInVA and IET career pathways programming including coaching on the use of the IET Planning Tool, training on contextualizing instruction and universal design for learning, creating a resource for collaborative instruction, and maintaining a dynamic map of IET programs throughout Virginia. The map can be found at https://ietblueprint.com/. In partnership with DARS, VALRC has produced and will continue to offer the facilitated online course, *Teaching Adults with Disabilities*.

VALRC assists with performance accountability requirements and in meeting the State adjusted levels of performance [Sec. 223(a)(2)(E)] through training and technical assistance. Data use and interpretation is emphasized across all professional development trainings in order to assist practitioners in understanding the important role this plays in achieving the state-adjusted levels of performance.

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 VDOE's system for assessing the quality of providers of adult education and literacy activities is based on five major activities, which can occur both consecutively and concurrently throughout the program year:

1. a program self-assessment survey completed by each provider
2. the distribution and review of an annual risk rubric for each program
3. quarterly data monitoring of information entered by each program in the state Management Information System (MIS) and Online Management of Education Grant Awards (OMEGA) fiscal system
4. technical assistance calls, the content of which is based on 1-3 above, between the VDOE and each funded program
5. the identification of programs for on-site monitoring reviews, based on information collected in activities 1-3 above

Program Self-Assessment Survey: The program self-assessment survey supports providers' full understanding of the requirements, expectations, and priorities of WIOA. The Survey is designed to help programs document leadership and management processes and assist the VALRC and state office staff to plan technical assistance. The survey includes questions concerning program quality and compliance, workforce integration, IET, program operations, and fiscal management. The VDOE and VALRC staff analyze all responses and use this information to inform decisions about technical assistance needs for the current and coming year.

Risk Rubrics: The VDOE conducts an annual risk assessment to evaluate each provider's risk of noncompliance with federal statutes, regulations, and terms and conditions of the AEFLA subaward. The risk analysis is based on indicators that reflect programs' enrollments,

attainment of specified performance measures, post-test rates, post-exit indicators, percentage of federal and state-awarded funds expended, the accurate and timely submission of required reports, the program's last participation in a VDOE on-site review, and the number of new or substantially changed key personnel or systems. The indicators, with their assigned point values, are applied to each program, a total score is obtained, and a risk rubric is created. The identification of programs to receive an on-site monitoring review is determined from the scores generated by this risk analysis.

Technical Assistance Calls: Direct conversations with program staff from all funded providers allow the VDOE to combine the quantitative analysis provided by the risk rubrics with the more qualitative nature of the responses provided on the program self-assessment survey. These calls allow for deeper exploration of technical assistance needs submitted and comments provided by the programs on the survey and a conversation on the results of the quarterly monitoring of data, performance, and financial expenditures. In addition, programs can verify the appropriateness of documentation to verify or demonstrate compliance with many of the questions on the survey.

Site Visits: The purposes of monitoring site visits to programs are to:

1. Ensure that programs meet federal and state requirements
2. Improve the quality of federally funded adult education activities
3. Provide assistance in identifying and resolving accountability issues
4. Ensure the accuracy, validity, reliability, and security of data collection and data reporting and the adherence to required policies and procedures for program accountability

The VDOE uses a Site-Visit Protocol instrument to guide the process and reviews the program's application for funding and other relevant documents in preparation for a site visit as well as during the visit. Other regional program managers are recruited and oriented to serve as peer reviewers on the monitoring team. While on site, the monitoring team observes classroom practices and conducts interviews with the local LWDB Director, program administrators, program staff, teachers, and students. Site visits are also an important opportunity for state staff to see promising practices, local solutions to common barriers, and challenges that differ among regions and variations in successful approaches to addressing the challenges. Official site-visit reports may contain corrective action items. If so, programs are required to address these items by established deadline(s), which vary depending on the nature of the action required. While the VDOE will work with programs to address corrective action items, the burden of effecting change rests with the program. A site-visit evaluation file is considered closed when the program no longer has any open corrective actions items.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Include
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

The State Plan must include	Include
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; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
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 the supplement-not-supplant requirement);	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. 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
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

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 $10,00 0 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.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. Grants.gov - Certification Regarding Lobbying (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

APPLICANT'S ORGANIZATION	**Enter information in this column**
	Virginia State Board of Education

APPLICANT'S ORGANIZATION	Enter information in this column
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Kent
Last Name	Dickey
Title	Deputy Superintendent, Budget, Finance and Operations
Email	kent.dickey@doe.virginia.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

Applicants are required to respond to the GEPA requirements in the competition and in annual continuation applications, and the practices attested to in these responses are incorporated into the VDOE monitoring and evaluation tools and cycle. An item on the GEPA requirements is included in the annual Program Self-Assessment, and technical assistance is provided to help programs understand how to evaluate their equity targets by using student demographic and outcome data as well as through the monitoring of program access. Evidence of achieving equity goals is also a criterion included on the on-site monitoring protocol.

The state meets its GEPA equity requirements by monitoring subpopulation enrollment and outcomes, seeking joint activities with core partners, and directing technical assistance resources and professional learning opportunities to practitioners to improve access and services. In addition, the state adult education office and the VALRC support programs to establish and extend local service partnerships to offer adults more comprehensive supportive services and culturally responsive programming. For example, several regions work closely with community service partners to offer wrap-around services and specific inreach to populations that face barriers. Highlighting these types of partnerships helps other regional programs forge partnerships in their areas.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments

on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	22.0	22.8	23.0	23.0
Employment (Fourth Quarter After Exit)	25.0	25.9	26.0	26.0
Median Earnings (Second Quarter After Exit)	4,745	4,745	4,750	4,750
Credential Attainment Rate	27.0	27.0	28.0	28.0
Measurable Skill Gains	35.0	37.0	36.0	38.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

---

[13] Sec. 102(b)(2)(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: The median hourly wage for vocational rehabilitation (VR) consumers for Federal Fiscal Year 2019 was $10, which is an improvement from previous years and exceeds the minimum wage. The SRC supports DARS in their commitment, in partnership with consumers and their informed choice, to provide services to prepare consumers to enter the workforce in jobs with sustainable wages that decrease poverty, improve their economic quality of life and independence, and address their reliance on public benefits.SRC Recommendation

SRC Recommendation 2: The SRC would like to continue to be informed on the WIOA performance measures, including the goals and targets established for these measures and DARS achievement towards those goals. DARS should examine the performance, in particular median wage performance, looking at the demographics of our clients. Equity in the provision of VR services is imperative. Equity includes excellence in services all across the Commonwealth. This will be important information for VR employees to have to provide effective services and the SRC also recommends that this information be shared with them.

SRC Recommendation 3: The SRC would like to seek the assistance of DARS staff in helping the SRC better fulfill its responsibility to coordinate its activities with other councils in Virginia, in particular the Statewide Independent Living Council and the Council is willing to help in this regard.

SRC Recommendation 4: Having been informed about the barriers to employment of VR consumers, the SRC would like to learn more about the demographics of consumers (ethnicity, gender, disability, job classifications, socio-economic factors, and geography) who have these barriers.

SRC Recommendation 5: The SRC would like to learn more about DARS' outreach to Virginia's employers on informing them about the unemployment of Virginians with disabilities, their value to Virginian's economic development, and the incentives to employers in hiring vocational rehabilitation consumers

SRC Recommendation 6: Parents of youth with disabilities do not always know about the services of the VR program and work incentive assistance available to them (including financial literacy). The SRC would welcome assistance, in partnership with DARS, on "how to get the word out" not only to these parents, but also to the general public, on these available and valuable resources through social media.

SRC Recommendation 7: This year's Comprehensive Statewide Need Assessment, showed a substantial increase, based on the Census Data, of American Indians/Native Americans with a prevalence of disabilities. The SRC encourages DARS to reach out to federally approved tribes to ascertain their interest in VR services.

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

DARS Response 1: DARS is committed to improving wages earned by VR consumers. The greatest gain was seen in clients employed in the manufacturing sector. Additionally, 230 DARS' consumers who received comprehensive medical and vocational rehabilitation services at Wilson Workforce and Rehabilitation Center (WWRC) during State Fiscal Year 2018 became successfully employed one-year following their training with an average hourly wage of $11.25. DARS and WWRC are focused on implementing initiatives to help fill industry skills gaps.

DARS Response 2: DARS will continue to keep the SRC informed on WIOA performance measures, including the goals and targets established for these measures. Such information will include DARS' achievement towards the goals, particularly those measures pertaining to equity.

On January 2, 2020, Governor Northam issued Executive Order 47 (2020) to ensure employment equity for Virginians with disabilities by prioritizing hiring and workforce diversity in state government. Executive Order 47 also directs the Secretary of Education to explore ways to increase active participation in advanced training and higher education, and directs a review of all state websites and technology services with the goal of increasing accessibility and ensuring that all Virginians can benefit from state services and support.

DARS Response 3: DARS staff will offer recommendations at upcoming meetings to the SRC regarding how SRC activities can be better aligned with other councils in Virginia, particularly the Statewide Independent Living Council.

DARS Response 4: DARS will continue to provide the SRC with information about DARS' consumers with barriers to employment. During 2019, DARS conducted the triennial Comprehensive Statewide Needs Assessment (CSNA). Several barriers to employment were identified in the CNSA. For example, during FFY 2019, over 42 percent of DARS consumers were found to be long-term unemployed (i.e., unemployed for a period equal or greater than 27 weeks). In addition, 15 percent of DARS' consumers had a criminal background history and over 11 percent had either limited English proficiency or cultural barriers. DARS will monitor these trends and inform the SRC about such identified barriers to employment for DARS' consumers. Collaborative work among state agencies to address barriers to community integration, which includes access to employment, will continue under Governor Northam's Executive Directive 6 (2020).

DARS Response 5: DARS will inform the SRC about DARS' efforts to educate employers about the value Virginians' with disabilities bring to the workforce. Over the past several years, DARS has been involved in a variety of initiatives with the goal of enhancing relationships with employers. One such initiative is a U.S. Department of Labor grant that supports businesses while improving education, training, and employment outcomes of youth and adults with disabilities. DARS looks forward to informing the SRC of these efforts. Executive Order 47 (2020) also directs key leadership and agencies to strengthen and develop workforce pipelines for individuals with disabilities and promote the hiring of qualified individuals with disabilities by new and existing Virginia businesses as well as companies seeking to locate to the Commonwealth.

DARS Response 6: DARS concurs with this recommendation. DARS will provide information to the SRC on methods for increasing awareness and providing information about the VR services available to Virginians, including work-incentive assistance and financial literacy.

DARS Response 7: DARS is in agreement with this recommendation. According to the 2019 CSNA, American Indians/Natives Americans had the highest prevalence rate of disability in Virginia (17.3% n= 3,694) followed by Blacks (13.3%, n= 204,791), and Whites (11.9%, n=

664,658). The number of American Indians/Native Americans served by DARS has increased over the past four years. In addition, as of spring 2019, Virginia has seven federally recognized tribes (Pamunkey, Chickahominy, Eastern Chickahominy, Upper Mattaponi, Rappahannock, Nansemond, and Monacan).

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

N/A

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

N/A

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

In addition to partnerships established and enhanced through development and implementation of the Workforce Innovation and Opportunity Act (WIOA) system in Virginia, DARS continues to emphasize the importance and necessity of cooperating with other community partners (federal, state, and local agencies and programs) to assist in providing comprehensive and effective services for 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 Use Disorders, 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 use disorders that also receive treatment services through the CSB service system. The program expanded in the middle of State Fiscal Year (SFY) 2000 from three counselors to nineteen 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 Employment First 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 Use Disorders and the Office of Behavioral 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. DARS' has two employees who specialize in intellectual and developmental disabilities to provide technical assistance, guidance, and direction to VR counselors in serving this population.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The Virginia Assistive Technology Systems (VATS) is housed at DARS and has a highly collaborative relationship with the VR Program. VATS regularly assists with training and technical assistance to enhance the knowledge of VR professionals in the use of Assistive Technology (AT) with VR consumers. During the FFY 2019, VATS provided 79 high-impact assistive technology trainings to targeted audiences with a total of 1,791 participants. Trainings were conducted across Virginia and participants included individuals with disabilities, family members, healthcare/allied health professionals, employers, educators, and representatives of community living. 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. VATS supplements these programs with consumer-based products and some handheld technology to increase statewide outreach. 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 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. The Virginia AgrAbility project no longer receives funding. However, DARS has maintained a collaborative relationship with this program. DARS does not have any agreement with the U.S. Department of Agriculture. If it were determined that an agreement were 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. NON-EDUCATIONAL 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. 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

Pre-Employment Transition Services (Pre-ETS) are available to students with disabilities. A student with a disability is an individual between the ages of 14 through 21. However, a student with a disability may be age 22 if the student is enrolled in a recognized education program and has not yet had their 22nd birthday before September 30. That student would then qualify to receive Pre-ETS through the last day of that school year. The age range for Pre-ETS is based on Virginia Regulation and aligns with the Virginia Department for the Blind and Vision Impaired established policies' for Pre-ETS.

Vocational rehabilitation transition services are those coordinated activities for both students and youth (an individual with a disability between the ages of 14 to 24) designed within an outcome-oriented process that promotes movement from school to post-school activities. Pre-ETS are only available to students with disabilities, whereas vocational rehabilitation transition services may be provided to both students and youth with disabilities (based upon eligibility requirements). The age ranges are aligned with the Virginia Department for the Blind and Vision Impaired.

DARS has an entire Goal/Priority with strategies dedicated to service for students with disabilities. During Federal Fiscal Year (FFY) 2019, DARS served approximately 6,700 students with disabilities. During FFY 2019, DARS opened about 4,300 Potentially Eligible cases (i.e., students with disabilities who are potentially eligible for the VR program) and nearly 1,200 Potentially Eligible Students applied for VR services, which allowed them to access the full continuum of VR services offered by DARS. DARS provided over 2,200 "in-house" Pre-ETS and approximately 1,400 students also participated in Pre-ETS activities provided by DARS vendors.

DARS continues to have "dedicated" counselors who solely serve students in transition. DARS also has counselors who serve students, youth and adults. Each local education agency (LEA) across the Commonwealth has at least one DARS counselor assigned to it. The counselor informs students, school staff, and families about the continuum of services the agency offers and facilitates the opening of a Potentially

Eligible case or an application for VR services. These counselors are actively engaged in the secondary schools throughout the Commonwealth to support students with receiving Pre-ETS prior to applying to the VR program, accepting referrals for VR services, developing Individualized Plans for Employment with those determined eligible for services, and providing information to school personnel, parents and students on the value of services available through DARS. Other means to improve and expand services for students with disabilities include:

(1) Cooperating and coordinating with the Department of Education and Local Education Agencies (LEAs) to facilitate an effective continuum of transition services for students with disabilities, including Pre-ETS, so students are better prepared to engage in competitive, integrated employment, post-secondary education, and community living.

(2) Supporting the Post-Secondary Education Rehabilitation and Transition (PERT) and Pre-Employment Readiness and Education Programs at the Wilson Workforce and Rehabilitation Center and expanding career exploration activities provided by the Center (called Career Days).

(3) Producing transition-related products (e.g., newsletters, brochures, PowerPoint presentations, and posters) with examples of current legislative information, best practices, services available 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 Organizations and Virginia's Centers for Independent Living to increase Pre-ETS activities offerings.

(6) Collaborating with Employment Service Organization staff to increase awareness of local vendor programs that could provide services to schools and transition age youth.

(7) Expanding the number of Project SEARCH sites in Virginia, as appropriate.

(8) Expanding to nine Start-on-Success sites across the Commonwealth.

(9) Expanding Work Incentives Specialist Advocate services to include financial literacy and financial empowerment services to students with disabilities.

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 DARS and the Department of Education was executed on February 25, 2017. Under the terms of the Cooperative Agreement, it is to be reviewed annually by both Agencies and remains in effect until altered by amendment or terminated by either Agency with no less than 30 days' notice in writing. This Agreement may also be amended by mutual consent of both Departments, provided that any changes are agreed to in writing at least 30 days prior to the effective date of the change.

DARS has also had ongoing efforts in reviewing and updating agreements with the LEAs. DARS has been assisting the Department of Education and LEAS' with the following activities:

- **offering consultation and technical assistance to help LEAs determine students' eligibility for VR services, including Pre-ETS from school to post-school activities;**
- **providing consultation and technical assistance to help students, their parents, and their school divisions develop each student's IEP;**
- **participating with students aged 14 and older, their parents, and their LEA in planning VR transition programs and services;**
- **sharing information with LEAs regarding responsibilities and documentation requirements pertaining to youth employed at subminimum wage; and**
- **providing training regarding Pre-ETS and DARS' services as well as opportunities for partnerships.**

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

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), that 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.

When an Individualized Education Program (IEP) meeting invitation is received from the school division, DARS' staff responds to the invitation and participates in the meeting by attending in person, by phone, or provides information that can be shared with students, staff, and parents/guardians (e.g., DARS' contact and program information). DARS' staff coordinate in the development of the IEP by establishing open lines of communication with school staff and provides information on how DARS' counselors can work with school staff to provide activities related to individual transition goals and activities for post-secondary education /training, employment, and independent living. DARS' staff coordinate the need for Pre-ETS by:

- **Communicating with school staff and providing information about Pre-ETS services and how they relate to transition goals and activities in students' IEPs;**
- **Participating in school division events;**
- **Participating as members of school division committees such as Transition Councils;**
- **Presenting on Pre-ETS services to staff; and**
- **Developing good working relationships with school division administrators.**

DARS' staff review the Transition Section of the IEP with the student, parent, and teacher during face-to face meetings at the school (which in light of the COVID-19 Pandemic will be conducted virtually). Reviewing the goals on the IEP assists the Pre-ETS Counselor with identifying what services the school is providing to help the individual meet their

transition goals. This information is utilized to help the team plan what services DARS could provide to assist the student achieve their transition goals. It is best practice to make sure that the DARS' team members' input is shared with the IEP teams so that it can be used in developing ongoing IEP transition goals. Additionally, when DARS' staff moves a case from Pre-ETS to VR, communication with the adult VR counselor/transition teams occurs so the adult VR counselors can review the Pre-ETS already provided to ensure that there is continuity of services.

DARS' staff also identifies and coordinates needed Pre-ETS for students with disabilities. This is accomplished by utilizing DARS' Pre-Employment Transition Services Guide. This Guide is a resource which assists DARS' staff identify a student's needs related to the core topic areas for the five required Pre-ETS. DARS' counselors serving potentially eligible (PE) students collaborate with the student, the student's school, their family and, as applicable, other relevant team members to identify the topics and objectives included in this Guide those team members have or will address with the student. The DARS' counselor then supports the student with receiving services to address the remaining topics. This promotes a truly collaborative approach to Pre-ETS and ensures DARS does not duplicate services. This Guide also promotes consistency in the topics DARS addresses statewide with Pre-ETS. In addition to the Pre-ETS Guide, DARS' staff coordinates the need for Pre-ETS by communicating with school staff, providing information about Pre-ETS services and how they relate to transition goals and activities in the IEP, participating in school division events, being active members of school division committees such as Transition Councils, presenting about Pre-ETS to school division staff, and developing good working relationships with school division administrators.

DARS' Pre Employment Coordinator has also partnered with school division staff to plan summer program offerings. The offerings are based on students' needs and available resources in the local communities. Throughout the Commonwealth, the Department has had numerous summer programs provided by DARS' counselors and Employment Service Organizations. Summer opportunities have included work-based learning experiences, both paid and unpaid, that may last for up to eight weeks. Other programs offered include the remaining four Pre-ETS. Employment Service Organizations have developed programs lasting anywhere from one week to eight weeks of classroom-based instruction for groups of students as well as workplace experiences in areas where DARS may not have the capacity to provide those services. However, these Pre-ETS summer offerings have not been offered "in-person" during the summer of 2020 due to the COVID-19 Pandemic. However, DARS' staff have been providing Pre-ETS' services virtually or telephonically to students during this time to ensure students' safety while keeping them linked to Pre-ETS.

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 a statewide Community of Practice. Representatives from DARS, DOE, and the Department for the Blind and Vision Impaired (DBVI) plan statewide trainings to discuss transition and vocational services and initiatives available to students with disabilities and federal and state regulations related to transition services. This activity 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 Community of Practice works to stay abreast of current transition information, to identify gaps in resources, and avoid duplication of transition services.

The Department's Pre-ETS Coordinator and expert field staff provide training to staff through in person activities and Zoom meetings. Training is provided to new counselors as part of the New Counselors Skills Training. This training provides information on how to provide Pre-ETS to support a career pathways approach and how to evaluate and process VR training cases to ensure that employment goals meet the employment needs of our communities. The training also provides information on the need for and how to complete the required RS-25 (Post-Secondary Training Comparable Benefits & Financial Assessment). Zoom meetings are used to streamline processes and improve communication with field staff involved with serving transition-age youth. The monthly meetings offer a time saving alternative to the standard face-to-face training approach while simultaneously saving agency resources. Webinar topics are developed based on staff input, leadership recommendations, and developing issues.

For several years, the Commonwealth of Virginia has been invited to participate in the National Deaf Center (NDC) "Engage for Change / State." This summit focuses on critical issues in deaf education that address positive student outcomes, graduation and transition to post-secondary education and training. Summit participation is by invitation only to include state leaders from deaf education and vocational rehabilitation agencies. The Department's State Coordinator of Deaf and Hard of Hearing Services (SCD) and the Department of Education Specialist of Deaf and Hard of Hearing represent the state at the annual summit and convene local stakeholder meetings to review gaps in programs and services. The Department has also added to this team the Statewide Pre-ETS Counselor/Consultant on Deafness, which is a new agency position. For the past four years, the Department has held a one-day statewide summer youth event "Opening Doors to Life Beyond High School" for deaf and hard of hearing students, which was jointly held at the annual Teachers of the Deaf/Hard of Hearing Professional Institute. This past summer, the Department moved the program to the Virginia School for the Deaf and Blind and held a two-day event "Map Your Future." The Department's SCD and the Statewide Pre-ETS Counselor/Consultant on Deafness also participated in the National Deaf Center's "Designing Accessible Summer Programs E-Learning." This three-week course focused on evidence-based planning materials, community stories from deaf people about their experiences, expert lectures by other SCDs and other professionals designing summer programming for deaf people. The Department plans to relocate the summer deaf youth program in 2020 to the Wilson Workforce and Rehabilitation Center. The Department's Rehabilitation Counselors for the Deaf are part of the team in developing this program and the goal is to bring in Deaf Mentors (former consumers) to share stories about their journeys as they "mapped their future." NDC is a national program funded by the Office of Special Education Programs, U.S. Department of Education. Their focus is to build capacity in states and support the exchange of information and strategies for improving educational programs, services and outcomes for students who are Deaf and Hard of Hearing. Since the creation of this Request for Proposals in 1996, the Department has been an active participant in roundtable discussions of state teams hosted by the grant on a regional and national level.

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 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 contains 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:

(2) 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 regarding the provision of Pre-ETS, secondary transition, and vocational rehabilitation services and resources. Each agency will assign or designate primary program responsibility for transition to one individual within the agency.

(3) 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.

(4) DOE shall commit financial resources to: (a) teaching positions for Occupational Skills Training, the PREP program, career and workforce development at WWRC and (b) the PERT program. 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, including Pre-ETS for students with disabilities. Activities include career counseling and exploration, vocational evaluation, case management, 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.

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) 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 (WWRC), and other interested partners to increase the appropriate utilization of assistive technology for students with disabilities in Virginia;

(2) Aligning all current and future transition activities, when appropriate, with the WIOA system;

(3) 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;

(4) Producing transition-related products (e.g., newsletters, brochures, power point presentations, and posters) with examples of current legislative information, best practices and problem solving;

(5) Collaborating with staff of the Personal Assistance Services (PAS) Program at DARS to increase awareness of PAS services for students in transition, especially in post-secondary institutions;

(6) Collaborating with Employment Services Organizations staff to increase awareness of local vendor programs that could provide services to schools and transition age students and youth;

(7) Collaborating with DOE to utilize 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;

(8) Encouraging disability professionals, consumers and advocacy groups to submit applications for appointment to the local Youth Councils; and

(9) 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

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Private non-profit providers apply to become DARS' VR employment 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 establishes a written vendor agreement. This agreement provides assurances to DARS that each organization complies with federal and state requirements for a community rehabilitation program. This agreement also clearly defines roles, expectations, and evaluation criteria.

Other mechanisms DARS' utilizes to cooperate with private non-profit VR service providers include:

(1) receiving stakeholder input from the Employment Services Organizations' Steering Committee (ESOSC) 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 and Extended Employment Services state funds;

(2) fostering close working relations between agency staff and Employment Services Organizations; and

(3) utilizing the Employment Services Organization Outcome Report to assist Employment Services Organizations, VR counselors, and VR consumers in ensuring appropriate service provision.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Mechanisms to cooperate with private non-profit VR services providers include:

(1) Receiving and utilizing stakeholder input from the Employment Services Organization Steering Committee (ESOSC) that provides the DARS' Commissioner counsel on funding and policy issues related to the allocation of Long-Term Employment Support Services (LTESS) state funds, and fostering close working relations between agency staff and Employment Services Organizations;

(2) Providing additional state funds to Employment Services Organizations 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 $8,952,766 in extended services will be available through the Virginia Legislature to Employment Services Organizations through DARS under the Long-Term Employment Support Services and Extended Employment Services 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 Employment Services' Organizations meeting CARF International (Commission on Accreditation of Rehabilitation Facilities) standards. DARS establishes and maintains written minimum standards for the Employment Services Organizations 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 Employment Services Organizations. In addition, the standards cover specific service delivery expectations for each approved program of service, general organizational standards, individual service planning program service standards;

(5) DARS along with the Department of Behavioral Health and Developmental Services (DBHDS), working with Griffin and Hammis, LLC providing training and technical assistance to Employment Service Organizations related to Customized Employment services for individuals with the most significant disabilities. Training includes Association of Community Rehabilitation Educators (ACRE) certification in Basic Employment Services with an Emphasis in Customized Employment;

(6) Implementing the Employment Services Organization Outcomes Report to provide information to VR counselors and their consumers on the performance of each Employment Services Organization to inform decisions regarding service provision; and

(7) Obtaining stakeholder insights and assistance through the Employment Services Organization Provider Network. The network represents a cross-section of stakeholders

and DARS' staff meets regularly with the Network members 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 AbilityOne Program, especially for individuals with most significant disabilities. AbilityOne contracts provide a wide variety of quality competitive integrated employment options to many Virginians.

G. COORDINATION WITH EMPLOYERS

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

The DARS' Workforce Development Unit coordinates and participates in activities to meet business needs. Activities include, but are not limited to, the assessment of job candidate's skills and abilities to meet job requirements. Businesses are offered disability etiquette training on hiring persons with disabilities and educational training on Assistive Technology, on-the-job training, tax credits, work-site accommodations, and various other services needed to meet business needs. The Workforce Development Unit is seen as a single point of contact for businesses recruiting for job openings and hosts monthly/quarterly Commonwealth Business Network meetings where businesses are able to describe their job openings and job requirements to multiple organizations in one setting to recruit qualified job candidates. The DARS' Workforce Unit is actively working with the National Employment Team (The NET) through the Council of State Administrators of Vocational Rehabilitation using a Talent Acquisition Portal (TAP) where businesses may place job openings and select qualified candidates. The Unit also provides education to employers who are federal contractors (503) on hiring individuals with disabilities and assisting with recruitment efforts to meet business needs. The Unit is listed as the point of contact on all compliance letters sent to 503 employers in the Commonwealth from the Department of Labor's Office of Federal Contract Compliance Programs.

DARS is working with the Governor's Chief Workforce Development Advisor, the Secretary of Health and Human Resources, the Department for the Blind and Vision Impaired, and the Department of Behavioral Health and Developmental Services to enable persons with disabilities to participate fully and equally in the social and economic life of the Commonwealth and to engage in remunerative employment. The DARS' Workforce Unit will assist with identifying work experiences, paid internships, job shadowing, and mentoring opportunities. The Unit also will work with the Department of Human Resource Management in identifying the skill set needed for many hard-to-fill positions within Virginia state employment and assist with recruiting qualified persons with disabilities to fill the positions. The Unit currently will continue to strengthen relationships with Economic Development Partnerships in Virginia, the Virginia Manufacturers Association, and Workforce Development Boards Business Services Teams to assist and promote hiring persons with disabilities in the Commonwealth's Workforce.

On January 2, 2020, Governor Northam issued Executive Order 47 (2020) to ensure employment equity for Virginians with disabilities by prioritizing hiring and workforce diversity in state government. Executive Order 47 also directs the Secretary of Education to explore ways to increase active participation in advanced training and higher education, and directs a review of all state websites and technology services with the goal of increasing accessibility and ensuring that all Virginians can benefit from the state services and support. Executive Order Forty-Seven works to maintain a continued focus on Virginians with disabilities. It also requires the Director of Diversity, Equity, and Inclusion to convene regular meetings with relevant stakeholders, providing an opportunity for future feedback and ensuring Virginians with disabilities have an ongoing voice within state government.

Governor Northam also issued Executive Order 6 (2020) which continues the mandate of the Americans with Disabilities Act, the U.S. Supreme Court's Olmstead v. L.C. by Zimring, 527 U.S. 581 (1999) decision, and the Virginians with Disabilities Act. Executive Directive Six continues the Virginia Community Integration Implementation Team (CIIT) to ensure the Commonwealth is providing opportunities for individuals with disabilities to become fully integrated into the community, if they choose.

In 2017, legislation was enacted by the Virginia General Assembly to promote and increase the employment of individuals with disabilities employed at all levels and occupations by state agencies, institutions, boards, and authorities. The legislation also made it the goal of the Commonwealth by state fisca l year 2023 to increase by five percent the level of employment of individuals with disabilities in state government. Virginia is also placing a strong emphasis on the employment of individuals with disabilities with the "Model the Way" initiative. The goal of this initiative is to increase employment of people with disabilities in state and local government to ensure that the Commonwealth is setting the highest example of what it means to be an equal opportunity employer.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Over fifty percent of the DARS' VR consumers are students with disabilities. DARS has "dedicated" VR counselors who work specifically with this population in preparing them for employment as they exit the school system or previously exited. The DARS' Business Development Managers and Placement Counselors work collaboratively with the VR Counselor and consumer to design an Employment Plan and services to lead to successful employment for this population first entering the job market.

H. INTERAGENCY COOPERATION

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

In Virginia, the Department of Medical Assistance Services (DMAS) is the agency responsible for the State Medicaid Plan under Title XIX of the Social Security Act. DARS collaborates with DMAS to address the planning and coordination of services to individuals with most significant disabilities that leads to successful employment. In addition, DARS' staff serve on the State Employment First Leadership Network (SELN)

Advisory Group where DARS and DMAS work collaboratively to implement Virginia's Strategic Plan for Employment First. Employment is the first and preferred option for Virginians with disabilities receiving assistance from publicly financed systems. Along with other state agencies, DARS and DMAS have partnered to improve employment opportunities for individuals with intellectual and developmental disabilities. Joint efforts include addressing the capacity of the Commonwealth's provider community that provide Individual Supported Employment services to persons with disabilities by providing technical assistance and training to both stakeholders and providers.

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 has a Cooperative Agreement with DBHDS to develop opportunities for competitive-integrated employment for VR consumers. The Cooperative Agreement has been 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 addresses:

(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) technical assistance to Employment Services Organizations regarding expectations of service delivery.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

DBHDS also is the state agency responsible for providing mental health services. Accordingly, DBHDS, 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 disorders that also receive treatment services through the CSB service system. 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.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

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. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

The information below shows the number of personnel who were employed by the Department in the provision of VR services as of September 30, 2019 in relation to the number of individuals to be served, which was 23,857 in FFY 2019 .

VR Counselors (including Pre-ETS Counselors, Dual Pre-ETS/VR Counselors, and Career Assessment Counselors) – 174; Program Support (including Employment Services Specialists, Officer Services Specialists, and an Office Manager) -76; Managers- 21; Placement Counselors -25; Vocational Evaluators -9; Other Service Staff (including Counselor Trainees; two who are Registered Counselors for the Deaf; Unit Supervisors; and one Pre-ETS Coordinator)- 16.

While most staff provide some level of support to the provision of Pre-ETS, of note is that since September 2017, 55VR Counselor positions have been realigned to provide a greater focus on Pre-ETS.

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 -186; Program Support - 76; Managers - 21; Placement Counselors - 25; Vocational Evaluators - 9; Other Service Staff – 20.

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.

At this time, DARS anticipates that its consumer base will remain around 20,000 in the coming years. This is due to the initial investment in the provision of Pre-ETS to students with disabilities which should result in increased numbers of VR clients in future years. However, this projection may also be impacted by periods of time when categories are closed under Order of Selection.

The following is the projection of retirements broken down by personnel category in the next five years: VR Counselors - 29; Program Support - 34; Managers - 12; Placement Counselors - 7; Vocational Evaluators - 6; Other Service Staff – 9.

Based on historical data and trends, DARS estimates there may be a ten percent turnover in staff for each year moving forward. This does not include the retirements noted above.

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

Virginia Commonwealth University - Masters in Rehabilitation Counseling Norfolk State University - Masters in Severe Disabilities. In addition, DARS has also partnered with the George Washington University Graduate School of Education and Human Development Master's Program of Rehabilitation Counseling located in Washington, D.C.

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

As of July 1, 2017, Virginia Commonwealth University's (VCU) program had dual accreditation in "Clinical Rehabilitation and Mental Health Counseling" through October 31, 2023. In addition, VCU has a Post-Masters Certificate program with two tracks. One track is the Licensed Professional Counselor (LPC) track. The other track is aligned with standards established by the Commission on Rehabilitation Counselor Certification (CRCC).

During the 2018 Fall Semester, 104 students were enrolled at Virginia Commonwealth University's Department of Rehabilitation Counseling. Of these, 86 students were enrolled in the Masters of Science in Rehabilitation and Mental Health Counseling and 18 students were enrolled in the post Post-Master's Certificate in Professional Counseling.

During the 2019 Spring Semester, the number of students enrolled at VCU was 92 students. Of these, 79 students were enrolled in the Masters of Science in Rehabilitation and Mental Health Counseling and 13 students were enrolled in the Post-Master's Certificate in Professional Counseling.

As noted previously, DARS has partnered with the George Washington University Graduate School of Education and Human Development Master's Program of Rehabilitation Counseling located in Washington D.C. The program consists of a Master's in Rehabilitation Counseling Rehabilitation Counseling with Licensure Eligibility. This program is both on campus and online and is accredited by the Council for Accreditation of Counseling & Related Educational Program (CACREP). It is comprised of 60 credit hours and leads to eligibility for Licensure as a Professional Counselor. Students graduating from this program are eligible also for Certification as a Rehabilitation Counselor (CRC). The School also offers a 48 credit hour Master of Arts in Rehabilitation Counseling, which is offered online. This program also fulfills the requirements the CRC requirements.

In the 2018 Fall Semester, 16 students were enrolled and attending the main campus and 27 were enrolled in the online program. In the Spring 2019 Semester, 15 were enrolled and attending the main campus and 25 were attending online. During the 2019 Summer Semester, 12 students were enrolled and attending the main campus while 18 were attending online. During the Fall 2019 Semester, 18 were enrolled and attending the main campus while 22 were enrolled and attending online.

Data was not available from Norfolk State University.

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

In December of 2018, Virginia Commonwealth University graduated seven students in the Master of Science in Rehabilitation and Mental Health Counseling program and one student graduated from the Post-Masters Certificate Program in Professional Counseling.

Of the seven students who graduated in the Masters of Science in Rehabilitation and Mental Health Counseling program, as of May 2020, three hold the CRC certification. The one student who graduated from the Post-Masters Certificate program in Professional Counseling also holds the CRC certification.

In May of 2019, Virginia Commonwealth University graduated four students in the Master of Science in Rehabilitation and Mental Health Counseling program and one from the Post-Masters Certificate Program in Professional Counseling.

As of May of 2020, one of the four students who graduated in the Master of Science in Rehabilitation and Mental Health Counseling program holds a CRC certification.

During the fall of 2018, three students graduated from the George Washington University program. During the spring of 2019, three students graduated from this program. During the fall 2019 semester, eight students applied to graduate.

During the 2017 – 2018 reporting period (October 2017 – October 2018), ten George Washington University students passed the CRC exam. The CRCC is unable to release the outcome data for George Washington University for the 2018 –2019 period (October 2018 – July 2019) due to the fact that less than five students took the exam and the CRCC accreditation policy does not allow the release of outcome reports when there are less than five students per the academic exam cycle. The 2019 – 2020 (October 2019 – July 2020) report will not be released until mid-October.

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 2018, sixteen practicum experiences/internships were initiated, with fourteen concluding during that same year. Of those who completed their internships, four students secured full-time VR counselor positions with the Department. Internship requests continue to come in on a regular basis from colleges including George Washington University, University of the District of Columbia, Norfolk State University, West Virginia University and Virginia

Commonwealth University. In addition, occasional requests for internship opportunities are received from colleges outside of Virginia, including Alabama State University, University of North Carolina, University of Wisconsin/Stout, University of Maryland/Eastern Shore, Winston Salem State University, 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.

DARS continues to work closely with the Virginia Commonwealth University Internship Coordinator to coordinate placements within the public VR system wherever possible. The Comprehensive Personnel Plan and agency recruitment and selection policies assure that all newly recruited staff meet minimum state requirements. Information from the Comprehensive Personnel Plan is also used to refine job classifications, job descriptions, and performance standards. DARS' Managment conducts annual reviews of performance standards to ascertain whether the standards continue to meet requirements and needs, and offer recommendations, 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) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

The personnel standard that is used to comply with the qualified personnel requirement of the Rehabilitation Act is that prospective VR counselors are required to possess "a master's or doctoral degree in a field of study such as vocational rehabilitation counseling, law, social work, psychology, disability studies, business administration, human resources, special education, management, public administration, or another field that reasonably provides competence in the employment sector, in a disability field, or in both business-related and rehabilitation-related field…" (34 C.F.R. § 361.18 (c)(1)(ii)(B).

DARS operates a tiered structure for VR counselors' qualifications. This leveled approach seeks to address challenges in hiring and retaining qualified and effective VR counselors. VR Counselors 1 are required to hold a Master's Degree in a field that reasonably provides competence in the employment sector, in a disability or human services field, or in both business-related and rehabilitation-related field. VR Counselors 2 hold a Master's Degree, as previously noted, and possess the Certified Rehabilitation Counselor (CRC) credential. To recognize and reward the highly valued CRC credential, DARS will implement an incentive plan, if feasible, to encourage staff to obtain and maintain their CRC credential.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

The personnel standard that is used to comply with the qualified personnel requirement of the Rehabilitation Act is that prospective VR counselors are required to possess "a master's or doctoral degree in a field of study such as vocational rehabilitation counseling, law, social work, psychology, disability studies, business administration, human resources, special education, management, public administration, or another field that reasonably provides competence in the employment sector, in a disability field, or in both business-related and rehabilitation-related field…" (34 C.F.R. § 361.18 (c)(1)(ii)(B).

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. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

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

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Through training opportunities offered by other entities (i.e., George Washington University and Virginia Commonwealth University), VR counselors are kept informed of the latest developments in the field of vocational rehabilitation.

In addition, DARS has a Human Research Review Committee (aka Institutional Review Board) that reviews and approves, if appropriate, human subjects research involving staff and/or consumers of the VR program, Employment Service Organizations, Wilson Workforce and Rehabilitation Center, and Centers for Independent Living. This allows staff to participate in VR research activities and the results of the research are posted on the DARS' website.

VR staff also acquire knowledge of research activities with their involvement with the National Rehabilitation Association and are provided information and guidance around Virginia Rehabilitation Association membership.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

DARS continues to address the communication needs of consumers by having counselors who specialize in caseloads serving individuals who are deaf and hard of hearing and has other employees who can communicate in sign language. There are nine "dedicated" Regional Vocational Counselors for the Deaf and Hard of Hearing across the Commonwealth, including several Vocational Rehabilitation Counselors who are Deaf or Hard of Hearing. In addition, there is a statewide Pre-Employment Transition Counselor for the Deaf and Hard of Hearing, who also serves as the statewide consultant on Pre-ETS issues. Wilson Workforce and Rehabilitation Center also has sign language interpreters for consumers and employees in need of these services. Sign language and foreign language interpreters and translators are also contracted as needed for employees and consumers in need of these services. Counselors use other resources, including assistive technology, to communicate with consumers with special needs. All VR forms used by the public have been translated into Spanish and are posted on the Internet for public use.

There are also videophones located in each office of the Regional Counselors for the Deaf, State Coordinator for the Deaf, and in the Deaf and Hard of Hearing Services Unit at Wilson Workforce and Rehabilitation Center (WWRC). This allows staff and consumers to access Video Relay Services and for consumers to call in "point to point" to discuss their services with counselors.

DARS is always reviewing evolving communication technology and continues to work with community partners (Workforce Development Centers, Community Services Boards, the Department for the Deaf and Hard of Hearing, the Department for the Blind and Vision Impaired and Local Deaf Service Centers) to pilot software to enhance telecommunications and accommodation needs of staff via text and video services.

DARS 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. DARS has a number of regional and statewide resources available to address the unique service needs of this population, particularly as it relates to interpreting and translation services. In addition, DARS has several Spanish-speaking counselors.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

The Virginia Department of Education (DOE) is the state agency responsible for implementing the Individuals with Disabilities Education Act (IDEA) of 2004. The DARS and DOE cooperative agreement outlines collaborative practices on respective policies,

eligibility criteria, information requirements, agency programs and services and the coordination of transition services.

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 a statewide Community of Practice on Transition. Representatives from DARS, DOE, local education agencies (LEAs), and the Department for the Blind and Vision Impaired (DBVI) conduct meetings and trainings across the Commonwealth to discuss transition and vocational services available to students with disabilities. This collaboration and flow of communication allows for improved partnerships, creative responses to identified needs, and recommendations for future efforts.

The Pre-Employment Transition Services Program Coordinator utilizes an interactive webinar series to streamline processes and improve communication to/from field staff involved with serving students with disabilities. The webinar series offers a time saving alternative to the standard face-to-face training approach while simultaneously saving agency resources. Webinar topics are developed based on staff input, leadership recommendations, and developing issues. Similar technology is also used for meetings with local office and school division staff. The Pre-Employment Transition Services Program Coordinator and other staff facilitate meetings by using the Zoom Meeting platform. This enables teams to meet online and collaboratively discuss partnerships and programming.

For several years, the Commonwealth of Virginia has been invited to participate in the National Deaf Center (NDC) "Engage for Change / State". This summit focuses on critical issues in deaf education that address positive student outcomes, graduation and transition to post-secondary education and training. Summit participation is by invitation only to include state leaders from deaf education and vocational rehabilitation agencies. The Department's State Coordinator of Deaf and Hard of Hearing Services (SCD) and the Department of Education Specialist of Deaf and Hard of Hearing represent the state at the annual summit and convene local stakeholder meetings to review gaps in programs and services. The Department has also added to this team the Statewide Pre-Employment Transition Counselor/Consultant on Deafness, which is a new agency position. For the past four years, the Department has held a one-day statewide summer youth event "Opening Doors to Life Beyond High School" for deaf and hard of hearing students, which was jointly held at the annual Teachers of the Deaf/Hard of Hearing Professional Institute. This past summer, the Department moved the program to the Virginia School for the Deaf and Blind and held a two-day event "Map Your Future." The Department's SCD and the Statewide Pre-ETS Counselor/Consultant on Deafness also participated in the National Deaf Center's "Designing Accessible Summer Programs E-Learning." This three-week course focused on evidence-based planning materials, community stories from deaf people about their experiences, expert lectures by other SCDs and other professionals designing summer programming for deaf people. DARS plans to relocate the summer Deaf Youth program in 2020 to the Wilson Workforce and Rehabilitation Center. The Department's Rehabilitation Counselors for the Deaf are part of the team in developing this program and the goal is to bring in Deaf Mentors (former consumers) to share stories about their journeys as they "mapped their future." NDC is a

national program funded by the Office of Special Education Programs, U.S. Department of Education. The focus of NDC is to build capacity in states and support the exchange of information and strategies for improving educational programs, services and outcomes for students who are deaf and hard of hearing. Since the creation of this Request for Proposals in 1996, the Department has been an active participant in roundtable discussions of state teams hosted by the grant on a regional and national level.

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

DARS conducted the most recent Comprehensive Statewide Needs Assessment (CSNA) of the rehabilitation needs of individuals with disabilities in March of 2019. The CSNA is conducted triennially and DARS will be updating the CSNA in 2022. To fulfill the requirements of the CNSA, the *Rehabilitation Services Administration Model CSNA Guide* was utilized. 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 serve individuals with disabilities was assessed.

In general, 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. Sources of national-level disability statistics included the American Community Survey (ACS), the Social Security Disability Benefits Database, and data from the Virginia Department of Education. 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. Surveyed stakeholder groups included Centers for Independent Living, Brain Injury Organizations, Community Service Boards, Employment Services Organizations, school personnel, parents of children with disabilities, individuals with disabilities, members of the SRC, and representatives of unserved and underserved populations. A "snowball" sampling approach was used in this survey methodology meaning that recipients were ask to forward the survey link to others in their respective organizations. 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 examined the results of its VR consumer satisfaction survey to ascertain the needs of its consumers.

<u>Virginia Population Estimates of Disability</u>

According to the American Community Survey (ACS2017- the most recent data available), in Virginia there were an estimated 936,175 persons out of a total population of 8,153,221 with a disability. This translates to a disability prevalence rate of 11.5% among non-institutionalized civilians of all ages in Virginia. Virginia's 2017 disability rate was lower than the rate for the United States (12.6%). The disability rate dropped 0.3% from 2016.

In Virginia, the disability rate among females in 2017 stood at (11.6%, n= 487,420) slightly higher than for males (11.4%, n= 448,755). American Indians/Natives Americans had the highest prevalence rate of disability in Virginia (17.3% n= 3,694) followed by Blacks (13.3%, n= 204,791), and Whites (11.9%, n= 664,658).

Ambulatory impairment was found to be the most prevalent type of disability in Virginia at 4.5% followed by cognitive (4.0%) impairment, independent living (3.3%), vision impairment (2.0%), hearing impairment (1.8%) and self-care (1.7%).

The employment gap, which is the difference between the employment percentage for people with disabilities (37%) and people without disabilities (77.2%), was 40.2% percentage points for the United States. The employment gap for Virginia was 38.2% in 2017. The employment gap decreased in Virginia from 43.2 in 2016 to 40.2 in 2017.

A review of DARS internal data shows that DARS has served an average of 28,545 clients per year from State Fiscal Year (SFY) 2014 to SFY 2018. The population of DARS clients with most significant disabilities at eligibility has increased from 85.3% (n=8,330) in 2014 to 91.7% (n= 6,512) in 2018.

B. WHO ARE MINORITIES;

Individuals with disabilities who are minorities were a special focus of this needs assessment.

According to the 2013 – 2017 American Community Survey Five-Year Estimates, the racial breakdown for all Virginians with disabilities is shown below:

- **Blacks/African Americans: 13.3% (n= 204,791)**
- **Whites: 11.9%. (n=664,658)**
- **Race and Hispanic or Latino Origin: 5.7% (n=41,312)**
- **American Indian and Alaska Native alone: 17.30% (n=3,694)**
- **Asian alone: 5.80% (n=29,936)**
- **Native Hawaiian and Other Pacific Islander alone: 545 (10.9%)**
- **Some other race alone: 4.60% (n=8,995)**
- **Two or more races: 8.30%, (23,556)**

DARS' data show the majority of VR consumers determined eligible to receive services in 2018 were White (53.9%) followed by Blacks (37.0%) and Hispanics (4.2%). However, other ethnic races are represented, with Asians representing 2% of the DARS' clients.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The issue of underserved/unserved populations was addressed in the Stakeholder Survey. The stakeholders stated that Hispanics were the most underserved/unserved population in Virginia (63%, n= 91) followed by African Americans (59%, n=86), American Indians/Native Americans (21%, n=31) and Asians (17%, n=25).

There were regional differences as to whom the stakeholders perceived as under/unserved. African Americans ranked highest in the New River, Southwest, Blue Ridge and Hampton Roads districts. While Hispanics ranked highest in the Northern and Rappahannock districts.

In looking at specific populations of VR consumers, stakeholders stated that individuals with criminal backgrounds were the special population that was the most under/unserved in Virginia (47.0%, n=117) followed by veterans (42.2%, n=105), individuals with serious mental illness (41.0%, n-102), the most significantly disabled (38.6%, n= 96), individuals with substance use disorders (32.9%, n=82), transition students (31%, n=76), individuals diagnosed with Autism (30%, n=74), individuals with diagnosed with physical disabilities (29%, n=71), individuals diagnosed with learning disabilities (21.3%, n=53), geographic areas (20.8%,n=52) and minorities (13.3%, n=33). Other populations mentioned were those with morbid obesity and migrants.

Geographically, DARS serves consumers throughout the Commonwealth. The majority of the clients served by DARS in SFY 2017 were served in the Northern district (30.6%) followed by the Hampton Roads district (23.3%), Capitol District (20.3%), New River (15.4%) and Southwest (10.3%).

Thirty-two percent of the stakeholders believed that the southwest region of Virginia was the most under/unserved (32%, n=46) followed by rural areas (20%, n=28) and Hampton Roads (10%, n=14).

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 Virginia Board of Workforce Development. A memorandum of understanding is in place with each Local Workforce Development Board and DARS works closely with the American Job Centers (AJCs) to assure access to individuals with disabilities. The VR program currently is co-located as a One-Stop partner in Martinsville, Danville, and South Boston. DARS also has a physical presence in other Workforce Board AJCs. DARS has also been supporting training on career counseling, motivational interviewing as well as Customized Employment for our workforce partners.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Data from the Virginia Department of Education on students with disabilities (SWD) enrolled either in public, private or home schooled for the 2018-2019 school year were obtained from the Virginia Department of Education. There were 52,771 students in grades nine through twelve who were considered to have disabilities in the 2018-2019 school year. The breakdown by grade level is shown below in table below:

Grade	Total
9th Grade	15,284
10th Grade	12,927
11th Grade	11,364
12th Grade	13,196
Total	52,771

Counting only cases of SWD using the variable "age at plan signature," DARS served an average of 8,681 over the last three years. This is about 16.4% of all high-school aged SWD in Virginia according to the Virginia Department of Education. DARS can expect an increase in SWD through the 2021-2022 school year with an estimated 9,452 served. The number of SWD would then decline to 8,615 by 2025-2026

Using a more strict definition of SWD including age, the SWD has a section 504 accommodation, or the SWD is receiving services under an Individualized Education Program (IEP), DARS has averaged 3,059 students over the last two years. This represents about 6% of the total high school population. Assuming approximately 6%, DARS can expect to see an increase in clients over the next four years to around 3,330 SWD served. A slow decrease down to 3,035 would be expected by the 2025-2026 school year.

The types of impairment for Virginia's students will also change over the next four school years. The number of clients with Autism, intellectual disabilities and learning disabilities are expected to decrease slightly while emotional impairments are expected to increase. This is depicted in the graph below.

	Autism	Emotional	Intellectual	Learning Disability
2018	2,120	1,026	1,616	6,657
2020	1,398	1,065	825	5,580
2021	1,509	1,171	767	4,730
2022	1,685	1,345	823	4,728

DARS continues to reserve and expend 15% of its VR grant funds on Pre-Employment Transition Services (Pre-ETS) services for youth and 50% of its Supported Employment funds for youth with the most significant disabilities.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

The majority of both stakeholders (64%) and staff (62%) believed that Virginia's community rehabilitation programs, or Employment Services Organizations could enhance service options. Examples of service options requested that are allowed VR services included Customized Employment and Pre-ETS.

DARS will work collaboratively with the Employment Services Organization Provider Network. The network represents a cross-section of stakeholders and meets regularly 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.

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 stated previously, DARS can expect an increase in SWD through the 2021-2022 school year with an estimated 9,452 served.

Through the Cooperative Agreement between DARS' and DOE and the annual review of local agreements, transition career services and Pre-Employment Transition Services (Pre-ETS) are coordinated under IDEA.

K. ANNUAL ESTIMATES

Describe:

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

Information from the 2017 American Community Survey (ACS) Five-Year Estimates show that among Virginia's civilian non-institutionalized population, 11.5% reported having a disability. Moreover, the likelihood of having a disability varied by age. The following is the breakdown of age categories and associated estimates: 0.7% under 5 years, 5.0%, 5.7% 18-34 years, 11.5% 35 to 64 years, 23.1% 65 to 74 years and 48.2% for 75 years or older.

The disability rate for females was 11.6% versus 11.4% for males. The racial breakdown for Virginians with disabilities is presented in greater detail in the Statewide Assessment Section (Item j).

Ambulatory impairment was found to be the most prevalent type of disability in Virginia at 4.5% followed by cognitive (4.0%) impairment, independent living (3.3%), vision impairment (2.0%), hearing impairment (1.8%) and self-care (1.7%).

Data from the Virginia Department of Education identified 52,771 students between the ages of 14-18 having a disability in Virginia as of December 1, 2018.

The 2016 employment rate for individuals with disabilities between 18 to 64 years of age in Virginia was 37% compared to 77.2% among people without disabilities according to the 2018 Annual Disability Statistics Compendium. In 2017, the percentage of working-age civilian veterans with a Veteran's Administration (VA) determined Service-Connected Disability was 30.4% in Virginia.

DARS estimates that 24,213 individuals with disabilities are eligible for VR services.

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

A. THE VR PROGRAM;

In FFY 2019, DARS served 23,853 Virginians with disabilities under the VR program. In FFY 2020, it is estimated that DARS will serve 23,548 individuals with disabilities. In FFY 2021, it is estimated that DARS will serve 24,213 individuals with disabilities.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

In FFY 2019, DARS served approximately 2,806 individuals in the Supported Employment Program. The Department projects that it will serve this number of individuals in FFY 2020 and FFY 2021.

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

DARS will continue in Order of Selection in FFY 2020. 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: 21,049; Significantly Disabled: 2,421; All Other Eligible Individuals: 78. The following shows the estimated number of consumers to be served under each Priority Category in FFY 2021. The estimated number to be served is all clients receiving services under an Individualized Plan for Employment: Most Significantly Disabled: 21,044; Significantly Disabled: 3,078; All Other Eligible Individuals: 91.

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 January 8, 2020, there were 2,140 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 eligible for services, including the cost of services for each Order of Selection priority category for FFY2020. Most Significantly Disabled: $18,209,565; Significantly Disabled: $341,925; All Other Eligible Individuals: $730; Total: $18,552,220.

The following shows the cost of services for the number of individuals estimated to be eligible for services, including the cost of services for each Order of Selection priority category for FFY 2021. Most Significantly Disabled: $19,017,283; Significantly Disabled: $363,940; All Other Eligible Individuals: $777; Total: $19,382,000.

Please note that the provided numbers for all categories are estimates and are difficult to predict accurately with the opening and closing of priority categories.

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED 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:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The Goals and Priorities reflect the information contained in the latest Comprehensive Statewide Needs Assessment (CNSA), including the emphasis on transition services for the large population of VR consumers who require these services to become employed in

integrated and competitive settings and a continuing focus on consumers who are most significantly disabled and their need for Supported Employment Services.

DARS conducted the most recent CSNA of the rehabilitation needs of individuals with disabilities from April 2018 through March of 2019. The process included: a review of pertinent literature; data analysis of internal DARS data; analysis of statewide educational, business and demographic data; and staff and stakeholder surveys. The CSNA is conducted triennially and DARS will be updating the CSNA in 2022. D ARS is currently in the planning phases for the upcoming CSNA.

It should also be noted that the CSNA includes information on the DARS Consumer Satisfaction Survey. In partnership with the State Rehabilitation Council (SRC), DARS implemented a new consumer satisfaction model in FFY 2014. This model allows DARS to examine consumer perception during service delivery (post Individualized Plan of Employment but prior to Employment). In partnership with the SRC, DARS continues to use the survey model implemented in FFY 2014. This model allows DARS to examine consumer perception during service delivery (post Individualized Plan of Employment but prior to Employment).

Highlights from the FFY 2018 survey are provided below. Percentages are indicative of real time assessment (i.e., what was happening at the time of survey completion).

- **Have agreed with counselors on plans for reaching job goal 72**
- **Counselors were helpful in connecting with people and services 69**
- **Counselors kept in contact throughout the process 68**
- **Counselors were meeting timetables for reaching job goal 60**
- **Counselors were doing what they said they would do 70**
- **Believed everyone was working together to help 71**

Consumers in the FFY 2018 survey were open to sharing what had helped them move towards their job goal and what was needed to help them move closer to their goal. Comments related to helpfulness, positive outlook, and jobs were mentioned more frequently regardless of the perspective (what has happened or what is needed).

Improvements to the survey have been ongoing. New survey questions and sampling procedure were implemented in FFY 2019. The changes were implemented to increase use of data from an office perspective. This information is utilized to help DARS achieve its goal of "providing services that result in meaningful and measurable outcomes through objective assessment of performance and ongoing innovation and process improvement."

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

DARS is currently working with our Core Partners and the Virginia's Workforce Development Board to establish a baseline for each of the performance accountability measures under section 116 of WIOA.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION

COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

The State Rehabilitation Council (SRC) issued its 2019 Annual Report in December 2019. Information in this Report included DARS' performance on selected indicators for FFY 2019 and the Council's recommendations regarding areas of interest and enhancing 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 occurs 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. DARS Order of Selection ensures that eligible individuals with the most significant disabilities receive priority.

Since the fall of 2019, DARS has strived to move clients from the wait list as funding has allowed and has been notifying individuals placed on the wait list to determine their desire for services.

C. THE SERVICE AND OUTCOME GOALS

The following provides information on the service and outcome goals for individuals in the three Priority Categories: (1) Most Significantly Disabled; (2) Significantly Disabled; and (3) all other Eligible Individuals. Please note that the provided numbers for all categories are estimates and are difficult to predict accurately with the opening and closing of priority categories.

Priority Category 1: Individuals to be served: 14,487 Individuals in FFY 2020; who will exit with employment after receiving services: 2,873. In FFY 2021, 15,722 individuals will be served; 2,873 will exit with employment after receiving services. Individuals who will exit without employment after receiving services in FFY 2020: 2,260. Individuals who will exit without employment after receiving services in FFY 2021: 2,260. Cost of services: $17,866,910 in FY 2020; $19,017,283 in FY 2021.

Priority Category 2: Individuals to be served: 714 in FFY 2020; In FFY 2021, 775 individuals will be served. Individuals who will exit with employment after receiving services: 142 in FFY 2020; 142 in FFY 2020. Individuals who will exit without employment after receiving services: 111 in FFY 2020; 111 in FFY 2021. Cost of services: $341,925 in FY 2020; $363,940 in FY 2021.

Priority Category 3: Individuals to be served: 1 in FFY 2020; 1 in FFY 2021. Individuals who will exit with employment after receiving services: 0 in FFY 2020; 0 in FFY 2021. Individuals who will exit without employment after receiving services: 0 in FFY 2020; 0 in FFY 2021. Cost of services: $730 in FY 2020; $777 in FY 2021.

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

Priority Category 1: 723 days in FFY 2020; 741 days in FFY 2021 Priority Category 2: 958 days in FFY 2020; 1029 days in FFY 2021 Priority Category 3: 0 days in FFY 2021; 0 days in FFY 2021.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

Depending upon agency resources, the categories are closed for services in order beginning with Priority Category III, then II and, finally Priority Category I. This policy does not affect consumers who began to receive services under an Individualized Plan for Employment prior to the implementation date of order of selection, or those in need of post-employment services. After a consumer is found eligible for VR services, an Order of

Selection determination is completed. Additional evaluations or assessments to make the eligibility determination may be provided. The VR counselor, in collaboration with the consumer, determines the consumer's Priority Category by evaluating the consumer's serious functional limitations, anticipated services needed and the duration of those services.

All consumers must be officially notified of their individual Order of Selection determination. Consumers in closed categories are provided with referral services to the One-Stop Centers or other appropriate sources, and are placed on a waiting list. After 12-months, consumers are contacted to determine if they wish to remain on the waiting list or have their case closed. If they do not notify their counselor that they wish to have their case closed, they remain on the list. Consumers in closed categories may request a review of their priority category assignment by submitting evidence that their disability has become more severe.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

New language (as follows) was added by WIOA regarding Order of Selection: "If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment." Having discussed this issue during the 2015 public hearings and having consulted with the State Rehabilitation Council, DARS elected to alter its existing Order of Selection policy to allow the provision of services to eligible individuals, whether or not receiving VR services, who require specific services or equipment to maintain employment.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

The Rehabilitation Act of 1973 defines supported employment 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 the nature and severity of their disability, need ongoing support services to perform such work. Supported employment services are based on a determination of the needs of an eligible individual as specified in the individualized plan for employment (IPE). Supported employment services are provided by DARS for a period of not more than 24 months, unless there are special circumstances and the eligible individual and the vocational rehabilitation (VR) counselor jointly agree that an extension of time is necessary for the individual to achieve the employment outcome identified in their IPE. In FFY 2018, 529 youth and in FFY 2019, 604 youth with most significant disabilities received services through supported employment programs funded by Title VI utilizing 100% of the Title VI funds allocated to the Department. DARS projects that it will serve at least this number of individuals in FFY 2020.

DARS will continue to reserve and expend a minimum of 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 supported employment services for youth. These funds are

utilized once the Title VI funds are exhausted. However, in the past two years, DARS has expended 100% of these funds on youth with the most significant disabilities. DARS expects to continue to expend 100% of Title VI funds on youth with the most significant disabilities.

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. DARS 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 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 Employment Services Organization Outcomes Report as an effective tool to assist clients in making Employment Services Organization choices.

(2) Providing training to Employment Services Organizations' 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 Employment Services Organization Performance Report, stakeholder feedback and program evaluations. Training will include an increased emphasis on competitive integrated employment and increasing career pathways opportunities 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 initiatives to assist existing Employment Services Organizations 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 group supported employment model, and the entrepreneurial model, as long as the employment fits the definition of competitive integrated employment. Individual placement is the most widely used, and generally offers higher wage rates, better benefits, and more flexibility in meeting the needs of customers and employers in an integrated work setting. The group supported employment model is an important option that provides 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, or until such time that a youth reaches the age of 25, and DARS will continue to utilize other funds (non-Title VI) for supported employment 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 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

(1) Enhancing services to consumers with Autism by expanding the use of hand-held technology for their use, providing staff consultants with expertise in Autism, continuing the Autism Speaks Comprehensive Assessment and Service program and expanding the program to all seven DARS' districts, continuing utilization of Autism Spectrum Disorder Specialists to manage and integrate the Autism Speaks Comprehensive Integrated Service model.

(2) Collaborating with the state's Assistive Technology (AT) Act program, the Virginia Assistive Technology System, to share resources and expertise. This collaboration helps improve VR and Employment Service Organizations' access to a large variety of assistive technology equipment including handheld technologies, computer access, communication devices, personal listening devices, mobility devices, ramps and accessible pathways. Routine communication and information is shared among VR, Employment Services Organization and State AT Act program partners to improve services to individuals with disabilities.

(3) Creating new Project SEARCH sites in the Commonwealth to benefit the employment of transition-age youth as appropriate. In Virginia, 167 high school students with developmental and intellectual disabilities participated in internships at 20 host sites during the 2018-2019 school year to gain valuable work experience and skill development leading to competitive employment. In spring 2019, 152 students graduated from Project SEARCH. Of those who participated in the 2018-2019 academic year, 102 students gained competitive integrated employment. Other participants continue to work with their counselors and job coaches to find employment. Project SEARCH measures employment outcomes 11 months after the end of each school year. At the 2019 annual conference, 10 of the 20 programs that operated in the 2018-2019

school year received awards for exceptional employment outcomes for their participants. Project SEARCH measures employment outcomes that occur within 9 months of graduation and awards programs with placement rates above 70%.

(4) 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.

(5) Supporting a training program at the Wilson Workforce and Rehabilitation Center (WWRC) in collaboration with the Virginia Manufacturers Association to prepare youth in transition for jobs in the manufacturing industry. WWRC has piloted a new Workforce Innovation and Opportunities Act recognized credential, Certified Logistics Associate (CLA) into the Materials Handling and Production & Assembly training programs. The CLA, under the Manufacturing Skill Standards Council (MSSC), is a foundational-level credential that helps prepare individuals for careers in the rapidly growing and changing world of global supply chain logistics. The goal of the CLA certification program is to raise the level of performance of logistics workers both to assist the individual in finding higher-wage jobs and to help employers ensure their workforce increases the company's productivity and competitiveness.

(6) 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.

(7) Providing additional driver's education instruction at WWRC to work in the PREP Pre-employment Readiness and Education Program and integrate into transition services.

(8) Providing iPad Pro tablets for use by Rehabilitation Engineers and Assistive Technology Specialists in a "tele-rehab" environment which allows them to provide more effective on-site services to VR consumers needing these services and to interface more effectively with rehabilitation and assistive technology staff at WWRC including consultations with clients. This tele-rehabilitation service is providing improved access to agency services as well as improving field AT Specialists ability to provide services.

(9) Providing training and implementing Customized Employment across Virginia. DARS has trained 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 consumers with diverse backgrounds in order to assimilate CE best practices into our menu of services for these targeted populations. Options for self-employment will also be explored under this approach.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

The VR policies provide for the provision of assistive technology at all stages of the rehabilitation process. There are three rehabilitation engineers located across the Commonwealth and three rehabilitation engineering technicians. Rehabilitation Engineering staff use engineering, scientific and mathematical principles to develop, adapt, test, evaluate, apply, and distribute technological solutions to problems confronted by individuals with disabilities. Staff work out of Rehabilitative Engineering shops hubs strategically placed across the Commonwealth. Rehabilitation Engineering staff work with VR clients to determine appropriate "off the shelf" and custom Assistive Technology (AT) solutions. Rehabilitation Engineering staff services include: worksite modifications, home modifications, vehicle modifications, and custom fabrication.

There are also four AT Specialists strategically located across the state and provide statewide services. The AT Specialists are licensed Occupational Therapists. These individuals provide AT evaluations and equipment trials. AT Specialists use their training to understand VR client's functional skills and how to accommodate individuals with disabilities. AT Specialists examine activities of daily living as they relate to employment and tasks that support employment. The AT Specialist looks for AT solutions that remove barriers to employment. Their goal is to work with the individual to identify equipment and accommodations to help VR clients obtain and maintain employment. These services include: AT assessment; at trials; computer accommodations; ergonomic work solutions; and handheld technology. AT services are provided in a variety of settings to accommodate VR client needs to include the home, school or training program, and worksite. AT Specialists also offer college preparation workshops which include strategies, assistive technology devices and applications to assist students as they prepare for post-secondary education.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

Data regarding minorities with disabilities was derived from the 2019 Comprehensive Statewide Needs Assessment (CSNA). The CSNA is conducted triennially. DARS' data show the majority of clients determined eligible to receive services in 2019 were White (53.9%) followed by Blacks (37.0%) and Hispanics (5.7%). However, other ethnic races are represented, with Asians representing 2% of the DARS clients. The number of Americans Indians/Native Americans served by DARS has increased over the past four years. DARS, in collaboration with the State Rehabilitation Council, will develop 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.

The number of VR consumers with Limited English Proficiency increased from 639 to 1,373. DARS' consumer VR forms and standardized letters have been translated into Spanish and the agency's website contains translation software.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE

RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

During FFY 2019 DARS served over 7,000 students with disabilities and opened about 4,300 new potentially eligible cases. Nearly 1,200 potentially eligible students applied for VR services in order to access to full array of services offered by DARS. DARS' staff provided over 22,000 "in-house" Pre-ETS activities and about 1,400 students participated in services that were provided by DARS vendors. DARS anticipates services will continue to grow and to date; DARS is serving over 8,100 students with disabilities.

The methods that are used to improve and expand VR services for students with disabilities include:

(1) Cooperating and coordinating with the Department of Education and Local Education Agencies (LEAs) to facilitate effective transition services for students with disabilities and to engage in competitive, integrated employment, post-secondary education, and community living.

(2) Supporting the Post-Secondary Education Rehabilitation and Transition (PERT) and PREP Pre-employment Readiness and Education Program at the Wilson Workforce and Rehabilitation Center.

(3) Producing transition-related products (e.g., newsletters, brochures, power point presentations, and posters) with examples of current legislative information, best practices and problem solving.

(4) Collaborating with staff of the Personal Assistance Services (PAS) Program at DARS to increase awareness of PAS services for students in transition, especially in post-secondary institutions.

(5) Collaborating with Employment Service Organization (ESO) staff to increase awareness of local vendor programs that could provide services to schools and transition-age youth.

(6) Expanding the number of Project SEARCH sites in Virginia, as appropriate.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

There are approximately 75 Community Rehabilitation Programs (known as Employment Service Organizations) in Virginia. Staff in the Division of Rehabilitative Service's Support Team Office support and enhance the unique relationship between the VR program and Virginia's Employment Services Organizations. The Department collaborates with the Employment Services Organization Network to examine the effectiveness of Supported Employment services, particularly the impact of Supported Employment on post-VR employment outcomes. The Employment Services Organizations' Performance Report provides valuable information to VR counselors, consumers, and Employment Services Organizations' staff on the quality of Supported Employment service provision by the Employment Services Organizations and the service delivery strengths of individual organization. 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 Employment Services Organizations on Supported Employment service needs in different Districts and

Regional areas. DARS will continue to work with Employment Services Organizations 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. DARS collects information on a variety of business services' activities. This information is also reported on a quarterly basis to Virginia's workforce partners and also reported on the WIOA Annual Performance Report. DARS' staff also produce regular progress reports on all of the WIOA progress indicators. While this data has been utilized to inform staff on program indicators during the preliminary program years and to assist in establishing baseline data, it will also assist in gauging progress in future program years.

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. A memorandum of understanding is in place with each Local Workforce Development Boards and DARS works closely with the American Job Centers (AJCs) to assure access to individuals with disabilities. The VR program currently is co-located as a One-Stop partner in Martinsville, Danville, and South Boston. DARS also has a physical presence in other Workforce Board AJCs. DARS has established partnerships with both the state Workforce partners and local AJCs in the Department of Labor Disability Employment Initiative grant and is lead on an RSA Career Pathways for Individuals with Disabilities grant. Both grants are scheduled to end September 30, 2020. 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 post-secondary education, at the community college or four-year college level, to achieve their employment goal.

Provide training 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 as well as industry-recognized credentials.

Priority 2: Discovering new opportunities that expand employment options for our VR consumers and that are more effective in meeting our Commonwealth's workforce demands.

Strategies: Outreach to employers to assess their hiring needs and provide the training, services and supports required to help our consumers succeed.

DARS is working with the Governor's Chief Workforce Development Adviser, the Secretary of Health and Human Resources, the Department for the Blind and Vision Impaired, and the Department of Behavioral Health and Developmental Services to enable persons with disabilities to participate fully and equally in the social and economic life of the Commonwealth and to engage in remunerative employment. On January 2, 2020, Governor Northam issued Executive Order 47 (2020) to ensure employment equity for Virginians with disabilities by prioritizing hiring and workforce diversity in state government. Executive Order 47 also directs the Secretary of Education to explore ways to increase active participation in advanced training and higher education, and directs a review of all state websites and technology services with the goal of increasing accessibility and ensuring that all Virginians can benefit from the state services and support. Executive Order Forty-Seven works to maintain a continued focus on Virginians with disabilities. It also requires the Director of Diversity, Equity, and Inclusion to convene regular meetings with relevant stakeholders, providing an opportunity for future feedback and ensuring Virginians with disabilities have an ongoing voice within state government. Governor Northam also issued Executive Order 6 (2020) which continues the mandate of the Americans with Disabilities Act, the U.S. Supreme Court's Olmstead v. L.C. by Zimring, 527 U.S. 581 (1999) decision, and the Virginians with Disabilities Act. Executive Directive Six continues the Virginia Community Integration Implementation Team (CIIT) to ensure the Commonwealth is providing opportunities for individuals with disabilities to become fully integrated into the community, if they choose. In 2017, legislation was enacted by the Virginia General Assembly to promote and increase the employment of individuals with disabilities employed at all levels and occupations by state agencies, institutions, boards, and authorities. The legislation also made it the goal of the Commonwealth by state fiscal year 2023 to increase by five percent the level of employment of individuals with disabilities within state government. DARS is a lead partner in this initiative in coordinating applicant screening, assessing job site accommodations, conducting disability awareness training to staff and managers of state agencies, and providing other services as needed to assist state agencies meet their business needs.

Expand workforce driven training options at WWRC.

Priority 3: Partnering with the Wilson Workforce and Rehabilitation Center (WWRC), other state agencies, Supported Employment 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.

Implement the WWRC 2018-2020 Blueprint for Direction and achievement of its performance goals.

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

Priority 4: Ensuring accountability and effective performance management

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

Utilize the improved data literacy of the District Mangers and staff to enhance their effectiveness in better serving our consumers, replicate innovative and successful service delivery methods, and improve financial and personnel resource allocation across the state.

Priority 5: Enhancing services to students and youth with disabilities

Strategies: Supporting the Post-Secondary Education Rehabilitation and Transition (PERT) and PREP Pre-employment Readiness and Education Program at WWRC which have a proven success rate in enhancing employment success for our consumers.

Expand Project SEARCH sites throughout Virginia.

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

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

Train and implement the provisions of Pre-Employment Transition Services across the Commonwealth ensuring that 15% or more of the VR budget is expended on Pre-Employment Transition Services.

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

- **By instituting these strategies to achieve DARS' Goals and Priorities, DARS plans to meet or exceed its performance metrics for 2020 which include:**
- **The development of 6,030 Individualized Plans for Employment;**
- **3,015 successful employment outcomes;**
- **100% competitive employment rate;**
- **$10.50 median hourly earnings of consumers achieving successful employment at closure; and**
- **An increase in the average hours worked.**

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The Strategies outlined in Section A 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.

DARS will continue to utilize video teleconferencing capacity and service applications, including remote interpreting and Communication Access Real-time Translation (CART) technological applications, to enhance direct client services and administrative effectiveness, and to improve collaboration with community partners. This initiative also supports the development of technical assistance capacity and video interpreting and video relay services for the deaf and hard of hearing and video interpreting of services for English speakers of other languages.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

The following are the Goals and Priorities for Vocational Rehabilitation and Supported Employment and DARS achievement for each Goal and indicator.

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

1.1 3,015 or more VR consumers will achieve a successful employment outcome. There were 2,371 successful employment outcomes in FFY 2019.

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 45.1% rehabilitation rate in FFY 2019.

1.3 The median hourly earnings of our consumers will equal or exceed$10.50 and $11.50 in the northern region. In FFY 2019, the median hourly wage was $10.00.

1.4 100% or more of consumers who achieve successful employment upon completion of their VR programs will be competitively employed. 100% of consumers achieved competitive employment in FFY 2019.

1.5 In 95% or more of the cases, consumer eligibility will be determined within 60 calendar days of application. In FFY 2019, 89.5% of cases were determined eligible within the 60-day time frame. This did not include cases placed in trial work that had a waiver of the 60-day eligibility requirement. For FFY 2020 to date, 94% of the cases were determined eligible within the 60-day timeframe.

1.6 In 85% or more of the cases (those in which consumers are not transition age), the Employment Plan will be developed within 90 days of eligibility. In FFY 2019, 86.9% of Employment Plans were developed within 90 days of eligibility.

1.7 Increase employment (demand side) resources and collaborative efforts to provide VR consumers successful employment options in the current and future job market. The Business Development Managers, Marketing Staff, collaborated this year with numerous businesses assessing their needs and providing training on disability awareness, disability etiquette, and technical assistance on hiring persons with disabilities. DARS provided awareness training to businesses who are 503 contractors under the Office of Federal Contracting Compliance Program. As a result DARS is the point of contact when these businesses are identified as out of compliance and need additional disabled workers. An expansion of working more closely with federal contracting employers has extended our ability to successfully place more job candidates in businesses. For example, DARS placed 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 placed in Capital One Bank in IT positions. A national initiative with CVS Health was expanded in 2016 to include customized training through the Wilson Workforce and Rehabilitation Center (WWRC) with an integrated CVS Health Mock Store. The regional DRS Business Development Manager, WWRC Director, and CVS Executives negotiated a formal corporate level agreement allowing CVS internships and Unpaid Work Experiences for qualified VR consumers, thus enhancing access to job opportunities. The corporate CVS Office tracks these agreements, as well as applications for employments across Virginia. The CVS Partnership was further expanded in 2018 and 2019 with the implementation of a new CVS Pre-Pharmacy Technician Training Program through WWRC in addition to the CVS Mock Store curriculum resulting in direct employment and career pathway options for VR consumers within the CVS Health System across Virginia. Other business engagement initiatives currently in progress that build WWRC's capacity to fill industry skills gaps for VR consumers include: Manufacturing Technology and Manufacturing Production partnerships with the Manufacturing Skills Institute (MSI) and the Virginia Manufacturers Association (VMA); and, an evolving partnership with Microsoft Imagine Academy through a recently signed agreement with disAbled Persons, Inc. This year, the Business Development Managers worked very closely with the National Employment Team (NET) of CSAVR. The exchange of job openings on a national level state to state with our Business Development Managers as point of contact for VA has expanded our business resources in other states. For next year, the Business Development Managers will continue to host Commonwealth Workforce Network meetings bringing businesses together with staff and community partners to meet business needs and refer qualified candidates for positions. Business Development Managers work with all staff providing labor market information so successful job placement and vocational training will occur for successful outcomes. Business Development Managers, Vocational Evaluators, and Vocational Placement Counselors work as a team in visiting businesses, analyzing job tasks, assessing job candidates abilities, and screening job candidates for job openings. The team approach will enhance DARS success with business meeting the business demand and offering qualified candidates (supply) to meet business needs.

1.8 Based on findings and recommendations from the program evaluation on the Vocational Evaluation Program, implement an organizational structure and mechanisms in vocational evaluation to enhance the utilization of best practices, integration of services and support for the achievement of consumer employment goals. The Vocational Evaluation (VE) staff Employee Work Profile has been changed to focus on assessment of

job candidate skills and abilities to meet the demands of the workforce and current labor market within all areas of the state. The VE staff will work closely with the Business Development Managers understanding business needs (demand) and will assess DARS' job candidates of their skills and abilities to meet business needs. The VE staff will work closely with all counselors informing them of current and future labor market for successful vocational Individualized Plan for Employment 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 and partner to provide more hands on assessments and provide "train the trainer' opportunities to share strategies and increase assessment opportunities. 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. Vocational Evaluation used the Discovery Model as part of Pre-ETS to enhance their PERT individual reports.

1.9 Consumers who graduate from WWRC training programs will obtain and maintain employment (2nd and 4th Quarter, or 6 and 12 months) after achieving a successful employment outcome. Baseline data will be obtained over the next one to two years.

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

Indicators:

2.1 Annual number of VR consumers is projected to be as high as approximately 19,000 if the categories are open under Order of Selection. In FFY 2019, DARS served 23,853 consumers.

2.2 Client average daily census at WWRC will be 300 or greater. During FFY 2019 the average daily census at WWRC was 339.

2.3 Annual number of Individualized Plans for Employment developed will be approximately 6,000. During FFY 2019, 4,576 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 2019, 157 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). This effort ends September 30, 2020. In addition, through an Innovation and Expansion project, DARS has co-located a previous Disability Program Navigator as a VR Counselor housed in an AJC and providing VR services. Also, three workforce areas previously participating in DOL DPN/DEI grant efforts have retained three DARS staff to provide services to individuals with disabilities in AJCs. As a result DEI Round I efforts and collaborative workforce partnerships, Virginia statewide data from October 2010 through March 2014, indicated participants with disabilities active with WIA (now WIOA) intensive services increased from 1.8% to 4.9%.

3.5 DARS has entered into administrative Employment Network (EN) agreements with a third Administrative EN. This has increased the choices for potential EN partners in Virginia. This model has proven to be a viable option for smaller organizations that do not have the administrative capacity to become their own employment network. The three administrative ENs are collaborating with 12-organizations in Virginia. This includes Centers for Independent Living, Community Rehabilitation Programs, Brain Injury Service providers and other DARS vendors

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 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 State Fiscal Year (SFY) 2018, there were 2,599 total WISA authorizations and in SFY 2019, there were 2,266. These services were provided through over 98 different WISAs around the state, which was a significant increase which allowed DARS to significantly increase the number of authorizations. DARS has added additional WISA services to include Section 301 protection, ABLEnow accounts, and Financial Health Assessments. Several services are geared towards the WISA helping consumers learn budgeting skills to improve financial literacy. This brings the total number of available WISA services to 16. DARS has also facilitated increased efficiency with the WorkWORLD for the Web tool. It is now four-times faster. The rehabilitation rate for DARS clients who receive WISA services is 60% compared to a rehabilitation rate of 40% for the same population when no WISA services are provided. This growth in WISA authorizations has resulted in an opportunity to partner with the Social Security Administration on a proof of concept pilot for obtaining Benefit Planning Query's for DARS clients. Previously, this process had to be completed through the local SSA field offices and took over four weeks. Now the turnaround is three to five business days using a secure email exchange with SSA. During the 2019 SFY, DARS

affiliates which include Partnership Plus Employment Networks and WISAs requested a total of 3,003 Benefit Planning Query's to provide work incentive services to their clients. This includes 30 requests from WWRC. In addition, DARS counselors requested 2,052 Benefit Planning Query's for a total of 5,055 across the Commonwealth. The average turn-around time over the span of this pilot have changed but is currently less than five-business days for the majority of requests. This is a significant difference in the processing time and has resulted in more accurate information available to both clients' and counselors to increase informed choice related to earned income and SSA benefits.

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 32 DARS staff annually. WWRC hosted three Assistive Technology trainings for DARS staff in FFY 2018 and 2019. A total of 53 DARS staff were trained on Assistive Technology services offered at WWRC during that period.

4.2 The Virginia Assistive Technology System (VATS) provided 79 high-impact assistive technology trainings to targeted audiences with a total of 1,791 participants. Participants include individuals with disabilities, family members, healthcare and allied health professionals, employers, educators, and representatives of community living. Trainings were conducted across Virginia.

4.3 The 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 assess and address the programmatic needs of consumers. In FFY 2019, the agency made several AT equipment purchases to improve the inventory of VATS, WWRC and DARS regional AT labs. DARS and VATS are committed to enhancing services to consumers by addressing the sensory needs of clients in order for them to fully participate in the VR program. VATS and DARS AT specialists at WWRC and in the field have been working collaboratively to improve access to AT equipment and implement self-regulation strategies to keep clients focused and alert. Access to equipment and addressing self-regulation strategies will help clients remain focused and be more successful in training programs and employment.

4.4 Full-service equipment reuse programs continue to be available to VR consumers in all DARS districts. Currently, there are full-service DME reuse program services available to VR consumers in all regions/districts.

4.5 Full service equipment reuse programs will be available to VR consumers in all 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 2019, DARS met this goal with 1,149 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 not met in FFY 2019 with a rehabilitation rate of 45%.

5.3 450 or more VR consumers will be served through the PERT Initial Evaluation Services. In FFY 2019, 460 consumers were served through the PERT Initial Evaluation Services.

Pre-employment Readiness and Education Program (formerly known as the Life Skills Transition Program) is a 9-week program at WWRC. In FFY 2019, 491 consumers were served through the Pre-employment Readiness and Education Program at WWRC.

5.4 Expand work experiences for transition age youth still in school to improve their employment at graduation. DARS continued to support transition age youth in on-the-job training experiences and with the numerous Project SEARCH sites across the State.

5.5 Of the total number of VR consumers of transition age who achieve successful employment, 30% or will have received services at WWRC. In FFY 2019, 35.7% 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 VR consumers from different ethnic backgrounds (Asian, Hispanic/Latino, American Indian, Native Hawaiian/Other Pacific Islander). In FFY2019, DARS fell short of this goal with increasing the number of consumers from different ethnic backgrounds by 0.4% from 2018. This is likely due to the number of DARS' consumers who were placed on the waitlist due to Order of Selection.

6.2 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.

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 WWRC's vocational training programs will reflect workforce trends and current/projected VR consumer employment goals. DARS employs five Business Development Manager who continuously assess labor market data and workforce trends across the Commonwealth of Virginia to locate and cultivate relationships with businesses and corporate entities interested in hiring people with disabilities. The Business Development Managers serve as consultants on disability issues and provide a single Agency point of contact to facilitate integration of comprehensive Agency services. WWRC has formalized its evolving partnership with the DARS Business Development Manager Team to connect classrooms to workplace standards and expectations and to modify curriculum to increase the likelihood of successful placements for training graduates, with long-term retention opportunities. This has resulted in the development of several collaborative workforce initiatives with industry professional organizations and corporate networks directly benefitting VR consumer employment goals. Current business engagement initiatives targeting WWRC's Workforce Training Programs include: manufacturing technology and manufacturing production partnerships with the Manufacturing Skills Institute (MSI) and the Virginia Manufacturers Association (VMA)

resulting in relevant skills development and credentialing for careers in advanced manufacturing; CVS Health partnership for implementation of a new Pre-Pharmacy Technician training program in addition to the CVS Mock Store curriculum resulting in direct employment and career pathway options for VR consumers within the CVS Health System across Virginia; and planned implementation of the Microsoft Imagine Academy for WWRC's Business and Information Technology Training Programs in SFY 2018. WWRC is also currently evolving potential partnerships for Registered Apprenticeships with the federal Department of Labor; in 2018, WWRC's Manufacturing Technology Training Program was designated as a registered pre-apprenticeship program. During the 2018-2010 Biennium, WWRC will continue to partner with the DARS Business Development Team, the Virginia Workforce Council, and relevant workforce/education/business/professional networks to prepare VR consumers to fill industry skills gaps within Virginia's economy and to document compliance with WIOA Core Performance Accountability Measures for graduates of its workforce training programs.

7.2 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. WWRC continued to use exit surveys and Focus Groups to formally measure and analyze consumer satisfaction with services received and with their transition back to the home community and employment options. During the 2018-2020 biennium, WWRC plans to continue to strengthen its Customer Satisfaction policies and procedures through the following key activates:

Provide orientation for managers and supervisors in access to and use of a new SharePoint site serving as a repository of Focus Group and Exit Survey feedback from WWRC consumers and facilitate systems and business processes for ongoing review and use of the data to improve the quality of services and programs.

Prioritize the "Take Care of Customers" element of WWRC's Vision as an area for targeted quality improvement, based on thematic findings of recent Customer Satisfaction data compiled to-date.

Develop and implement an ongoing written plan and related business processes to address common themes identified through WWRC's Customer Satisfaction System.

Establish and implement a system for an annual review of Focus Group and Exit Survey questions and refine/adjust as indicated.

Strategies that Contributed to the Achievement of the Goals:

Continuing to emphasize the value of placing consumers in jobs in the competitive labor market, even in geographic areas of high unemployment.

Intensified efforts to retain and hire qualified VR staff by: hiring student interns as a means of recruiting qualified VR personnel to fill staff vacancies; providing professional development programs that strengthen the knowledge, skills and abilities of our VR staff; implementing programs to retain staff who might otherwise leave the agency for other professional opportunities; and utilizing established procedures to manage our caseload system so that consumers will not be unserved due to staff vacancies.

Supporting business development initiatives to identify high wage/career track employment for our consumers and respond to Federal hiring initiatives;

Maintaining a quality assurance and accountability system that includes ongoing case reviews addressing such issues as consistency with policy, timeliness, effective counseling and guidance, effective use of resources, and employment outcomes.

Continuing a collaborative relationship with the Employment Service Organizations (ESO) through the ESOprovider network.

Effectively utilizing the resources of other state agencies and collaboration with community partners to provide medical and vocational rehabilitation for veterans with disabilities through WWRC.

Effectively utilizing WWRC's capacity to serve VR consumers with severe disabilities through its diverse medical and vocational rehabilitation programs and services.

Continuing to implement the Work Incentive Specialist Advocates vendor program to provide Social Security work incentives for VR consumers.

Assisting VR consumers in utilizing learning software to enable them to obtain a Career Readiness Certificate.

Implementing a plan to integrate AT resources and staffing across the agency through an intensive collaboration between the DRS, WWRC and VATS.

Ensuring that the AT and computer accommodations units in the DRS Division and at WWRC have up to date equipment, software and training for use in identifying AT needs and solutions.

Utilizing the expertise of the Employment Services Support Team in helping to establish additional Project SEARCH sites around the Commonwealth.

Ensuring that there are cooperative agreements in place in every Local Education Agency (LEA) so that students receive the services that they need in a "seamless" process.

Continuing to offer Postsecondary Education Rehabilitation (PERT) Initial Evaluation Services through WWRC for eligible youth with disabilities between the ages of 16 and 22 years, in partnership with the Virginia Department of Education.

Maximizing the number of local school divisions across Virginia that participate in WWRC's PERT Program.

Continuing to offer a 9-week Pre-employment Readiness and Education Program (formerly known as the Life Skills Transition Program) through WWRC targeting a growing population of young adults with disabilities between the ages of 18-22 years who require intensive pre-employment and independent living skills training in addition to vocational rehabilitation to successfully attain employment goals.

Providing information and training to VR staff to help them more effectively serve individuals with Autism Spectrum Disorders and all developmental disabilities.

Continue to effectively use vocational evaluations to increase career pathways, Individualized Plans for Employment and successful employment outcomes.

Continuing development of an annual WWRC Blueprint for Direction that clearly articulates expected actions to be taken, with defined lines of responsibility and accountability for outcomes. There were targeted Blueprint goals that impacted all of WWRC's goals and indicators within the DARS State Plan.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

DARS continued to operate with all Priority Categories closed under Order of Selection policies. DARS' large transition population continues to affect the overall hourly wage of our consumers as this population tends to come into the workforce in entry level jobs at minimum wage. The median hourly wage for transition-age consumers during FFY 2019 was $10.00 as compared to $10.00 for the adult population. The loss of vocational rehabilitation counselors to other employment opportunities and difficulty filling these positions in a timely fashion, particularly in Northern and Southwest Virginia impacted the achievement of these goals. In addition, the implementation of WIOA-related policy and funding changes has created challenges as the Commonwealth works to realign systems, policies, and staff.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Each year, DARS supplements its Title VI funding for support employment 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 2019, approximately 2,806 individuals received services through DARS' supported employment programs via Title I case service funds ($10.3 million) on supported employment services for consumers. If Job Coach Training Services were also included, the number served increases to 4,000 and expenditures are $11.3 million. In addition, DARS continued its collaborative relationship with the more than 75 Employment Services Organizations across Virginia that provide services to DARS' consumers. The Commonwealth requires Employment Services Organizations to obtain specific CARF International accreditation standards (the Commission on Accreditation of Rehabilitation Facilities) 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 program. Accordingly, no factors that may have impeded performance have been identified.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

DARS is currently 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. DARS also has a variety of strategies in preparation for the reporting of the performance accountability measures under section 116 of WIOA. DARS' staff have been collecting data on both referrals and co-enrollment activities for clients. DARS also collects information on a variety of business services' activities. This information is also reported on a quarterly basis to Virginia's workforce partners and also reported on the WIOA Annual Performance Report. Finally, DARS' staff produces a monthly progress report on all of the WIOA primary progress

indicators. While this preliminary data has primarily been utilized to inform staff in preliminary program years, it will assist in gauging progress in future program years.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

The funds reserved for Innovation and Expansion were used for the following activities: (1) Enhancing services to consumers with Autism by expanding the use of hand-held technology, providing staff consultants with expertise in Autism, continuing the Autism Speaks Comprehensive Assessment and Services Pilot, and utilizing Autism Spectrum Disorder Specialists to manage and integrate the Autism Speaks Comprehensive Integrated Service Model. (2) Partnering with the Virginia Assistive Technology System (VATS) to support tele-rehabilitation services. Tele-rehabilitation is the delivery of rehabilitation services of telecommunication/internet networks. Staff utilizes handheld technology to increase the reach of DARS' Assistive Technology staff in providing vocational rehabilitation services. (3) Continuing and creating new Project SEARCH sites in the Commonwealth to benefit the employment of transition-age youth. (4) Enhancing the coordination of business development activities. (5) Providing additional driver's education instruction at WWRC to work in the Life Skills program and integrate into transition services. (6) Providing training and implementing Customized Employment across Virginia. DARS has selected and trained key VR staff and stakeholders in key concepts to implement Customized Employment approaches to DARS clients exiting institutions, sheltered workshops, high schools and adults for whom traditional supported employment services have not yielded successful outcomes.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

The Commonwealth requires that each of Virginia's Employment Services Organizations approved to provide employment services be nationally accredited through CARF International (CARF). CARF accreditation provides a host of benefits to the Commonwealth 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 75 Employment Services Organizations throughout the state. During FY 2019, these organizations provided Support Employment services over 2,806 individuals, including youth with the most significant disabilities.

The Employment Services Organizations provide both time-limited and extended services which commence at the time of job placement. Supported employment services include extended services, follow-along services, individual and group model supported employment services.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

Transition to extended services from DARS supported time-limited services is accomplished after the consumer reaches stability in employment. During the 90 days before anticipated case closure, the counselor shall ensure stability based on the following: 1. funding for extended services has been secured; 2. job coaching and related interventions have decreased to a level necessary to maintain the client in employment and intervention has reached a plateau or leveled out; 3. client is emotionally or behaviorally stable; 4. client performs expected job duties; 5. supervisor reports satisfaction with client job performance; 6. client is satisfied with the job and work environment; 7. necessary modifications and accommodations have been made at the worksite; 8. client has reliable transportation to and from work; and 9. client is compensated at or above minimum wage but not less than the customary wage paid by the employer for the same or similar work performed by employees without disabilities.

Stability for those placed in competitive integrated group employment shall also include the client completing 60-day period of placement and training in which intervention is directed at training to maintain production rather than at behavioral issues. After that time, the funding is transferred from the basic federal VR grant to the state sponsored long-term follow along funding. Coordination among service provider, counselor and long term support office ensures timely accountable transition.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

The Department for Aging and Rehabilitative Services

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , 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;

ENTER THE NAME OF DESIGNATED STATE AGENCY

The Virginia Department for Aging and Rehabilitative Services

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[19] , THE REHABILITATION ACT, AND

ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) 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;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Kathryn Hayfield

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Commissioner, Virginia Department for Aging and Rehabilitative Services

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[14] Public Law 113-128.
[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
[16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
[17] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.
[18] 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 3474; and the State VR Services program regulations.
[19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[20] Applicable regulations, in part, include the citations in footnote 6.

CERTIFICATION SIGNATURE

Signatory information	
Name of Signatory	Kathryn A. Hayfield
Title of SignatoryC	Commissioner
Date Signed	03/30/2020

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:**

The State Plan must include	Include
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. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.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 (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No
3.b.(B) “has established a State Rehabilitation Council” (Yes/No)	Yes

The State Plan must include	Include
3.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	
3.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)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.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? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.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	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.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	
3.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	
3.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:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.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	

The State Plan must include	Include
who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	No
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. 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	
4.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	
4.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	
4.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	
4.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	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. 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	
4.j.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:	
5.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	
5.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	

The State Plan must include	Include
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	
5.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:	
6.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	
6.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:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.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	
7.b.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	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	41.5%	46.0%	38.7%	47.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (BLIND)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

_____

[13] Sec. 102(b)(2)(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: The SRC recommends DBVI report to the SRC quarterly on the progress toward accomplishing the 2020-2023 State Plan goals.

SRC Recommendation 2: Per the feedback from individuals served by DBVI (surveys, success stories, and other anecdotal evidence), the SRC recognizes that self-advocacy skills are critical to the goal setting and thereby achievements of personal and vocational goals for transition-age youth, students, and individuals of all ages. Therefore, the SRC recommends that DBVI continue to promote the importance of self-advocacy and continue to incorporate these values into its rehabilitation programs and other services.

SRC Recommendation 3: 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 continue the quarterly reporting cycle whereby consumer satisfaction data and analysis is provided at each scheduled meeting.

c. Develop strategies to increase consumer participation in consumer satisfaction surveys.

SRC Recommendation 4: The SRC recommends that DBVI provide the SRC with a dedicated staff person to capture notes and key action items during SRC meetings and to collaborate with SRC leadership in offering newly appointed SRC members an orientation at least once a year.

SRC Recommendation 5: The SRC recommends the following as it pertains to providing opportunities for public comment.

a. DBVI continue to conduct regional public meetings with regional or state meetings of consumer organizations during the State Plan cycle and share the public comments and agency responses from those meetings with the SRC at each scheduled SRC meeting.

b. DBVI continue to provide notification of all public meetings to include regional meetings, state meetings of consumer organizations, and the quarterly SRC meetings to the DBVI website and the designated channel for Virginia on Newsline. In addition, the SRC recommends that DBVI provide notification of the quarterly SRC meetings to students enrolled in VRCBVI.

SRC Recommendation 6: In the interest of providing the best possible customer support to consumers receiving workforce placement services from Virginia DBVI field services, the SRC recommends DBVI place emphasis on training DBVI counselors on Job Development (Entrepreneurship or building relationships with local employees); Job Placement; as well as an overview of Job Coaching and effectively working with Employment Service Organizations. Recommend counselors continue to work closely with the DBVI Business Relations Unit to ensure they have the most up-to-date information to assist clients with job placement. The SRC further recommends DBVI report on these efforts at each scheduled SRC meeting (a minimum of four times each year).

SRC Recommendation 7: DBVI develop and distribute various marketing materials for individuals in the community, including business and potentially eligible recipients of services. The SRC recommends that DBVI share these materials with the SRC, and ensure that all materials are available in alternate format, to include large print, Braille, and electronic media. The SRC recommends that DBVI conduct targeted outreach to underserved populations.

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

DBVI Response 1: DBVI supports this recommendation and will report to the SRC quarterly on the progress toward accomplishing the 2020-2023 State Plan goals.

DBVI Response 2: DBVI agrees 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 by offering self-advocacy instruction as part of pre-employment transition services. Training programs at VRCBVI also include a self-advocacy component.

DBVI Response 3: DBVI will provide quarterly updates on the Consumer Satisfaction survey data collection and will provide a full report annually. DBVI will develop new strategies to engage individuals that have received services in the consumer satisfaction process.

DBVI Response 4: DBVI will continue to provide administrative support for an active engagement and documentation of SRC meetings. DBVI will also continue to collaborate with the SRC to provide orientation for new SRC members.

DBVI Response 5: 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 emailing 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.

DBVI Response 6: DBVI will continue to make business relations a priority by engaging with other WIOA partners and continuing business relations efforts locally and statewide. 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 and report quarterly to the SRC regarding business initiatives.

DBVI Response 7: DBVI will develop and update marketing materials to inform individuals, including those potentially eligible for services, business and other partners regarding DBVI services. Efforts will include outreach to underserved populations. 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.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

DBVI 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;

DBVI 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

Not Applicable.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

All State Plan requirements will apply.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

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 Department of Behavioral Health and Developmental Disabilities
The Office of Veterans Affairs
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

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

DBVI has an agreement with The Virginia Assistive Technology System (VATS) and will continue to work collaboratively to provide training and technical assistance to enhance the knowledge of DBVI staff in the use of assistive technology.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

During this State Plan cycle DBVI will work with AgrAbility Virginia as needed to assist individuals who seek employment in the farming sector. 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.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

DBVI collaborates with statewide and local 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 performed, along with articles and commodities produced by persons, and in schools or workshops, under the supervision of 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, allow 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. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

The Department for the Blind and Vision Impaired (DBVI) maintains collaborative relationships with state and local education officials. Interagency partnering includes developing and implementing cooperative agreements with the Virginia Department of Education (DOE) and each local school division that identify plans, policies, and procedures. These annual agreements facilitate the transition of blind, deafblind, or vision impaired students from school to the receipt of VR services for eligible students, as well as procedures for the timely development

and approval of individualized plans for employment for the students and the financial obligations of each agency. Additionally, the agreements establish collaboration and coordination efforts to help blind, vision impaired, or deafblind students fully participate in school. DBVI has begun planning for pre-employment transition services and will include these services in all planning, policies, procedures, and agreements in the upcoming cooperative agreement cycle.

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.

Transition services are delivered to youth with a disability. A Youth with a Disability means individual with a disability who:

- is not younger than 14 years of age; and
- is not older than 24 years of age.

Pre-Employment Transition Services are delivered to students who are at least 14 years of age but less than 22 years of age. The age range for pre-employment transition Services was agreed upon with and aligns with the Virginia Department for Aging and Rehabilitation Services age range for pre-employment transition services.

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;

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-DOE cooperative agreement was last amended in 2014. That agreement was revised and submitted to DOE for signature in the fall of 2019. However, due to changes in staffing at the DOE, that agreement was not signed. That same agreement has been re-submitted to DOE in June of 2020 and DBVI is waiting on their review and signature.

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 currently has no open cases for students or youth with disabilities who are seeking subminimum wage employment nor has DBVI had any referrals of students or youth seeking subminimum wage from the local school systems for several years. However, in accordance with the provisions under WIOA, DBVI did include in the most recent cooperative agreement (June 2020) between DBVI and the Virginia Department of Education (DOE) under the "Mutual Responsibilities" section an agreement to "Coordinate among agencies to satisfy documentation requirements set forth in 34 CFR Part 397 with regards to students and youth who are blind, vision impaired, or deafblind who are seeking subminimum wage employment".

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

DBVI's VR policy notes that DBVI "VR counselors will attend IEP meetings especially for students who have reached their junior year in high school or those who need strong agency/school support to ensure coordination between the IPE and IEP. VR counselors are responsible for establishing contact with students, parents, and the local school system to determine when IEP meetings are occurring. In some situations, VR counselors will be able to coordinate IPE development and annual reviews around normal IEP meeting".

Current VR policy also outlines the responsibilities of DBVI's VR counselors in the provision of transition services for students with disabilities. The policy refers to both students with disabilities who may be potentially eligible as well as those students who have been determined eligible for VR services.

Specifically, the VR counselor is responsible for:

1. Attending Individualized Education Program (IEP) and transition planning meetings for students and youth.
2. Providing appropriate outreach and information regarding DBVI VR services to students and youth (or their representative, as appropriate), families, school counselors and transition coordinators

3. Meeting with transition age students and parents to provide support, resources, counseling and other necessary services to assist with acceptance or adjustment to their disability
4. Provide information and resources regarding potential work experiences
5. Coordinating services (both individually and within groups) to assist the students and youth and their families with general information regarding DBVI VR services, career planning, post-secondary options, labor market information, employer needs, etc.
6. Participating in regional outreach activities to increase job opportunities by promoting the abilities and capabilities of the individuals who are blind, vision impaired, and deafblind.
7. Providing information, coordinator and assistance with referral for DBVI VR services as well as referral to other programs or agencies as appropriate for the student or youth
8. Providing the student and youth and their family with information regarding service options (such as customized and supported employment) as well as the provision of career counseling and guidance related to sub-minimum wage employment and non-integrated employment settings
9. Gathering necessary documentation for the provision of pre-employment transition services and/or for application/eligibility for VR services
10. Providing and/or coordinating pre-employment transition services
11. For students and youth with disabilities who have been determined eligible and are under an IPE, those VR services that have been determined to be necessary to achieve the vocational goal.

Specific to the development of the IPE for students and youth with disabilities, VR policy notes that the "IPE for students and youth with a disability who are receiving education services shall be developed in consideration of the student's Individualized Education Plan (IEP) and in accordance with the plans, policies, procedures, and terms of the interagency agreement between DBVI and the state Department of Education designed to facilitate the transition of students who are blind or vision impaired from school to the receipt of vocational rehabilitation services (34 CFR 361.45 (d)(9)) VR counselors, students, parents, and local education authorities will work collaboratively to ensure that the student's vocational and educational goals are consistent. The VR counselor has the primary responsibility of obtaining a copy of the IEP from the student's parents and/or the school system.

DBVI VR policy also specifically notes that "for students and youth with disabilities who are under an Individualized Education Program (IEP) the VR counselor should review the individual's IEP to insure IEP transition goals and services related to school to post-secondary goals are contained within the IPE. Both DBVI planned services as well as school provided services that are necessary to achieve the vocational goal should be included on the IPE".

Specific to the provision of Pre-Employment Transition Services, the VR counselor is responsible for providing or coordinating pre-employment transition services for students with disabilities, including working with local school systems to identify students with disabilities who are potentially eligible and students with disabilities who have applied or are VR eligible for whom pre-employment transition services may be appropriate and attending individualized education program meetings for students with disabilities, when invited, and working with the

assigned schools in the development of pre-employment transition services curriculum, career exploration and development tools, community partners, etc. for the provision of pre-employment transition services.

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 Department of Education holds the primary responsibility to "ensure school divisions collaborate with DBVI consistent with the local school division cooperative agreements". Specifically:

1. DOE is responsible for serving as the lead agency for assuring that eligible students with disabilities receive a free and appropriate public education and ensures that local school divisions meet their obligation to refer blind, vision impaired and deaf-blind students to DBVI with written parental consent, or, when appropriate, consent of students' who have reached age of majority.

2. DOE is responsible for designating a DOE employee to serve as a liaison between DOE and DBVI.

3. Standards of Entitlement/Eligibility for DOE:

a. Students with disabilities are found eligible for special education by a local educational agency under the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* in accordance with the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. Age of eligibility is age 2 - 21 (age 5-20 for Section 504) or graduation with a standard or modified standard diploma: whichever comes first. Special education and related services are specified on an Individualized Education Program (IEP). For each student beginning at age 14, (or younger, if determined appropriate by the IEP team), the IEP includes a statement of the transition service needs that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and for each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of the interagency responsibilities or any needed linkages.

The DBVI Vocational Rehabilitation Services (VR) responsibilities are:

1. DBVI shall serve as the lead Agency for vocational rehabilitation services, including transition services and pre-employment transition services, for students and youth with disabilities, including students who are potentially eligible, who are aged 14 to 22 and who are blind, vision impaired or deaf-blind.

2. DBVI is responsible for providing transition services to students and youth with disabilities, including students who are potentially eligible, who are blind, vision impaired or deaf-blind aged 14 to 22, including students who are potentially eligible. Prior to a determination of eligibility for vocational rehabilitation services, DBVI collaborates with students, their families, and local education officials to facilitate the eligible student's transition from the secondary educational setting to the receipt of VR services leading ultimately to employment. Information regarding DBVI's referral and application process, eligibility criteria, and the scope of potential VR services. The DBVI VR counselors may attend IEP meetings, provide appropriate outreach, coordination and information regarding VR services, provide resource information, counseling and other services necessary to the student.

3. DBVI is responsible for providing pre-employment transition services (Pre-ETS) for students with disabilities who are blind, vision impaired or deaf-blind aged 14 to 22, including students who are potentially eligible. Pre-ETS includes job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; workplace readiness training to develop social skills and independent living; and instruction in self-advocacy, which may include peer mentoring

4. DBVI is responsible for providing vocational rehabilitation services under an Individualized Plan for Employment (IPE) to students and youth with disabilities aged 14 to 22 who are blind, vision impaired or deaf-blind and who have been deemed eligible for services.

Mutual responsibilities between DOE and DBVI:

1. DOE and DBVI agree to collaborate and promote the development, expansion, and evaluation of transition and pre-employment transition services, and of education services that include but are not limited to those educational services identified in the cooperative agreement between DBVI and the local school divisions.

2. Collaborate to ensure that necessary VR services are provided to students and youth with disabilities, including students who are potentially eligible, to assist them in achieving competitive integrated employment in the community, including supported and customized employment.

3. Collaborate to identify students and youth with disabilities, including students who are potentially eligible, to ensure that these individuals have access to education services and VR Services.

5. Collaborate to disseminate information across their respective agencies, local school divisions and regional offices that is relevant to secondary transition and pre-employment transition services and resources.

6. Seek additional resources to improve or enhance transition and pre-employment services to for students and youth with disabilities, including students who may be potentially eligible, for VR Services.

Specific to financial responsibilities between DOE and DBVI:

Department of Education (DOE)

1. DOE is responsible for implementing regulatory requirements for educational services provided by Local School Divisions to students with disabilities in accordance with applicable Federal and State laws, regulations, agency policies and guidelines. DOE shall commit financial resources as outlined in the annual IDEA Part B grant to DBVI, contingent upon the availability of funds and identified needs (See Attachment B).

2. Grant or other funding opportunities from federal, state and/or local agencies and other private/public partners may be pursued jointly or independently.

Department for the Blind and Vision Impaired (DBVI)

1. DBVI is responsible for the coordination, provision, and/or funding of transition and pre-employment transition services as required by students and youth with disabilities, including students who are potentially eligible, to prepare them for transition from secondary to post-secondary education, training, and/or competitive integrated employment. VR transition

services, including required and authorized pre-employment transition services, will be provided by DBVI in accordance with applicable Federal and State laws, regulations, agency policies and guidelines.

2. Grant or other funding opportunities from federal, state and/or local agencies and other private/public partners may be pursued jointly or independently.

Nothing in this part relieves either participating agency of the responsibility to provide or pay for any transition or pre-employment transition services that the agency would otherwise be required to provide under applicable law to students who are blind, vision impaired, or deafblind who meet the criteria of that agency.

Specific to qualified personnel providing transition services, for DBVI the VR counselor is the lead and primary staff person responsible for working in collaboration with the local school systems and all VR counselors hired by DBVI meet established personnel standards for this position. In addition, DBVI has Educational Services staff who serve as a conduit for referrals to VR and who work closely with the local school systems, specifically the Teachers for the Visually Impaired (TVI's). The TVI's also refer directly to the vocational rehabilitation program.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

DBVI conducts regional outreach events aimed at students and their families throughout the year. Information is shared regarding DBVI Vocational Rehabilitation Services and Pre-Employment Transition Services.

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 loss 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.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

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 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.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

DBVI utilizes Employment Services Organizations (ESO's) who have been established as approved Supported Employment vendors through the Virginia Department of Aging and Rehabilitative Services (DARS). The approved ESO's in Virginia have a designated budget administered by DARS for extended services funds (Long Term Extended Support Services – LTESS).

Individuals who have been determined to be the Most Significantly Disabled (MSD) may be served by DBVI for Supported Employment services, and, through the services of an approved ESO, may be funded for extended services through the ESO's LTESS funds. If LTESS funds are not available, DBVI maintains additional state funds to be used to provide extended services. DBVI requires an approved memorandum of understanding (MOU) with the providers of extended services in order to access those funds.

In 2018, DBVI and DARS collaborated in developing new policy addressing those individuals who may be eligible for services from both agencies. A significant number of these are individuals with the most significant disabilities for whom Supported Employment is an appropriate service. DBVI will emphasize stronger interagency collaboration with DARS to ensure a more effective service delivery process, including Supported Employment services, to those individuals who are jointly served.

During the State Plan cycle, DBVI plans to update and maintain an interagency agreement with the Department of Behavioral Health and Developmental Services (DBHDS) to ensure those individuals who are provided Supported Employment services through DBVI who are also eligible for DBHDS support will have access to those resources and any available funds.

Results from the CSNA assessment indicated a need to increase the number of Supported Employment providers in the state and that the ESO's need to become more experienced in working with individuals with blindness and vision impairments. DBVI will provide training, consultation, and support to the ESO's in order to enhance their ability to effectively serve the population that DBVI's VR program serves. DBVI will also work with the ESO community to facilitate increased access to Supported Employment services in those areas of the state that are underserved.

DBVI will continue to monitor Supported Employment expenditures to ensure at least 50% of its Supported Employment funds are expended on youth with disabilities. Additional training will be provided as needed to VR staff regarding services to youth with disabilities, including the provision of Supported Employment services.

G. COORDINATION WITH EMPLOYERS

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

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. DBVI established a Business Relations Unit (BRU) in 2015 to assume the lead role for the VR program in creating effective partnerships with business, with the primary goals of educating employers regarding the capabilities of individuals who are blind or vision impaired, assisting them with their efforts towards diversity and inclusion in their workforce, and establishing a pipeline of talent consistent with their workforce needs.

Several themes emerged from the CSNA report in the area of the needs of business and effectiveness in serving employers.

- **Businesses have indicated a strong desire to have a long-term relationship with DBVI.**
- **There is a strong need to educate employers about the ability of individuals with blindness and vision impairments to dispel stereotypes and increase expectations and belief in the ability of DBVI consumers to work and function independently.**
- **There is a strong need for disability awareness training, education on available Assistive Technology and accommodations to reduce employer concerns.**

During this State Plan cycle, the DBVI Business Relations Unit (BRU) 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. The DBVI Business Relations Unit will identify potential employers and federal contractors through a variety of methods, including participation in various business related groups and organizations (e.g., Chamber of Commerce), participation with the business solutions teams established in the workforce development centers, developing working relationships with the Virginia Employment Commission, the Office of Federal Contractor Compliance (OFCCP), and targeted job development based on the identified vocational goals of the individuals DBVI's VR program is serving.

The DBVI BRU will collaborate with employers to determine their job specific needs and how DBVI can best assist the employer in filling vacant positions, including an understanding of the 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.

The Business Relations staff will collect and maintain necessary data on the employers who are contacted to assist with program planningand individual vocational plan development. Data will include basic contact information, the types of services the employer needs, and training and recruitment needs.

The Business Relations staff will utilize a number of targeted services to enhances DBVI's relationships with businesses. These include the use of paid and unpaid work experiences, On-The-Job Training (OJT), and Work Opportunity Tax Credits (WOTC). DBVI engages employers directly with the individuals served in the VR program through use of informational interviewing, job shadowing, and the work experiences noted above. DBVI's participation with the workforce development business solutions teams provides VR the opportunity to coordinate with other agency programs and

services, such as rapid response teams, registered apprenticeships, employer job fairs, and targeted employer training. Support of employers through coordination with Employment Services Organizations (ESO's) has also been a component of services to business that DBVI will continue to emphasize.

DBVI has been and will continue to be responsive to employer training needs, including ADA, federal contractor requirements, disability awareness training, and assistive technology. Specific to 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. 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 Rehabilitation Technology Specialists will be available to assess the employers' places of business and workplace and develop recommendations if needed.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Business Relations staff will work with employers for the development of work-based learning experiences, employer tours, informational interviewing, job shadowing, and other career exploration services that students and youth with disabilities may need. BRU staff will regularly meet with VR Counselors to determine the employment and pre-employment transition needs of the students and youth with disabilities who are served in the VR program. Based on their collaboration with employers, the Business Relations staff will provide VR Counselors and the students and youth with disabilities who are served with essential labor market information (LMI), industry specific educational and credentialing requirements, job readiness training and expectations, and other related services.

During this State Plan cycle, DBVI will emphasize work-based learning experiences for students with disabilities prior to exiting school and will utilize the established business relationships to support all five of the required pre-employment transition services (Pre-ETS). DBVI staff will coordinate with Employment Services Organizations (ESO's) and other Pre-ETS providers that DBVI contracts with as needed to provide both access to business that DBVI has an established relationship with and to provide additional support to the businesses.

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 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 stakeholders. Partnerships and collaboration focus on Medicaid programs including Home and Community Based Waivers which incorporate consumer-directed (CD) services, employment services options, and how to assist individuals in

accessing long term supports that are integrated and individualized and help them understand their responsibilities and benefits.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

The Department of Behavioral Health and Developmental Services (DBHDS) provides services and support 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.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

The Department of Behavioral Health and Developmental Services (DBHDS) provides services and support 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.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

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. 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;

DBVI maintains a Comprehensive System of Personnel Development (CSPD) to meet immediate and long-range training and staffing needs.

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 2020 through FFY 2023, personnel development will continue as one of DBVI's priorities. The procedures and activities outlined in this section have been developed to ensure DBVI has an adequate supply of qualified rehabilitation professionals and paraprofessionals providing VR services to eligible Virginians who are blind, vision impaired, or deafblind, including youth. DBVI will continue to assess requirements for qualified personnel, and will adapt agency training and hiring practices based on WIOA regulations.

DBVI annually assesses the training needs of staff and will provide staff with training in order to address the ever-changing needs of individuals and businesses served by DBVI. 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, supervisor, and senior management 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.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

Staffing includes 2 Senior Managers and 4 Regional Managers providing direct supervision to 14 VR Counselors. The average caseload size for VR Counselors is 88. Staffing also includes 19 Rehabilitation Teachers; 6 Education Services Coordinators; 10 Orientation and Mobility Instructors; 3 full-time and 1 part-time Rehabilitation Technology Specialists; 20 professional positions at Headquarters consisting of Administrators, Program Directors, Data and Program Analysts; 16 full-time administrative staff in the Regional Offices; 1 Director of VR and Workforce Services; 1 Director of Business and Corporate Initiatives and 2 Business Relations Specialists; and 22 full-time and 11 part-time positions at VRCBVI. The 22 classified positions include Instructors, Vocational Rehabilitation Counselors, Orientation and Mobility (O&M) specialists, Rehabilitation Technology Specialists, Health Educators (including a Diabetes Educator), administrative support staff, and 3 administrators. The 11 part-time positions include instructional staff, administrative support staff, drivers, and 6 part-time dorm staff.

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.

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 2019-2020.

Over the next five years, DBVI expects up to ten VR service personnel may retire. These retirements could include four Vocational Rehabilitation Counselors, four Administrative Assistants, and two Program Directors.

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 150 full-time and 25 part-time staff will be needed to provide services to individuals receiving VR services in FFY 2020 through FFY 2023.

Staffing will include 2 Senior Managers and 4 Regional Managers providing direct supervision to 14 VR Counselors; 19 Rehabilitation Teachers; 6 Education Services Coordinators; 10 Orientation and Mobility Instructors; 3 full-time and 1 part-time Rehabilitation Technology Specialists; 20 professional positions at Headquarters consisting of Administrators, Program Directors, Data and Program Analysts; 16 full-time administrative staff in the Regional Offices; 1 Director of VR and Workforce Services; 1 Director of Business and Corporate Initiatives and 2 Business Relations Specialists; and 22 full-time and 11 part-time positions at VRCBVI. The 22 classified positions include Instructors, Vocational Rehabilitation Counselors, Orientation and Mobility (O&M) specialists, Rehabilitation Technology Specialists, Health Educators (including a Diabetes Educator), administrative support staff, and 3 administrators. The 11 part-time positions include instructional staff, administrative support staff, drivers, and 6 part-time dorm staff.

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 is one university preparing VR professionals in graduate level programs, Virginia Commonwealth University (VCU).

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

At VCU, the Master of Science in Rehabilitation and Mental Health Counseling requires 60 credit hours and contains coursework for an individual to become a Licensed Professional Counselor (LPC) as well as coursework for the Certified Rehabilitation Credential (CRC). In 2017-2018 VCU graduated 15 students with a Master of Science in Rehabilitation Counseling and Mental Health Counseling. In 2018-2019 VCU graduated 21 students with a Master of Science in Rehabilitation Counseling and Mental Health Counseling.

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

For the spring of 2020, VCU has 84 students in the Master of Science in Rehabilitation and Mental Health Counseling.

In FFY 2020, each of DBVI's 14 counselors held a master's degree in either Rehabilitation Counseling or in a closely related field; all counselors met the educational requirements to be eligible for the CRC. This staffing resulted from DBVI's close proximity to VCU and the agency's successful national recruiting efforts. DBVI routinely collaborates with VCU on internship opportunities for students interested in VR counseling careers.

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 one accredited school offering a degree program in vocational rehabilitation. The degree program at Virginia Commonwealth University (VCU) in Richmond is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). The VCU Master of Science in Rehabilitation Counseling prepares students for the CRC certification upon graduation.

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 19 years, nearly all of DBVI's VR Counselors and Regional Managers have met the CRCC education standards.

If there are no applicants meeting the educational standards adopted by DBVI for VR Counseling positions, DBVI will consider a second tier of applicants that have completed a significant amount of their coursework towards a master's degree in Rehabilitation Counseling or closely related field and will complete their program within one year of their hire date.

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 individuals 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. 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) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

The personnel standard that is used to comply with the qualified personnel requirement of the Rehabilitation Act is that prospective VR counselors are required to possess a master's or doctoral degree in a field of study such as vocational rehabilitation counseling, law, social work, psychology, disability studies, business administration, human resources, special education, management, public administration, or another field that reasonably provides competence in the employment sector, in a disability field, or in both business-related and rehabilitation-related field.

DBVI VR Counselors are required to hold a master's degree as previously noted. If new hires do not possess the Certified Rehabilitation Counselor (CRC) credential they are expected to obtain the credential within 12 months of hire and to maintain the credential while employed.

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.

DBVI will reimburse VR Counselors, Rehabilitation Teachers, O&M specialists, and Education Coordinators for fees required to obtain certification.

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. 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 2020-2023 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 continuing to establish relationships with businesses**
- **utilizing Career Pathways opportunities in Virginia**

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

During FFY 2020-2023, DBVI will engage in ongoing succession planning activities incorporating management skills and knowledge development.

DBVI will conduct a monthly training program designed to ensure that all vocational rehabilitation staff have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. To facilitate this learning, DBVI will continue its monthly video teleconferencing-based program which is conducted by trainers, internal and external to the agency. Topics include a broad range of subjects including, but not limited to, information regarding Workforce Development activities, business engagement, job placement, rehabilitation technology, vocational counseling, vocational evaluation, utilization of Career Pathways, Medicaid Waivers, Supported Employment, review of the VR eligibility process, ethics, conflict management, self-employment, the Workforce Innovation and Opportunity Act of 2014, Social Security and Ticket to Work program, the Business Enterprise program, services and programs offered at the Virginia Rehabilitation Center for the Blind and Vision Impaired.

Additionally, during this State Plan cycle, DBVI will continue to provide an agency wide orientation for new staff. This orientation will include developing an understanding of the VR and Independent Living programs, as well as Youth and Children's Services, Orientation and Mobility, Low Vision, Rehabilitation Technology, and Deafblind services. Employees will also be oriented to the Virginia Rehabilitation Center for the Blind and Vision Impaired, the DBVI Library and Resource Center, and the Virginia Industries for the Blind.

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 14 to 21 receive vocational rehabilitation services, including pre-employment transition 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 when appropriate, participate with VR staff in joint training initiatives per DBVI's Personnel Development Plan.

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

A triennial needs assessment is required by the Rehabilitation Act of 1973 as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA) and is intended to help inform the Unified State Plan developed by the core partners in Virginia's Workforce Development System. The Department for the Blind and Vision Impaired (DBVI) and the State Rehabilitation Council (SRC) conducted a comprehensive statewide needs assessment (CSNA) in 2018 to identify and describe the vocational rehabilitation service needs of individuals residing within Virginia who are blind, deafblind, or vision impaired, including

1. individuals with the most significant disabilities, including their need for Supported Employment services;

2. **individuals with disabilities who are minorities or who have been unserved or underserved;**

3. **individuals served through the components of the statewide workforce development system, and;**

4. **students and youth with disabilities, including their need for pre-employment transition services and other transition services.**

DBVI contracted with the Interwork Institute at San Diego District University to conduct the survey. This CSNA covers quantitative data for FFY 2015 through 2017, and

qualitative data through August, 2018. The CSNA report was completed on September 30, 2018.

The comprehensive statewide needs assessment was conducted using qualitative and quantitative methods of inquiry. A variety of existing data sources were reviewed for the purposes of identifying and describing demographic data within Virginia including the total possible target population and sub-populations potentially served by DBVI. Data relevant to the population of Virginia, the population of persons with blindness or vision impairments in Virginia, ethnicity of individuals, the number of Veterans, income level, educational levels and other relevant population characteristics were utilized in this analysis. Key informant and focus group interviews were conducted as part of the assessment, including DBVI staff who were employed at the time of the survey, community partners, individuals who are blind, deafblind, or have a vision impairment, and businesses.

Individuals identified for participation in the survey who are blind, deafblind, or have a vision impairment were potential, current, or former individuals served by DBVI. Community partners who were identified to participate included representatives of organizations that provide services, coordinate services, or serve an advocacy role for individuals who are blind, deafblind, or have a vision impairment. Businesses identified to be targeted for the assessment were based primarily on businesses that DBVI had established at least one contact with in the time since the previous CSNA.

Overall performance themes noted from the assessment were:

- **DBVI staff are characterized as committed and caring individuals that strive to do their best for consumers.**
- **The order of selection has adversely impacted the ability of the organization to serve consumers and has been a source of frustration for all stakeholders.**
- **Service delivery can be slow, especially as it relates to the purchase, set-up and training of assistive technology.**
- **DBVI has established important and helpful community partnerships that contribute to their ability to meet the needs of consumers.**

The number of individuals that applied for services from DBVI every year decreased significantly between FFY 2015 – 2017. The agency implemented an Order of Selection in 2017, but this does not account for the decrease in 2016. There was a significant increase in the percentage of applications found eligible for services during the three years of this study (almost 40 percentage points), indicating that even though there were fewer applications, the individuals that applied were more likely to meet the eligibility criteria. The average time for an eligibility determination increased by eight days each year from 2015-2017, but was still well under the 60-day timeframe allowed by law.

Data during this 3-year period indicated that although DBVI is serving fewer individuals per year, individuals are more likely to be found eligible and to have a plan developed. It was also noted that while the time period to develop IPE's significantly decreased the average timeframe is still higher than the 90-day maximum by 7 days.

DBVI supported between 125-140 individuals in postsecondary education each year from 2015-2017, with more than 78% of the individuals enrolled in undergraduate education at the college level. The median earnings of those individuals closed as successfully

rehabilitated increased by almost 30 cents per hour from 2015 to 2018, but decreased 9 cents per hour from 2016 to 2017. The total number of individuals served by DBVI decreased each year of the study.

The following themes emerged in the area of the needs of individuals with the most significant disabilities including their need for Supported Employment.

- **Transportation remains the most significant need of consumers served by DBVI, and this is especially true in rural areas.**
- **The significance of disability for DBVI consumers has increased dramatically in the last two years.**
- **Assistive technology remains a significant need for DBVI consumers.**
- **The Vocational Rehabilitation Center for the Blind and Vision Impaired does a good job of providing adjustment to blindness training but needs to increase its focus on vocational preparation.**
- **Supported Employment continues to be an underutilized service delivery model for DBVI consumers.**

The percent of individuals having the most significant disabilities increased by 51% from 2015 to 2017, with 90% being classified as MSD in 2017. The rate of individuals identified with having at least a significant disability increased from 86% to 98% from 2016 to 2017. This increase was a result of revisions to DBVI's VR policy regarding the determination for most significantly disabled to be consistent with the requirements in the law and regulations and more accurately reflects the true significance level of individuals served. Data for the most recently completed FFY 2019 indicate that 96% of the individuals served through the vocational rehabilitation program are determined to be most significantly disabled.

There continues to be a limited use of Supported Employment services, with a primary concern that many of the Employment Service Organizations (ESOs) who provide Supported Employment services have high turnover rates and limited experience working with individuals who have vision impairments. Extended funding for Supported Employment services was available as needed through Long-Term Employment Support Services. ESO job development, training, and retention remains a priority to develop for individuals with the most significant disabilities and needing Supported Employment services, especially in the more remote rural areas of the state.

Individuals that identify as receiving Social Security benefits comprised an ever-increasing percent of the overall applicants for DBVI services from 2015-2017, peaking at 73% of all applicants. This trend is reflective of the overall trend of the organization serving a greater number and percentage of individuals with the most significant disabilities.

The number of SSA beneficiaries in postsecondary education remained fairly constant from 2015-2017 at between 40 and 50 individuals. Most of the individuals were in undergraduate academic training, which is consistent with the trend for all consumers served by the organization.

Key barriers to employment for individuals with the most significant disabilities was identified as the lack of transportation, the need for assistive technology to prepare for

and begin work, employer attitudes, and the lack of standardized soft skill/work ethic skill trainings. The latter was particularly noted as a type of training that was available to transition youth in a limited manner, but not at all to adult clients.

The CSNA assessment noted that VRCBVI is doing a good job with Independent Living training, but there was interest among field staff for the Center to provide more vocational services including vocational evaluation and vocational training programs. Staff also indicated a strong desire for services to be more flexible and individualized. Some concerns were also raised regarding VRCBVI accommodating individuals with secondary disabling conditions.

Key recommendations from the CSNA regarding the service needs of individuals with the most significant disabilities, including Supported Employment, included adding increased expertise at VRCBVI to more effectively serve individuals with secondary disabilities, for DBVI to enhance its capacity for serving individuals through customized employment, to further review the service needs of individuals who are deafblind to identify what additional resources are needed, and to partner with community rehabilitation programs that are Employment Networks to ensure SSA beneficiaries have post-employment services available to them.

B. WHO ARE MINORITIES;

Data for population and ethnicity is taken from 2016 US Census Bureau 1-year estimates and 5- year estimates for 2012–2016 due to 1-year estimates not being available for all counties. The ethnic demographic of Virginia is calculated by total population for the state.

White: 62.2%

Disability Rate: 12.1%

Visual Disability Rate: 1.7%

Black or African American: 18.7%

Disability Rate: 13.8%

Visual Disability Rate: 2.7%

American Indian and Alaskan Native: .2%

Disability Rate: 21.7%

Visual Disability Rate: 2.9%

Asian: 6.3%

Disability Rate: 5.8%

Visual Disability Rate: 1.1%

Hispanic or Latino: 9.1%

Disability Rate: 6.2%

Visual Disability Rate: 1.2%

Hawaiian/Pacific Islanders: .1%

Disability Rate: 11.8%

Visual Disability Rate: NA

There are significant differences in ethnicity prevalence around the state, with the office serving Northern Virginia having the greatest diversity and the offices serving the Southwest having the least.

The number of White applicants exceeded all other races in 2015 and 2017, but African-American applicants were the largest population in 2016. There were very few applicants that identified as Native Hawaiian or Pacific Islander or American Indian. The number of Asian and Hispanic applicants decreased from 2015 to 2016 and then picked up slightly in 2017.

Recommendations from the CSNA report included 1) expanding partnerships with community programs and state and federal partners serving individuals with disabilities to ensure that information about their services is broadly dispersed to agencies serving other cultures, 2) increasing the utilization of a telephonic language translation services, 3) review, create, provide multi-language marketing materials, and target these materials to appropriate populations and referral sources, 4) exploring the feasibility and appropriateness of offering some services currently available to transition-age youth to older individuals with low levels of educational attainment, and 5) conducting targeted outreach to Hispanic community programs to ensure that they are aware of the services available to them. In addition, DBVI should target bilingual counselors in their future hiring so that they can ensure staff are able to communicate with the diverse populations in Virginia.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The assessment indicated that White individuals and Hispanic individuals may be underserved by the agency, with a larger percentage of African-Americans receiving service than they appear in the general population of Virginia. The rates of Hispanics, Asians and Whites served by DBVI are less than their prevalence in the community.

The following themes emerged from the assessment.

- **Individuals with multiple disabilities in addition to vision loss were cited as possibly being underserved; staff are not prepared or trained to work with these disability types. Individuals with mental health impairments were the most common secondary disability mentioned in these conversations.**
- **Individuals who do not speak English may have a more difficult time accessing services because of the language barrier. Language translators are used when needed to serve individuals such as refugees. Individuals who do not speak English often cannot access VRCBVI services.**

- **There are limited resources and capacity to serve deafblind individuals in a structured process – including lack of interpreters on staff or access to interpreters in the community.**
- **Hispanic individuals were cited as a group that may be underserved by DBVI. Many partners and staff indicated that they rarely see Hispanic individuals as consumers.**
- **There appears to be an increase in young people who have both vision impairments and autism and preparation is needed to serve this population. VRCBVI may need to adapt its programs to deal with emerging needs.**
- **Staff were generally unaware of DBVI marketing materials available in multiple languages.**
- **There is limited broadband Internet access in the rural areas, limiting service and employment options, particularly in rural areas.**
- **Older adults, particularly those with low levels of education, may be an underserved population.**
- **Individuals that are totally blind were identified as a population that has poor outcomes because there are fewer opportunities for them in the labor market.**

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

Only a small number of individuals who were surveyed as part of the CSNA assessment process (11%) indicated that they had used the services of a Job Center and only 1/3 of DBVI staff indicated they've referred individuals to workforce centers. Issues of accessibility, lack of training of center staff (both in working with individuals with vision impairments and in using assistive technology) and outdated assistive technology.

DBVI is involved in stronger efforts to participate and integrate with workforce centers. VRCBVI has taken students to workforce centers to familiarize them with what the centers have to offer.

Workforce center staff have conducted workshops at VRCBVI. Additionally, the Career Path for Individuals with Disabilities (CPID) grant program is demonstrating a strong potential to align DBVI with various components of the workforce system including community colleges and vocational technical centers.

Recommendations that emerged from the assessment include continuing the participation of DBVI Regional Managers and Business Relations staff in their participation on their local Workforce Boards and Committees, looking to replicate models created by the CPID program in other parts of the state, and increasing partnerships with workforce entities and take advantage of employer relations, job fairs and related employment resources. Given the Order of Selection, increased efforts to integrate with the workforce centers should be a priority to allow access of appropriate and relevant workforce resources to those on the waiting list. Other recommendations included increasing co-enrollment, braided funding, and using DBVI's technology expertise to enhance the adequacy of the workforce center's assistive technology.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

DBVI has historically done a good job of partnering with schools to serve students with blindness and vision impairments, but the order of selection and a lack of staff and resources is adversely affecting service delivery to students and youth. DBVI, through its Education Services program, assists families with initial services and connects them to school systems. Educational Coordinators are very active in serving as a bridge for students with the DBVI VR program. Relationships between DBVI and local school systems is highly variable, depending considerably upon who was in charge at the school.

The number of individuals coded as transition or youth ages 14-24 has decreased from 2015-2017, and the number of plans developed for both groups dropped dramatically from 2016-2017. Order of selection is the most likely cause of the decline in plans and applications. One concern noted in the CSNA report was that IPEs for this population were often delayed for several months.

Data was collected on those individuals who are currently receiving Educational Services through DBVI for the age range of 14 through 21 as of December 2016. The number of individuals being served through Educational Services with DBVI was 912 open cases with 304 of those also open with Vocational Rehabilitation leaving a total of 608 open Educational Services cases that could potentially be provided pre-employment transition services.

The CSNA report included an assessment of the needs of youth and students with disabilities in Virginia, including their need for pre-employment transition services (Pre-ETS). The following themes emerged in the area of the needs of individuals in transition.

- **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.**
- **Transition-age youth have a great need for mentors and high expectations.**

DBVI was characterized in the CSNA report as providing good transition services for individuals that are pursuing postsecondary education, but not as well for individuals with blindness and vision impairments that are interested in going to work right after high school or in pursuing short-term vocational training and then going to work.

VRCBVI's summer LIFE program (Learning, Independence, Feeling Empowered) was repeatedly identified during the assessment process as a model program to build the confidence and skills of young people with blindness, with the recommendation that the program be expanded to include more young people or be replicated in another part of Virginia.

Pre-Employment Transition Services

The CSNA report noted that all of the five required pre-employment transition services represent significant rehabilitation needs of students served by DBVI, with work-based learning experiences being the most significant and important need. However, transportation was noted as a major barrier for students and their ability to experience

work. Self-advocacy was a consistent need cited for students. VR Counselors are providing Pre-ETS services themselves and contracting out to community vendors to provide Pre-ETS services (e.g. The Choice Project). Pre-employment transition services were characterized in the assessment report as important, but the documentation process for delivery and tracking was a source of frustration.

The CSNA report identified several recommendations related to the needs of youth with blindness and vision impairments in transition.

- **Current DBVI policy restricts paid work experiences to students who are 18 or older. However, there are no federal limitations under WIOA for providing paid work experiences for youth under 18 years of age. DBVI may want to consider reviewing this policy and determine if paid work experiences are possible.**
- **Review current restrictions to providing transportation assistance for students trying to participate in Pre-ETS services.**
- **Review the documentation requirements for Pre-ETS services and streamline as much as possible to increase the limited number of counselors' ability to spend direct time with students. Balance the needs of field staff with those of administrative support staff gathering audit compliance data.**
- **Market VRCBVI services to youth and families in order to support family engagement.**
- **Ensure that all youth, not just students with disabilities, receive self-advocacy training and soft skills training so that they can achieve their highest potential.**
- **Partner with DARS to ensure that cross training occurs on various disability types such as Autism and mental health issues for young people.**
- **DBVI should communicate with young people using multiple modalities and platforms.**

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Themes that emerged from the CSNA report included:

- **DBVI continues to provide the vast majority of client services through their in-house staff.**
- **There is a need to increase the number of Supported Employment providers.**
- **Vendors need to become more experienced in working with individuals with blindness and vision impairments across all service areas that are purchased.**
- **There is limited independent living (rehabilitation teaching and orientation and mobility) and vocational services in some of the rural areas.**
- **Transportation in the remote rural areas remain a critical barrier to access of services for clients.**
- **There is a shortage of assessment providers that are prepared to work with individuals with blindness and vision impairments.**

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

DBVI has established agreements both with the Virginia Department of Education and the local school systems. Transition services have been reported as generally effective. Coordination between the VR staff and the agency's Education Coordinators and the Teachers for the Visually Impaired (TVI's) helps to ensure necessary transition services.

As previously noted, there is an identified need among all students who are blind, deafblind, or who have a vision impairment for all 5 of the required pre-employment transition services, with work-based learning experiences and self-advocacy identified as the highest priority. A lack of necessary transportation has been noted as a primary challenge in accessing those services.

Supported Employment services are noted to be underutilized, and services in general for students with disabilities who are not accessing postsecondary training has been identified as an area of concern.

K. ANNUAL ESTIMATES

Describe:

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

The Employment and Disability Institute of Cornell University as of 2017 estimates there are 4,800 Virginians age 21 through 64 with a visual disability who are not working but are actively looking for work. The percentage of individuals who were employed in Virginia in 2016 was 45.7% as compared to 95% of Virginians without a disability.

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

A. THE VR PROGRAM;

During Federal fiscal year(FFY) 2020, DBVI estimates 1,300 individuals will be served by the VR program. During FFY 2021 DBVI estimates 1,350 individuals will be served by the VR program.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

During Federal fiscal year (FFY) 2020, DBVI estimates a total of 18 individuals will be served by the Supported Employment program. During FFY 2021, DBVI estimates a total of 20 individuals will be served by the Supported Employment program.

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

During Federal year (FFY) 2020 and FFY 2021, DBVI estimates the following numbers of individuals will be served by the VR program in the following priority categories:

FFY 2020

Priority Category One, Most Significantly Disabled 1,254 individuals

Priority Category Two, Significantly Disabled 46 individuals

Priority Category Three, All others eligible 0 individuals

FFY 2021

Priority Category One, Most Significantly Disabled 1,323 individuals

Priority Category Two, Significantly Disabled 27 individuals

Priority Category Three, All others eligible 0 individuals

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 September 30, 2019, there were a total of 236 individuals in delayed status.

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.

FFY 2020

Priority Category One, Most Significantly Disabled $2,235,882

Priority Category Two, Significantly Disabled $82,018

Priority Category Three, All others eligible $0

FFY 2021

Priority Category One, Most Significantly Disabled $2,358,909

Priority Category Two, Significantly Disabled $48,141

Priority Category Three, All others eligible $0

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, 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

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 postsecondary training; including pre-employment transition services for secondary school students.

6. Expanding the utilization of Supported Employment services for adults and youth to increase competitive integrated employment outcomes for individuals with the most significant disabilities.

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;

The Department for the Blind and Vision Impaired (DBVI) with assistance from the State Rehabilitation Council (SRC) developed six goals and priorities for the Vocational Rehabilitation (VR) and Supported Employment (SE) programs for this State Plan cycle. Development of these goals included analysis and consideration of recommendations from the 2018 DBVI Comprehensive Statewide Needs Assessment, consideration of Section A, Input of the State Rehabilitation Council, a review of Virginia's performance requirements under the performance accountability measures of section 116 of WOIA, conduct and consideration of comments from public meetings held during 2018 and 2019. DBVI is currently working with Virginia core partners to establish a baseline for each of the performance accountability measures under section 116 of WIOA.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

The Department for the Blind and Vision Impaired (DBVI) with assistance from the State Rehabilitation Council (SRC) developed six goals and priorities for the Vocational Rehabilitation (VR) and Supported Employment (SE) programs for this State Plan cycle. Development of these goals included analysis and consideration of recommendations from the 2018 DBVI Comprehensive Statewide Needs Assessment, consideration of Section A, Input of the State Rehabilitation Council, a review of Virginia's performance requirements under the performance accountability measures of section 116 of WOIA, conduct and consideration of comments from public meetings held during 2018 and 2019. DBVI is currently working with Virginia core partners to establish a baseline for each of the performance accountability measures under section 116 of WIOA.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

The Department for the Blind and Vision Impaired (DBVI) with assistance from the State Rehabilitation Council (SRC) developed six goals and priorities for the Vocational Rehabilitation (VR) and Supported Employment (SE) programs for this State Plan cycle. Development of these goals included analysis and consideration of recommendations from the 2018 DBVI Comprehensive Statewide Needs Assessment, consideration of Section A, Input of the State Rehabilitation Council, a review of Virginia's performance requirements under the performance accountability measures of section 116 of WOIA, conduct and consideration of comments from public meetings held during 2018 and 2019. DBVI is currently working with Virginia core partners to establish a baseline for each of the performance accountability measures under section 116 of WIOA.

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

Category I: Individuals with a Most Significant Disability (MSD)

The individual meets the definition of an individual with a significant disability and;

1. The severe vision impairment and/or any secondary disabilities, seriously limits two or more life activities (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome and;

1. The individual's vocational rehabilitation must also be expected to require multiple core VR services over an extended period of time (6 months or longer).

Category II: Individuals with a Significant Disability (SD):

1. The severe vision impairment and/or any secondary disabilities**,** "seriously limits" one life activity (such as mobility, communication, self-care, interpersonal skills, self-direction, work tolerance or work skills) in terms of achieving an employment outcome.

1. The individual's vocational rehabilitation must also require multiple core VR services over an extended period of time (minimum of six months)."

Category III: All Other Eligible Individuals

B. THE JUSTIFICATION FOR THE ORDER

An Order of Selection (OOS) will be implemented when services cannot be provided to all eligible individuals with disabilities who have applied for services. Individuals with the most significant disabilities will be given priority for services. DBVI determined in September of 2017 that the VR program did not have the resources to serve all eligible

individuals. Accordingly, in consultation with the State Rehabilitation Council, DBVI implemented an Order of Selection with all priority categories closed.

C. THE SERVICE AND OUTCOME GOALS

The following provides information on the service and outcome goals for individuals in the three Priority Categories: (1) Most Significantly Disabled; (2) Significantly Disabled; and (3) all other Eligible Individuals.

FF2020

Priority Category 1: Individuals served: 1,180 Individuals in who will exit with employment after receiving services: 60

Individuals who will exit without employment after receiving services: 96

Priority Category 2: Individuals to be served: 49

Individuals who will exit with employment after receiving services: 3

Individuals who will exit without employment after receiving services: 4

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

FF2021

Priority Category 1: Individuals served: 1,200 Individuals in who will exit with employment after receiving services: 75

Individuals who will exit without employment after receiving services: 100

Priority Category 2: Individuals to be served: 60

Individuals who will exit with employment after receiving services: 10

Individuals who will exit without employment after receiving services: 10

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

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

Priority Category 1: **9 – 12 months**

Priority Category 2: **N/A**

Priority Category 3: **N/A**

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

Priority Category Assignment
If DBVI is operating under an Order of Selection, the VR Counselor shall assign individuals determined eligible for VR services to the appropriate priority category and must then document the rationale for the assignment in the case record. The VR Counselor shall communicate to the individual, through appropriate modes of communication (per 34 CFR 361.57(e)**), the category assignment as well as DBVI's appeal process. Only those assigned to an open category will be served.**

a. The VR Counselor must assign individuals who receive either Supplemental Security Income (SSI), Social Security Disability Income (SSDI), or both, to priority Category I or II since they are presumed to have a significant disability that results in serious functional limitations in one or more areas (per 34 CFR 361.42(a)(3)**). Individuals receiving SSDI survivor or family benefits are not presumed to have a significant disability because they are receiving SSA benefits under the work record and disability of another person.**

b. **Individuals whose cases are in Eligible status or higher are exempt from the Order of Selection and should continue to be served. Individualized Plans for Employment (IPE) may be developed for those individuals who were previously placed in Eligible status before the date that the category became closed. Those individuals in Service status should continue to be served under their IPE.**

c. The Order of Selection process will be implemented if DBVI cannot provide services, due to limited resources, to all individuals who are eligible for VR services.

d. The Director of Vocational Rehabilitation and Workforce Services will provide written notification to all regional offices regarding the category and date to implement or discontinue the Order of Selection.

e. The Order of Selection does not apply to individuals who have already been determined eligible prior to the priority category they are in closing or to individuals in Service status.

f. Applications for VR services will be accepted without restrictions. All applicants will receive the necessary assessment services to determine eligibility and will receive assistance in locating services available from other sources, including services available through Virginia's workforce development services system.

g. In the event that VR services cannot be provided to all eligible individuals in a given category, a waiting list (also referred to as Delayed Status) based upon the date of application for VR services will be used within a category.

h. If an individual who is eligible for VR services does not meet the criteria for the category(ies) being served (i.e., is placed in a priority category that's not open to be served) under the Order of Selection and does not request case closure from Application, they must be accepted for services and held in a waiting status. An individual placed into this status has been determined eligible for VR services (Certificate of Eligibility completed) but cannot receive services because he or she does not meet the State agency's Order of Selection priorities.

i. The individual should be notified via the Order of Selection letter in AWARE.

j. Individuals will be held in the waiting status until

1. **the priority category they are in is fully opened (all individuals in a specific priority category or categories become open to be served as of a date specified),**

2. **the priority category they are in is partially opened (all individuals in a specific priority category within a defined date range by application date become open to be served as of a date specified),**

3. **the individual requests their VR case be closed.**

k. Individuals who are on the waiting list due to an order of selection and are closed prior to receiving services should be closed as "Other."

l. An individual determined to be eligible for VR services may appeal their priority category assignment in accordance with the agency's standard appeal procedures.

m. If DBVI should open a priority category, or partially open a priority category, the VR Counselor should communicate with those individuals on their caseload who are on the waiting list and would be impacted by this change. The individual should be notified through appropriate modes of communication to include as appropriate by mail, electronic mail and/or telephone to best ensure the individual has been fully informed of the opening of their category.

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

As provided by the Code of Federal Regulations (34 CFR 361.36**), DBVI has elected to serve eligible individuals outside of the Order of Selection if they have an "immediate need" for VR services to maintain employment.**

Services provided under this policy must only be those "specific services or equipment that the individual needs to maintain current employment." "Immediate need" means that the individual would almost certainly lose his or her current job if not provided specific services or equipment in the very near future that would enable him or her to retain that employment. Should other VR service needs become evident, the individual would be placed in the appropriate OOS Priority Category and could be provided those services under an IPE when individuals in that category are eligible to be served.

The VR counselor must first determine if the individual is eligible for VR services. Once a determination of eligibility has been made and entered into AWARE, the individual will be placed in Delayed Status. If the VR Counselor determines that the individual meets the criteria for services outside of Order of Selection in order to maintain their current employment, they must seek approval from the Regional Manager. If the Regional Manager approves, they will forward the recommendation to the Director of Vocational Rehabilitation and Workforce Services for approval to move the individual from Delayed Status such that job retention services may be provided.

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.

In FFY 2019, 17 individuals with most significant disabilities received services through Supported Employment programs funded by Title VI. DBVI will use Title VI funds to purchase and provide SE support services for approximately 25 individuals each year of the state plan cycle, including youth, with most significant disabilities.

Other activities will include

1. **collaborating with Employment Services Organizations (ESO's) to identify areas within the state where Supported Employment services are not available or limited and to provide consultation, training, and support for those ESO's who expand services into those areas;**

1. **providing consultation and training to all ESO's to enhance their ability to serve individuals who are blind, deafblind, or who have a vision impairment;**

1. **continuing to identify alternative funding opportunities for extended employment services.**

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

DBVI will continue to reserve and expend 50% of its Title VI funds for youth up to age 25 with the most significant disabilities. DBVI's policies will allow for the provision of extended services for a period not to exceed four years and DBVI will continue to utilize other funds (non—Title VI) for SE services for youth once 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.

DBVI will seek to expand and enhance relationships with community partners, including both public and private programs and agencies, with the goal of leveraging additional resources in order to increase extended services and expanded supported employment opportunities in Virginia. Specifically:

1. DBVI is now working with a larger number of individuals with multiple disabilities, in particular individuals who are blind, deafblind, or have a vision impairment and also have a mental health disability. DBVI will seek to collaborate more formally with the local public mental health agencies with the goal of leveraging those entities as an additional resource.

2. DBVI has had sporadic relationships with the Veteran's Administration (VA) programs across the state. DBVI will identify those VA programs that may be serving a population consistent with those individuals DBVI is currently serving as another possible resource.

3. DBVI has an established policy for jointly serving individuals who may also have (or could have) an open case with the Department for Aging and Rehabilitative Services (DARS) in Virginia. Jointly serving individuals with multiple disabilities who require supported employment services, including shared funding of those services, will not only enhance the services to the individual but will limit costs for both agencies.
4. DBVI has been expanding the roster of potential vendors for services, including supported employment services, for individuals who are blind, deafblind, or vision impaired. The majority of these vendors are non-profit agencies, but an enhanced collaboration with them may provide access to other resources for the population DBVI serves.
5. DBVI, through the approved supported employment vendors (Employment Services Organizations – ESO's), has been able to access some Long-Term Extended Support Services (LTESS) for the population served in supported employment. DBVI has as a goal to increase it's utilization of these ESO's for supported employment services, and that increase utilization will mean increased LTESS funds targeted for those served by DBVI.

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

a. enhancing services to transition age youth by expanding and enhancing pre-employment transition services to include additional career exploration academies in high demand industries and the use of peer mentoring to provide services and supports to students;

b. expanding the development of employment opportunities for VR consumers by focusing on services to business, identifying employment opportunities with federal contractors and increased collaboration with workforce partners;

c. supporting additional employment soft skills training opportunities at the Virginia Rehabilitation Center for the Blind and Vision Impaired;

d. increasing the use of the Career Index Plus system and labor market information by DBVI VR Counselors and consumers to assist with career exploration, the selection of vocational goals and job search information.

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

Assistive technology is provided statewide on an ongoing basis per VR policy based on the needs of each individual. DBVI has Rehabilitation Technologists on staff to provide assessments and recommendations regarding the assistive technology equipment

necessary to assist in successfully participating in VR services and obtaining competitive integrated employment.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

Data regarding minorities with disabilities was derived from the 2018 Comprehensive Statewide Needs Assessment (CSNA). The CSNA indicates that Hispanic and White individuals may be underserved by the agency, with a larger percentage of African-Americans receiving service as they appear in the general population of Virginia. DBVI will continue to expand partnerships with community programs and the state and federal partners serving individuals with disabilities to ensure that information about available services are broadly dispersed to agencies serving other cultures. DBVI will conduct targeted outreach to Hispanic community programs to ensure they are aware of the services available to them. Efforts will also include providing multi-language marketing materials to promote referrals.

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)

a. DBVI will coordinate with the Department of Education and Local Education Areas to facilitate effective transition and pre-employment transition services for students with disabilities and to engage in competitive integrated employment, postsecondary education, and community living.

b. DBVI will collaborate with vendors of pre-employment transition services to increase access and improve delivery of services to students.

c. DBVI regional offices will provide specific pre-employment transition outreach events for students and parents to more effectively engage them in services that will lead to successful employment outcomes.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

DBVI will continue to work with the Department for Aging and Rehabilitative Services to support and enhance the relationships between the VR program and the Community Rehabilitation providers, known as Employment Service Organizations (ESO), in Virginia. This includes collaborating with the ESO Steering Committee and individual ESOs regarding any issues.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

DBVI is continuing to work with WIOA core partners and the Virginia's Workforce Development Board to establish 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

DBVI is actively engaged at both the state and local level in the Workforce Development System. DBVI provides staff support to the Virginia Board for Workforce Development, which includes support to the Access and Equity subcommittee. DBVI participates on the Combined State Plan Implementation Team. The DBVI Business Relations team is actively engaged with the local Workforce Boards, participate on the Business Solutions Teams and provide services regarding Disability awareness, etiquette, and serving individuals who are blind, deafblind and vision impaired.

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 agency's strategies for each of the goals found in Section L of this plan.

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.

Strategies: The DBVI Business Relations Unit will identify employers and federal contractors by attending Society of Human Resource Management and Economic Development meetings, Chamber of Commerce meetings and Industrial Round Tables, establish relationships with Veterans Representatives, Workforce Investment Boards, and Office of Federal Contractor Compliance Programs (OFCCP).

Personnel from the Business Unit will 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.

Personnel from the Business Unit will design and conduct employer and workforce partner trainings regarding reasonable accommodations, the Americans with Disabilities Act, and federal contract requirements.

Enhance the capacity of existing career pathways programs in Virginia to effectively serve individuals with disabilities.

Help individuals with disabilities acquire marketable skills and credentials that enable them to secure competitive integrated employment in high-demand, high-quality occupations.

Enhance access to and use of existing career pathways in selected occupational clusters and continue to strengthen the alignment of DBVI's VR program with the other core programs.

DBVI will continue to develop and implement academies and curriculum in identified high-demand occupations to assist with career exploration.

Goal 2. Increase and improve competitive integrated employment outcomes, with wages above the state average, for all blind, vision impaired, or deafblind individuals receiving services from DBVI.

Strategies: Personnel from DBVI's Business Relations Unit will establish business contacts to develop employment opportunities resulting in paid and unpaid work experiences, including apprenticeships, community-based assessment sites, and job shadow sites.

Business Relations personnel and VR Counselors will facilitate competitive integrated work experiences and competitive integrated job placements for individuals receiving services from DBVI.

Utilize external vendors to facilitate paid and unpaid work experiences, including apprenticeships, for eligible individuals who are preparing for entry into competitive integrated employment.

Provide individuals receiving VR 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.

Personnel from the Business Unit will research and provide current state and local labor market information to VR Counselors and individuals seeking employment to ensure that vocational goals are in line with Virginia's business and industry hiring needs and that individuals are preparing for competitive integrated employment.

DBVI will develop and implement training regarding Apprenticeship programs and opportunities in Virginia during the agency's monthly VR trainings.

Goal 3. Achieve agency annual performance goals and establish 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.

Strategies: Continue to develop a greater understanding of credential attainment rate, measurable skill gain, and effectiveness in serving employers.

DBVI will continue to determine methods of measure and tracking for credential attainment rate, measurable skill gain, and effectiveness in serving employers.

Goal 4. Provide 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: Personnel from the Rehabilitation Technology Services unit will provide technical support to DBVI and VRCBVI staff, individuals receiving services, and current or prospective employers.

Personnel from 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.

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.

DBVI will provide assistive technology services, including technical assistance, to partners in Virginia's Workforce Development system.

DBVI will conduct compliance reviews on request, of the Career Works Centers to determine whether they are physically and programmatically accessible for eligible individuals. Reports of

compliance reviews will be provided to the Center's administration and to other Workforce Partners.

Goal 5. Expand transition services for youth and students seeking employment and/or post-secondary training; including pre-employment transition services for secondary school students.

Strategies: DBVI will provide vocational rehabilitation staff with training opportunities on the topic of transition.

VRCBVI will provide Summer Transition programs during the summers of this State Plan cycle.

DBVI will continue to work with vendors that provide pre-employment transition services.

DBVI will provide blindness specific training for vendors currently used by VR Counselors who provide job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition for postsecondary educational programs, workplace readiness training, and instruction in self-advocacy.

DBVI will utilize a fee for service model to provide pre-employment transition services to students.

DBVI will enter into vendor agreements with qualified providers to provide pre-employment transition services for students.

DBVI will provide individualized work experiences for high school students who participate in pre-employment transition services.

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.

Goal 6. Expand the utilization of Supported Employment services for adults and youth to increase competitive integrated employment outcomes for individuals with the most significant disabilities.

Strategies: DBVI will identify adults and youth with the most significant disabilities that can potentially benefit from Supported Employment Services.

VR Counselors 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.

DBVI will closely monitor statistical reports to ensure that adults and youth with the most significant disabilities are being served through Supported Employment when appropriate.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

These strategies also support DBVI's Innovation and Expansion planned activities by enhancing workforce development activities, addressing rehabilitation technology needs, and expanding transition and pre-employment transition services.

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.

DBVI will continue to provide comprehensive services to individuals with most significant disabilities who are blind, low vision and deafblind.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

The following are the Goals and Priorities for the 2016 RSA Approved State Plan for Vocational Rehabilitation and Supported Employment and DBVI's evaluation for each Goal and measure.

<u>Goal 1.</u> 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: Business Unit staff will report monthly on the number of businesses served by their workforce programs, as well as the industry and size category of each business served and the types of services that were provided. This information will be used to generate quarterly reports for the Workforce Development Board and the Governor's Office. This information will also be used to report performance for the Effectiveness in Serving Employers measure, and for determination of the employer penetration rate, for WIOA performance reporting to the U.S. Departments of Labor and Education.

Evaluation: For FFY 2019, the Business Relations Unit reported that there were 245 employer contacts. Employer services included workforce recruitment services, consulting services, assessments, employer training, information and support services, rehabilitation technology support services, and tax incentive information among others.

Measure: Personnel from DBVI's Business Relations Unit will each establish business contacts to develop employment opportunities resulting in paid and unpaid work experiences, including apprenticeships, community based assessment sites, and job shadow sites.

Measure: Annually, Business Relations personnel will each facilitate twenty competitive integrated work experiences and fifteen competitive integrated job placements for individuals receiving services from DBVI.

Evaluation: For FFY 2019, DBVI's Business Relations Unit established business contacts resulting in 24 paid work experiences and 8 unpaid work experiences. Services provided

by Business Relations staff led to 40 individuals achieving competitive integrated employment.

Measure: The DBVI Business Relations Unit will each identify employers and federal contractors by attending Society of Human Resource Management and Economic Development meetings, Chamber of Commerce meetings and Industrial Round Tables, through VA Jobs Investment Programs and networking with Virginia Employment Commission, and establishing relationships with various Veterans Representatives, Workforce Investment Boards, and Office of Federal Contractor Compliance Programs (OFCCP). Additionally, the unit will review various recruiting websites, employer outreach letters, and Business Services/Solutions Teams.

Evaluation: During FFY 2019, DBVI Business Relations staff were effective in establishing collaborative relationships with a number of business organizations (e.g., Chamber of Commerce), workforce development Business Solutions teams, the Virginia Employment Commission, and the Office of Federal Contractor Compliance Programs (OFCCP). The staff worked closely with VR Counselors from the six Regional Offices to identify the specific employment goals of the individuals served in the VR program and conducted targeted job development to assist them in achieving employment.

Measure: Personnel from the Business Unit will develop and manage an email distribution list which includes active workforce development partners and agency staff for distribution of job leads and employment information;

Evaluation: During FFY 2019, Business Relations staff effectively communicated with each other, VR staff in the Regional Offices, workforce development partners, Employment Services Organizations (ESO's), and other key partners to provide for regular distribution of job leads and other employment related information.

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: Personnel from the Business Unit will each attend state and local Workforce Development Board and committee meetings when appropriate to educate workforce partners on the inclusion of individuals with disabilities in workforce efforts, and to provide and to share job leads.

Measure: Annually, personnel from the Business 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.

Evaluation: During FFY 2019, Business Relations staff represented DBVI through regular participation in workforce board, committee meetings, and Business Solutions teams at 11 workforce centers that were within the areas the staff served. Staff also provided 10 trainings for workforce staff, employers, and partners during FFY 2019 and provided ongoing consultation, advocacy, and representation regarding individuals who are blind, deafblind, or have a vision impairment for workforce partners within the area they served.

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.**

Evaluation: During FFY 2019, through the Career Pathways for Individuals with Disabilities (CPID) grant, DBVI provided services to 15 participants who were blind, deafblind, or had a vision impairment. A total of 8 individuals were closed from CPID services in competitive integrated employment, and a total of 18 individuals were determined to be ready for employment following career pathways services through CPID. Six individuals received a recognized post-secondary credential. The CPID program sponsored 3 academies (Robotics, Coding, and Cyber), providing services to 16 students with disabilities. Additionally, an IT credential fair was sponsored by CPID with 10 DBVI attendees. Finally, CPID staff implemented 4 employer tours, serving a total of 16 participants.

Strategy 1.4: Report to the SRC quarterly on the progress toward accomplishing Goal 1.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provided regular reports to the SRC regarding CPID program activities and outcomes.

<u>Goal 1.</u> Factors that impeded Achievement of the Goal: During FFY 2019, due to budgetary restrictions, DBVI was unable to fill two vacant Business Relations staff positions. This impacted the level of service the Business Relations Unit was able to provide across all six Regional Offices.

<u>Goal 2.</u> 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.

Evaluation: For FFY 2019, DBVI served 17 individuals through Supported Employment (Title VI funds), utilizing community-based Employment Services Organizations (ESO's). All of DBVI's Title VI Supported Employment funds were utilized. DBVI Business Relations staff provide consultation to the VR Counselors in the six Regional Offices on a regularly scheduled basis, with emphasis on utilizing both paid and unpaid work experiences as necessary.

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 Business Unit will research and provide current state and local labor market information to VR Counselors and individuals seeking employment to ensure that vocational goals are in line with Virginia's business and industry hiring needs and that individuals are preparing for competitive integrated employment.

Measure: DBVI will strive to ensure that individuals who successfully obtain or maintain employment will earn an average hourly wage above the state average.

Evaluation: During FFY 2019, the Business Relations staff provided labor market information, industry and job specific education and experience work requirements, and other relevant workforce information to VR staff and those individuals being served through regularly scheduled consultations and staffings. The average hourly wage for individuals who were closed successfully for the FFY 2019 was $19.37, with a statewide average hourly wage of $19.44.

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 and tracking use and trends during the State Plan cycle.

Evaluation: DBVI's Business Relations Unit (BRU) was provided training regarding Virginia's Apprenticeship programs, with BRU staff then providing ongoing consultation with the six DBVI Regional Office VR staff regarding apprenticeship opportunities.

Strategy 2.4: To develop a strategic plan for VRCBVI to correlate training services with successful employment outcomes.

Measure: DBVI will continue to implement the strategic plan, goals and timelines as developed.

Evaluation: VRCBVI's strategic planning process (Learning Collaborative Project) resulted in a number of specific recommendations to ensure effective collaboration between the Center and the six Regional Offices. A key component of this was to more effectively integrate employment related services with its training services. During FFY 2019, VRCBVI revised its policy and procedure manual with a strong emphasis on the integration of an employment focus throughout the core training process. VRCBVI also provided numerous employment focused short-term training programs during the past

year, including seven Career Works workshops, "Take Action," "Take Charge," and a reverse job fair for career ready individuals, an employment "soft skills" seminar, and a "Jump Start" program.

Strategy 2.5: Report to the SRC quarterly on the progress toward accomplishing the

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provided regular reports regarding VRCBVI program activities and services to the SRC.

<u>Goal 2.</u> Factors that impeded Achievement of the Goal: Due to fiscal constraints, the Business Relations Unit (BRU) was unable to backfill two positions that have become vacant, reducing the BRU from 5 staff to 3. As well, during FFY 2019, DBVI continued implementation of Order of Selection with all priority categories closed throughout the year. Individuals who were in Priority Category I (Most Significant Disability) were periodically offered the opportunity to be opened for services based on their application date, but Order of Selection limited the number of individuals DBVI was able to serve in the VR program which impacted program outcomes.

<u>Goal 3.</u> 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, 215 individuals will work in competitive integrated settings; 20 of those individuals will work in self-owned businesses and in Supported Employment settings.

Measure: Establish appropriate baseline measures.

Evaluation: For FFY 2019, DBVI had 127 individuals closed as successfully rehabilitated in competitive integrated employment.

Strategy 3.2: Developing an understanding of credential attainment rate, measurable skill gain, and effectiveness in serving employers.

Evaluation: During FFY 2019, VR staff were provided training on Credential Attainment and Measureable Skills Gains criteria, with the goal increasing program outcomes, improving case documentation, and meeting reporting requirements.

Strategy 3.3: Developing a mechanism in the AWARE case management system for tracking all performance accountability measures.

Evaluation: Alliance has provided AWARE updates that allow for tracking of required performance accountability measures.

Strategy 3.4: Report to the SRC quarterly on the progress toward accomplishing Goal 3.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provided regular updates regarding DBVI program activities and outcomes.

<u>Goal 3.</u> Factors that impeded Achievement of the Goal: During FFY 2019, DBVI continued implementation of Order of Selection with all priority categories closed throughout the year. Individuals who were in Priority Category I (Most Significant Disability) were periodically offered the opportunity to be opened for services based on their application

date, but Order of Selection limited the number of individuals DBVI was able to serve in the VR program which impacted program outcomes.

<u>Goal 4.</u> 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.

Evaluation: Rehabilitation Technology staff served a total of 238 individuals, including individuals who were receiving VR services and DBVI staff. Support services included assistive technology (AT) services and information technology (IT) services.

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.

Evaluation: Rehabilitation Technology staff conducted 5 presentations during FFY 2019 with the goal of increasing awareness of assistive technology that are available for individuals who are blind, deafblind, or have a vision impairment. Staff also participated as an exhibitor at 3 conferences and was an exhibitor at an VRCBVI sponsored employer job fair.

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.

Evaluation: Rehabilitation Technology staff served a total of 238 individuals, including individuals who were receiving VR services and DBVI staff. Support services included assistive technology (AT) services and information technology (IT) services.

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.

Evaluation: Rehabilitation Technology staff served a total of 238 individuals, including individuals who were receiving VR services and DBVI staff. Support services included assistive technology (AT) services and information technology (IT) services.

Measures: DBVI will upgrade devices and computers as part of its efforts to provide rehabilitation technology services to individuals participating in evaluation and training at VRCBVI.

Measure: Rehabilitation technology services will be provided on a statewide basis.

Measure: During this State Plan cycle personnel from the Rehabilitation Technology Services Unit and VRCBVI computer instructors will jointly conduct a minimum six regional rehabilitation technology seminars.

Evaluation: During FFY 2019, rehabilitation technology staff provided services for staff and individuals being served for all six DBVI Regional Offices.

Measure: During this State Plan cycle the chief rehabilitation engineer will conduct and/or arrange training on new and improved technology, including emerging technologies identified through the Rehabilitation Services Administration grant to implement a pilot project through the Disability Innovation Fund – Automated Personalization Computing Project (APCP), for the rehabilitation technology staff.

Evaluation: During FFY 2019, the DBVI Chief Rehabilitation Engineer provided consultation and support on request to DBVI staff regarding assistive technology solutions.

Strategy 4.3: DBVI will provide assistive technology services, including technical assistance, to partners in Virginia's Workforce Development system.

Measure: DBVI will conduct compliance reviews on request, of the America's Job Centers to determine whether they are physically and programmatically accessible for eligible individuals. Reports of compliance reviews will be provided to the Job Center administration and to other Workforce Partners.

Evaluation: The DBVI Chief Rehabilitation Engineer participated on the WIOA Accessibility Taskforce, the WIOA Accessibility Taskforce Training Workgroup and the Workforce Innovations Accessibility Cohorts Group. The DBVI Chief Rehabilitation Engineer also participated on a work team to ensure workforce centers in Virginia were following necessary accessibility policy and guidelines for certification.

Measure: Provide technical assistance to Virginia Department of Education staff to plan for the assistive technology needs of eligible students.

Evaluation: The DBVI Chief Rehabilitation Engineer is currently planning the development of a webinar on assistive technology (AT) with Virginia Department of Education staff.

Strategy 4.4: Report to the SRC quarterly on the progress toward accomplishing Goal 4.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provides regular updates on the program activities and outcomes of the DBVI rehabilitation technology program.

<u>Goal 4.</u> Factors that impeded achievement of the goal: Due to budgetary restrictions, DBVI determined the need to implement layoff procedures resulting in the loss of two Rehabilitation Technology staff which impacted program outcomes for the year.

<u>Goal 5.</u> Expanding transition services for youth and students seeking employment and/or postsecondary 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 Workforce Services and the Director of Services for Children and Youth will educate the VR staff on the strategic plan for transition services for Virginia's students and youth that are blind, deafblind, and vision impaired.

Measure: DBVI will continue to sponsor a Summer Work program for high school students.

Measure: DBVI will provide vocational rehabilitation staff with training opportunities on the topic of transition.

Measure: VRCBVI will provide Summer Transition programs during the summers of this State Plan cycle. These programs will include a five-week transition program entitled Learning Independence, Feeling Empowered (LIFE) and a five-week summer college preparatory program entitled Learning Excellence in Academics Program (LEAP).

Evaluation: During FFY 2019, DBVI provided VR staff, Education Coordinators, and targeted VRCBVI staff with training on serving students and youth with disabilities through the Youth Technical Assistance Center (YTAC). VRCBVI continued to its summer transition programs in FFY 2019; a five-week program entitled "Learning Independence, Feeling Empowered (LIFE)" and a five-week college preparatory program entitled "Learning Excellence in Academic 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 postsecondary 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 enter into vendor agreements with qualified providers to provide pre-employment transition services for students.

Evaluation: DBVI entered in vendor agreements with qualified vendors (DARS approved) to provide pre-employment transition services for students who are blind, deafblind, or have a vision impairment (including students who are potentially eligible). Agreements are now in place with 8 vendors, including 2 (Virginia National Federal for the Blind and Columbia Lighthouse for the blind) whose primary mission is to serve individuals who are blind, deafblind, or who have a vision impairment.

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.

Evaluation: During FFY 2019, VRCBVI implemented a series of short-term, employment-focused workshops (Career Works). Self-advocacy was an integral component of these workshops and of other short-term programs that VRCBVI offered. Additionally, self-advocacy is a regular component of the adjustment to blindness curriculum. The employment/advocacy focus is reflected in all VR student's reports.

Strategy 5.5: DBVI will identify services to groups that can benefit potentially eligible individuals, 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.

Evaluation: Each of the six (6) DBVI Regional Offices schedule regular public outreach activities in the communities they serve. DBVI's Education Services staff continued outreach efforts in 2018-19 for children, students and their families and has collaborated on a significant number of events for students age 14 and older in the 6 different regions of the state including Assistive Technology demonstrations, Information Fairs, STEM programs at the Science Museum of Virginia in Richmond, and career development workshops, among others. DBVI's outreach activities include parents, Early Childhood Intervention Specialists, Teachers for the Vision Impaired, School Transition Specialists, and other professionals as well as DBVI Education Coordinators, Orientation and Mobility Instructors, Vocational Rehabilitation Counselors, Rehabilitation Teachers, and Rehabilitation Engineers.

Additionally, the Education Services program partners with Vocational Rehabilitation Services to provide Pre-ETS and VR services to students age 14 and above. Such collaboration involves informational sessions on post-secondary options; visits to community college and university campuses with sessions on self-advocacy, how to request accommodations, independent living skills, and career related information; and visits to businesses for informational interview opportunities. Education Services also works in collaboration with the Career Pathways for Individuals with Disabilities (CPID) programs and the LIFE and LEAP programs by identifying students and assisting in the application process, providing programming, and staffing programs.

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 14.

Measure: The Education Coordinators will annually contact parents of students in their region who are not currently receiving transition services to ensure they are aware of the services available.

Measure: DBVI staff will follow up with students and families who have previously indicated they are uninterested in VR services when the student turns aged 16.

Evaluation: DBVI's Education Services coordinators work in close concert with the Teachers for the Visually Impaired (TVI's) for the school systems in the areas they serve. Educational Services staff assist the TVI's in identifying students who are interested and require DBVI services and provide necessary consultation with students and families. DBVI's Educational Services staff also participate during the registration period at the Virginia School for the Deaf and Blind.

Strategy 5.7: Report to the SRC quarterly on the progress toward accomplishing Goal 5.

Measure: DBVI will provide quarterly reports on progress to the SRC.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provided regular updates regarding vocational rehabilitation, transition and educational services, and the provision of Pre-ETS services to DBVI students with disabilities.

<u>Goal 5.</u> Factors that impeded achievement of the goal: During FFY 2019, DBVI continued implementation of Order of Selection with all priority categories closed throughout the year. Individuals who were in Priority Category I (Most Significant Disability) were periodically offered the opportunity to be opened for services based on their application date, but Order of Selection limited the number of individuals DBVI was able to serve in the VR program which impacted program outcomes.

<u>Goal 6.</u> Increasing awareness of services among the public, community stakeholders, and individuals applying for or receiving services to include VR services that are available and the role of the VR Counselor in assisting individuals to achieve competitive integrated employment in Virginia's Workforce.

Strategy 6.1: DBVI direct services personnel will conduct outreach activities designed to educate the public, community stakeholders, and potentially eligible individuals about VR Services.

Measure: VR Counselors, Regional Managers, and Business Unit Personnel will each develop and implement a minimum of three activities annually.

Measure: DBVI VR Counselors and Business 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.

Evaluation: Each of DBVI's 6 Regional Offices conducts regular programs designed to educate the public regarding DBVI's services, including VR services. VR staff routinely participate in community events such as health fairs, transition school nights, and community resource fairs to promote and highlight DBVI VR services. In addition, specific outreaches to business, to assist in disability etiquette/sensitivity discussions and information regarding assistive technology and other compensatory strategies for hiring an individual who is blind or vision impaired. VR staff will also reach out to potential referral sources, such as social services, ophthalmology clinics, and public schools to promote services and available supports. Rehabilitation Technology staff conducted 5 presentations during FFY 2019 with the goal of increasing awareness of assistive technology that are available for individuals who are blind, deafblind, or have a vision impairment. Staff also participated as an exhibitor at 3 conferences and was an exhibitor at an VRCBVI-sponsored employer job fair. DBVI's Business Relations staff were actively involved with 11 workforce centers, providing ongoing consultation, support, and information regarding services to individuals who are blind, deafblind, or who have a vision impairment.

Strategy 6.2: Use of Facebook, Twitter, Linkedin, and other media to increase awareness of VR services.

Measure: DBVI will establish social media accounts and webpages and ensure that content is updated routinely.

Measure: DBVI will provide public awareness announcements on National Public Radio.

Measure: DBVI's Business Unit will continue to utilize its webpage to help establish relationships with employers and interested stakeholders.

Evaluation: DBVI has established a Facebook page which provides the public with information regarding DBVI's services, community activities, short-term programming offered by VRCBVI, and other relevant information, links, and resources of interest to families and individuals who are blind, deafblind, or who have a vision impairment. Staff from DBVI's Business Relations Unit utilize Linkedin to develop and maintain engagement with employers.

Strategy 6.3: During this State Plan cycle, DBVI and the SRC will continue to work together in developing strategies for increasing public awareness about DBVI and VR services.

Measure: In collaboration with the SRC, DBVI will develop agency marketing materials.

Measure: DBVI will work in partnership with the SRC to ensure that marketing activities are coordinated to maximize impact.

Evaluation: DBVI is in continuing discussion with the SRC regarding the most effective strategies for increasing public awareness regarding DBVI services. Use of electronic media has been a primary focus, with an emphasis on the development of marketing materials or strategies for which there is an effective return on the investment of resources. DBVI staff will continue to work in concert with the SRC in this area.

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.

Evaluation: The most recent Comprehensive Statewide Needs Assessment (CSNA) identified those populations which continue to be unserved or underserved by DBVI's VR program. DBVI staff have routinely participated in meetings, conferences, and other activities with consumer organizations of the blind such as the National Federation for the Blind (NFB), Association for the Education and Rehabilitation of the Blind and Vision Impaired (AER), and the American Council for the Blind (ACB).

Strategy 6.5: Report to the SRC quarterly on the progress toward accomplishing Goal 6.

Measure: DBVI will provide quarterly reports on progress to the SRC.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provides quarterly reports to the SRC regarding program date, activities, and outcomes of the VR program.

<u>Goal 6.</u> Factors that impeded achievement of the goal: During FFY 2019, DBVI was under Order of Selection with all priority categories closed. This impacted the number of individuals who were served by the VR program. Because of the significant delay in being

able to serve an individual (9-12 months), targeted outreach to traditionally unserved or underserved populations was significantly hampered.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

<u>Goal 1.</u> 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: Business Unit staff will report monthly on the number of businesses served by their workforce programs, as well as the industry and size category of each business served and the types of services that were provided. This information will be used to generate quarterly reports for the Workforce Development Board and the Governor's Office. This information will also be used to report performance for the Effectiveness in Serving Employers measure, and for determination of the employer penetration rate, for WIOA performance reporting to the U.S. Departments of Labor and Education.

Evaluation: For FFY 2019, the Business Relations Unit reported that there were 245 employer contacts. Employer services included workforce recruitment services, consulting services, assessments, employer training, information and support services, rehabilitation technology support services, and tax incentive information among others.

Measure: Personnel from DBVI's Business Relations Unit will each establish business contacts to develop employment opportunities resulting in paid and unpaid work experiences, including apprenticeships, community based assessment sites, and job shadow sites.

Measure: Annually, Business Relations personnel will each facilitate twenty competitive integrated work experiences and fifteen competitive integrated job placements for individuals receiving services from DBVI.

Evaluation: For FFY 2019, DBVI's Business Relations Unit established business contacts resulting in 24 paid work experiences and 8 unpaid work experiences. Services provided by Business Relations staff led to 40 individuals achieving competitive integrated employment.

Measure: The DBVI Business Relations Unit will each identify employers and federal contractors by attending Society of Human Resource Management and Economic Development meetings, Chamber of Commerce meetings and Industrial Round Tables, through VA Jobs Investment Programs and networking with Virginia Employment Commission, and establishing relationships with various Veterans Representatives, Workforce Investment Boards, and Office of Federal Contractor Compliance Programs (OFCCP). Additionally, the unit will review various recruiting websites, employer outreach letters, and Business Services/Solutions Teams.

Evaluation: During FFY 2019, DBVI Business Relations staff were effective in establishing collaborative relationships with a number of business organizations (e.g., Chamber of Commerce), workforce development Business Solutions teams, the Virginia Employment Commission, and the Office of Federal Contractor Compliance Programs (OFCCP). The staff worked closely with VR Counselors from the six Regional Offices to identify the specific employment goals of the individuals served in the VR program and conducted targeted job development to assist them in achieving employment.

Measure: Personnel from the Business Unit will develop and manage an email distribution list which includes active workforce development partners and agency staff for distribution of job leads and employment information;

Evaluation: During FFY 2019, Business Relations staff effectively communicated with each other, VR staff in the Regional Offices, workforce development partners, Employment Services Organizations (ESO's), and other key partners to provide for regular distribution of job leads and other employment related information.

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: Personnel from the Business Unit will each attend state and local Workforce Development Board and committee meetings when appropriate to educate workforce partners on the inclusion of individuals with disabilities in workforce efforts, and to provide and to share job leads.

Measure: Annually, personnel from the Business 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.

Evaluation: During FFY 2019, Business Relations staff represented DBVI through regular participation in workforce board, committee meetings, and Business Solutions teams at 11 workforce centers that were within the areas the staff served. Staff also provided 10 trainings for workforce staff, employers, and partners during FFY 2019 and provided ongoing consultation, advocacy, and representation regarding individuals who are blind, deafblind, or have a vision impairment for workforce partners within the area they served.

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.**

Evaluation: During FFY 2019, through the Career Pathways for Individuals with Disabilities (CPID) grant, DBVI provided services to 15 participants who were blind, deafblind, or had a vision impairment. A total of 8 individuals were closed from CPID services in competitive integrated employment, and a total of 18 individuals were determined to be ready for employment following career pathways services through CPID. Six individuals received a recognized post-secondary credential. The CPID program sponsored 3 academies (Robotics, Coding, and Cyber), providing services to 16 students with disabilities. Additionally, an IT credential fair was sponsored by CPID with 10 DBVI attendees. Finally, CPID staff implemented 4 employer tours, serving a total of 16 participants.

Strategy 1.4: Report to the SRC quarterly on the progress toward accomplishing Goal 1.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provided regular reports to the SRC regarding CPID program activities and outcomes.

<u>Goal 1.</u> Factors that impeded Achievement of the Goal: During FFY 2019, due to budgetary restrictions, DBVI was unable to fill two vacant Business Relations staff positions. This impacted the level of service the Business Relations Unit was able to provide across all six Regional Offices.

<u>Goal 2.</u> 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.

Evaluation: For FFY 2019, DBVI served 17 individuals through Supported Employment (Title VI funds), utilizing community-based Employment Services Organizations (ESO's). All of DBVI's Title VI Supported Employment funds were utilized. DBVI Business Relations staff provide consultation to the VR Counselors in the six Regional Offices on a regularly scheduled basis, with emphasis on utilizing both paid and unpaid work experiences as necessary.

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 Business Unit will research and provide current state and local labor market information to VR Counselors and individuals seeking employment to ensure that vocational goals are in line with Virginia's business and industry hiring needs and that individuals are preparing for competitive integrated employment.

Measure: DBVI will strive to ensure that individuals who successfully obtain or maintain employment will earn an average hourly wage above the state average.

Evaluation: During FFY 2019, the Business Relations staff provided labor market information, industry and job specific education and experience work requirements, and other relevant workforce information to VR staff and those individuals being served through regularly scheduled consultations and staffings. The average hourly wage for individuals who were closed successfully for the FFY 2019 was $19.37, with a statewide average hourly wage of $19.44.

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 and tracking use and trends during the State Plan cycle.

Evaluation: DBVI's Business Relations Unit (BRU) was provided training regarding Virginia's Apprenticeship programs, with BRU staff then providing ongoing consultation with the six DBVI Regional Office VR staff regarding apprenticeship opportunities.

Strategy 2.4: To develop a strategic plan for VRCBVI to correlate training services with successful employment outcomes.

Measure: DBVI will continue to implement the strategic plan, goals and timelines as developed.

Evaluation: VRCBVI's strategic planning process (Learning Collaborative Project) resulted in a number of specific recommendations to ensure effective collaboration between the Center and the six Regional Offices. A key component of this was to more effectively integrate employment related services with its training services. During FFY 2019, VRCBVI revised its policy and procedure manual with a strong emphasis on the integration of an employment focus throughout the core training process. VRCBVI also provided numerous employment focused short-term training programs during the past year, including seven Career Works workshops, "Take Action," "Take Charge," and a reverse job fair for career ready individuals, an employment "soft skills" seminar, and a "Jump Start" program.

Strategy 2.5: Report to the SRC quarterly on the progress toward accomplishing the

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provided regular reports regarding VRCBVI program activities and services to the SRC.

<u>Goal 2.</u> Factors that impeded Achievement of the Goal: Due to fiscal constraints, the Business Relations Unit (BRU) was unable to backfill two positions that have become vacant, reducing the BRU from 5 staff to 3. As well, during FFY 2019, DBVI continued implementation of Order of Selection with all priority categories closed throughout the year. Individuals who were in Priority Category I (Most Significant Disability) were periodically offered the opportunity to be opened for services based on their application date, but Order of Selection limited the number of individuals DBVI was able to serve in the VR program which impacted program outcomes.

<u>Goal 3.</u> 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, 215 individuals will work in competitive integrated settings; 20 of those individuals will work in self-owned businesses and in Supported Employment settings.

Measure: Establish appropriate baseline measures.

Evaluation: For FFY 2019, DBVI had 127 individuals closed as successfully rehabilitated in competitive integrated employment.

Strategy 3.2: Developing an understanding of credential attainment rate, measurable skill gain, and effectiveness in serving employers.

Evaluation: During FFY 2019, VR staff were provided training on Credential Attainment and Measureable Skills Gains criteria, with the goal increasing program outcomes, improving case documentation, and meeting reporting requirements.

Strategy 3.3: Developing a mechanism in the AWARE case management system for tracking all performance accountability measures.

Evaluation: Alliance has provided AWARE updates that allow for tracking of required performance accountability measures.

Strategy 3.4: Report to the SRC quarterly on the progress toward accomplishing Goal 3.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provided regular updates regarding DBVI program activities and outcomes.

<u>Goal 3.</u> Factors that impeded Achievement of the Goal: During FFY 2019, DBVI continued implementation of Order of Selection with all priority categories closed throughout the year. Individuals who were in Priority Category I (Most Significant Disability) were periodically offered the opportunity to be opened for services based on their application date, but Order of Selection limited the number of individuals DBVI was able to serve in the VR program which impacted program outcomes.

<u>Goal 4.</u> 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.

Evaluation: Rehabilitation Technology staff served a total of 238 individuals, including individuals who were receiving VR services and DBVI staff. Support services included assistive technology (AT) services and information technology (IT) services.

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.

Evaluation: Rehabilitation Technology staff conducted 5 presentations during FFY 2019 with the goal of increasing awareness of assistive technology that are available for individuals who are blind, deafblind, or have a vision impairment. Staff also participated as an exhibitor at 3 conferences and was an exhibitor at an VRCBVI sponsored employer job fair.

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.

Evaluation: Rehabilitation Technology staff served a total of 238 individuals, including individuals who were receiving VR services and DBVI staff. Support services included assistive technology (AT) services and information technology (IT) services.

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.

Evaluation: Rehabilitation Technology staff served a total of 238 individuals, including individuals who were receiving VR services and DBVI staff. Support services included assistive technology (AT) services and information technology (IT) services.

Measures: DBVI will upgrade devices and computers as part of its efforts to provide rehabilitation technology services to individuals participating in evaluation and training at VRCBVI.

Measure: Rehabilitation technology services will be provided on a statewide basis.

Measure: During this State Plan cycle personnel from the Rehabilitation Technology Services Unit and VRCBVI computer instructors will jointly conduct a minimum six regional rehabilitation technology seminars.

Evaluation: During FFY 2019, rehabilitation technology staff provided services for staff and individuals being served for all six DBVI Regional Offices.

Measure: During this State Plan cycle the chief rehabilitation engineer will conduct and/or arrange training on new and improved technology, including emerging technologies identified through the Rehabilitation Services Administration grant to implement a pilot project through the Disability Innovation Fund – Automated Personalization Computing Project (APCP), for the rehabilitation technology staff.

Evaluation: During FFY 2019, the DBVI Chief Rehabilitation Engineer provided consultation and support on request to DBVI staff regarding assistive technology solutions.

Strategy 4.3: DBVI will provide assistive technology services, including technical assistance, to partners in Virginia's Workforce Development system.

Measure: DBVI will conduct compliance reviews on request, of the America's Job Centers to determine whether they are physically and programmatically accessible for eligible individuals. Reports of compliance reviews will be provided to the Job Center administration and to other Workforce Partners.

Evaluation: The DBVI Chief Rehabilitation Engineer participated on the WIOA Accessibility Taskforce, the WIOA Accessibility Taskforce Training Workgroup and the Workforce Innovations Accessibility Cohorts Group. The DBVI Chief Rehabilitation Engineer also participated on a work team to ensure workforce centers in Virginia were following necessary accessibility policy and guidelines for certification.

Measure: Provide technical assistance to Virginia Department of Education staff to plan for the assistive technology needs of eligible students.

Evaluation: The DBVI Chief Rehabilitation Engineer is currently planning the development of a webinar on assistive technology (AT) with Virginia Department of Education staff.

Strategy 4.4: Report to the SRC quarterly on the progress toward accomplishing Goal 4.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provides regular updates on the program activities and outcomes of the DBVI rehabilitation technology program.

<u>Goal 4.</u> Factors that impeded achievement of the goal: Due to budgetary restrictions, DBVI determined the need to implement layoff procedures resulting in the loss of two Rehabilitation Technology staff which impacted program outcomes for the year.

<u>Goal 5.</u> Expanding transition services for youth and students seeking employment and/or postsecondary 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 Workforce Services and the Director of Services for Children and Youth will educate the VR staff on the strategic plan for transition services for Virginia's students and youth that are blind, deafblind, and vision impaired.

Measure: DBVI will continue to sponsor a Summer Work program for high school students.

Measure: DBVI will provide vocational rehabilitation staff with training opportunities on the topic of transition.

Measure: VRCBVI will provide Summer Transition programs during the summers of this State Plan cycle. These programs will include a five-week transition program entitled Learning Independence, Feeling Empowered (LIFE) and a five-week summer college preparatory program entitled Learning Excellence in Academics Program (LEAP).

Evaluation: During FFY 2019, DBVI provided VR staff, Education Coordinators, and targeted VRCBVI staff with training on serving students and youth with disabilities through the Youth Technical Assistance Center (YTAC). VRCBVI continued to its summer transition programs in FFY 2019; a five-week program entitled "Learning Independence, Feeling Empowered (LIFE)" and a five-week college preparatory program entitled "Learning Excellence in Academic 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 postsecondary 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 enter into vendor agreements with qualified providers to provide pre-employment transition services for students.

Evaluation: DBVI entered in vendor agreements with qualified vendors (DARS approved) to provide pre-employment transition services for students who are blind, deafblind, or have a vision impairment (including students who are potentially eligible). Agreements are now in place with 8 vendors, including 2 (Virginia National Federal for the Blind and Columbia Lighthouse for the blind) whose primary mission is to serve individuals who are blind, deafblind, or who have a vision impairment.

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.

Evaluation: During FFY 2019, VRCBVI implemented a series of short-term, employment-focused workshops (Career Works). Self-advocacy was an integral component of these workshops and of other short-term programs that VRCBVI offered. Additionally, self-advocacy is a regular component of the adjustment to blindness curriculum. The employment/advocacy focus is reflected in all VR student's reports.

Strategy 5.5: DBVI will identify services to groups that can benefit potentially eligible individuals, 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.

Evaluation: Each of the six (6) DBVI Regional Offices schedule regular public outreach activities in the communities they serve. DBVI's Education Services staff continued outreach efforts in 2018-19 for children, students and their families and has collaborated on a significant number of events for students age 14 and older in the 6 different regions

of the state including Assistive Technology demonstrations, Information Fairs, STEM programs at the Science Museum of Virginia in Richmond, and career development workshops, among others. DBVI's outreach activities include parents, Early Childhood Intervention Specialists, Teachers for the Vision Impaired, School Transition Specialists, and other professionals as well as DBVI Education Coordinators, Orientation and Mobility Instructors, Vocational Rehabilitation Counselors, Rehabilitation Teachers, and Rehabilitation Engineers.

Additionally, the Education Services program partners with Vocational Rehabilitation Services to provide Pre-ETS and VR services to students age 14 and above. Such collaboration involves informational sessions on post-secondary options; visits to community college and university campuses with sessions on self-advocacy, how to request accommodations, independent living skills, and career related information; and visits to businesses for informational interview opportunities. Education Services also works in collaboration with the Career Pathways for Individuals with Disabilities (CPID) programs and the LIFE and LEAP programs by identifying students and assisting in the application process, providing programming, and staffing programs.

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 14.

Measure: The Education Coordinators will annually contact parents of students in their region who are not currently receiving transition services to ensure they are aware of the services available.

Measure: DBVI staff will follow up with students and families who have previously indicated they are uninterested in VR services when the student turns aged 16.

Evaluation: DBVI's Education Services coordinators work in close concert with the Teachers for the Visually Impaired (TVI's) for the school systems in the areas they serve. Educational Services staff assist the TVI's in identifying students who are interested and require DBVI services and provide necessary consultation with students and families. DBVI's Educational Services staff also participate during the registration period at the Virginia School for the Deaf and Blind.

Strategy 5.7: Report to the SRC quarterly on the progress toward accomplishing Goal 5.

Measure: DBVI will provide quarterly reports on progress to the SRC.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provided regular updates regarding vocational rehabilitation, transition and educational services, and the provision of Pre-ETS services to DBVI students with disabilities.

<u>Goal 5.</u> Factors that impeded achievement of the goal: During FFY 2019, DBVI continued implementation of Order of Selection with all priority categories closed throughout the year. Individuals who were in Priority Category I (Most Significant Disability) were periodically offered the opportunity to be opened for services based on their application date, but Order of Selection limited the number of individuals DBVI was able to serve in the VR program which impacted program outcomes.

<u>Goal 6.</u> Increasing awareness of services among the public, community stakeholders, and individuals applying for or receiving services to include VR services that are available

and the role of the VR Counselor in assisting individuals to achieve competitive integrated employment in Virginia's Workforce.

Strategy 6.1: DBVI direct services personnel will conduct outreach activities designed to educate the public, community stakeholders, and potentially eligible individuals about VR Services.

Measure: VR Counselors, Regional Managers, and Business Unit Personnel will each develop and implement a minimum of three activities annually.

Measure: DBVI VR Counselors and Business 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.

Evaluation: Each of DBVI's 6 Regional Offices conducts regular programs designed to educate the public regarding DBVI's services, including VR services. VR staff routinely participate in community events such as health fairs, transition school nights, and community resource fairs to promote and highlight DBVI VR services. In addition, specific outreaches to business, to assist in disability etiquette/sensitivity discussions and information regarding assistive technology and other compensatory strategies for hiring an individual who is blind or vision impaired. VR staff will also reach out to potential referral sources, such as social services, ophthalmology clinics, and public schools to promote services and available supports. Rehabilitation Technology staff conducted 5 presentations during FFY 2019 with the goal of increasing awareness of assistive technology that are available for individuals who are blind, deafblind, or have a vision impairment. Staff also participated as an exhibitor at 3 conferences and was an exhibitor at an VRCBVI-sponsored employer job fair. DBVI's Business Relations staff were actively involved with 11 workforce centers, providing ongoing consultation, support, and information regarding services to individuals who are blind, deafblind, or who have a vision impairment.

Strategy 6.2: Use of Facebook, Twitter, Linkedin, and other media to increase awareness of VR services.

Measure: DBVI will establish social media accounts and webpages and ensure that content is updated routinely.

Measure: DBVI will provide public awareness announcements on National Public Radio.

Measure: DBVI's Business Unit will continue to utilize its webpage to help establish relationships with employers and interested stakeholders.

Evaluation: DBVI has established a Facebook page which provides the public with information regarding DBVI's services, community activities, short-term programming offered by VRCBVI, and other relevant information, links, and resources of interest to families and individuals who are blind, deafblind, or who have a vision impairment. Staff from DBVI's Business Relations Unit utilize Linkedin to develop and maintain engagement with employers.

Strategy 6.3: During this State Plan cycle, DBVI and the SRC will continue to work together in developing strategies for increasing public awareness about DBVI and VR services.

Measure: In collaboration with the SRC, DBVI will develop agency marketing materials.

Measure: DBVI will work in partnership with the SRC to ensure that marketing activities are coordinated to maximize impact.

Evaluation: DBVI is in continuing discussion with the SRC regarding the most effective strategies for increasing public awareness regarding DBVI services. Use of electronic media has been a primary focus, with an emphasis on the development of marketing materials or strategies for which there is an effective return on the investment of resources. DBVI staff will continue to work in concert with the SRC in this area.

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.

Evaluation: The most recent Comprehensive Statewide Needs Assessment (CSNA) identified those populations which continue to be unserved or underserved by DBVI's VR program. DBVI staff have routinely participated in meetings, conferences, and other activities with consumer organizations of the blind such as the National Federation for the Blind (NFB), Association for the Education and Rehabilitation of the Blind and Vision Impaired (AER), and the American Council for the Blind (ACB).

Strategy 6.5: Report to the SRC quarterly on the progress toward accomplishing Goal 6.

Measure: DBVI will provide quarterly reports on progress to the SRC.

Evaluation: The Director of Vocational Rehabilitation and Workforce Services provides quarterly reports to the SRC regarding program date, activities, and outcomes of the VR program.

<u>Goal 6.</u> Factors that impeded achievement of the goal: During FFY 2019, DBVI was under Order of Selection with all priority categories closed. This impacted the number of individuals who were served by the VR program. Because of the significant delay in being able to serve an individual (9-12 months), targeted outreach to traditionally unserved or underserved populations was significantly hampered.

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

For the state FY 2019, DBVI budgeted $78,796 for Supported Employment and $13,429 for Supported Employment – Youth (Title VI funds). A total of $58,398 was spent ($6,685

on youth with disabilities), serving 17 individuals served. For state FY 2019, including individuals served within a Supported Employment program and those served through Job Coaching Training Services (JCTS), a total of $132,580 was on spent with 58 individuals served.

One of the challenges in providing Supported Employment services for the population DBVI serves is the lack of expertise among the DARS approved Employment Services Organizations (ESOs) in serving individuals who are blind, deafblind, or who have a vision impairment. DBVI has targeted a number of vendors who have the necessary expertise in working with this population, establishing vendor agreements with them for services. Among these is the Virginia Federation for the Blind and the Columbia Lighthouse for the Blind.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

As previously identified, during FFY 2019, DBVI was under an Order of Selection with all categories closed. This impacted the number of individuals who would be served in the VR program. Additionally, as noted above, the lack of necessary expertise among the ESO's in serving the population that DBVI serves has impacted referrals for Supported Employment services.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

During FFY 2019, DBVI has been in the process of establishing baseline data regarding the establishment of program outcome goals for Employment Rate (Q2 post-exit), Employment Rate (Q4 post-exit), and Median Earnings. DBVI has reported outcomes on a pilot basis for Credential Rate, Measurable Skills Gains, and Contacts with Employers.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

DBVI participated 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. DBVI provided pre-VR employment data and post- application data for project testing and modeling analysis.

DBVI provided rehabilitation technology training in order to address barriers to assistive technology services. These trainings resulted in more qualified assistive technology tutors and enabled individuals served to successfully participate in vocational training and employment.

DBVI worked collaboratively with other workforce partners to enhance guidance, counseling and career planning techniques for students and youth to increase employment in high demand occupations. This resulted in an increase of students and youth obtaining credentials, skills and certifications necessary to be competitive in the current job market.

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).

Supported employment (SE) services begin at the point at which the individual is employed. The primary SE service is typically job coaching services (job site training), but other services deemed necessary to support the individual in employment are also permissible under the definition of SE services. These include:

1. transportation and other mobility related services;
2. treatment services (e.g., medical, mental health, etc.); and;
3. benefits counseling.

In addition, while situational assessment and job development services are not part of the federal definition of "supported employment services", they are traditionally primary services leading to supported employment for individuals and are paid for with Title I funds.

Individuals, including youth with disabilities up to age 25, are eligible for Supported Employment services if

1. the individual has been determined eligible for vocational rehabilitation services;
2. the individual is determined to be an individual with a most significant disability;
3. for purposes of activities carried out with funds for youth with disabilities, the individual is a youth with a disability up to age 25; and
4. a comprehensive assessment of the rehabilitation needs of the individual, including an evaluation of rehabilitation, career, and job needs, identifies Supported Employment as the appropriate employment outcome for the individual.

Transition aged students up to age 25 who meet the criteria for Supported Employment (SE) services may receive these services in the final semester of their Individual Educational Program (IEP). DBVI will coordinate SE with the student, their parents as required, and the school system in which the student is enrolled as needed. If the VR counselor wishes to provide SE services prior to the final semester, Regional Manager approval is required.

DBVI will reserve and expend half of such its Title VI Supported Employment allotment for the provision of Supported Employment services, including extended services, to youth with the most significant disabilities up to age 25 in order to assist those youth in achieving an employment outcome in Supported Employment.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

Individuals who have reached stability on the employment site (as agreed to between the VR Counselor and the Employment Services Organization (ESO) job coach) are then in the extended services phase. Placement and training hours are authorized to allow for the extended services

funding to be put into place. Once the funding for extended services is in place, the ESO job coach will provide the necessary ongoing support services. The ESO job coach will provide ongoing support services via a minimum of two monthly follow-up meetings on or off the individual's job site as determined in consultation with the individual being served. The purpose of follow-along services is to promote job retention and maintain employment stability and to monitor, coordinate and provide the services needed for the individual to maintain employment.

Criteria for Assessing Employment Stability

1. Job site supports have leveled off and are at maintenance level.

2. The individual is satisfied with the job and the employer reports satisfaction with the individuals work.

3. Specific job task training has been completed and individual is performing job duties at an acceptable level of productivity and quality

4. Work behaviors are consistent. On task behavior is at an acceptable level with supports as needed.

5. Any necessary job accommodations, rehabilitation technology or other necessary services are in place.

6. Transportation and other ancillary service needs that may affect employment have been addressed.

During the extended services phase, the individual is receiving ongoing support services as well as any other services necessary to maintain employment. During this phase, VR Supported Employment funds cannot be used. Rather, the individual is funded through another source of funds which should have been determined during IPE development once it was determined SE services were to be utilized.

Extended services funding for ongoing support is available from several sources.

1. DBVI does have some limited State General Funds which are used for expenditures related to the purchase of ongoing support services.

2. Some individuals may have been approved for Medicaid Waiver funding through the local Community Services Board (CSB), which can be used for extended services funding.

3. Each ESO in Virginia has budgeted Long Term Extended Services Support funds (LTESS) which can be used. Under certain circumstances, federal Supported Employment funds may be used if approved for youth with disabilities who meet the eligibility definition for Supported Employment services.

VOCATIONAL REHABILITATION (BLIND) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Virginia Department for the Blind and Vision Impaired

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , 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;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Virginia Department for the Blind and Vision Impaired

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[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) 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;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Raymond E. Hopkins

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Commissioner

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[14] Public Law 113-128.
[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
[16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
[17] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.
[18] 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 3474; and the State VR Services program regulations.
[19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.
[20] Applicable regulations, in part, include the citations in footnote 6.

CERTIFICATION SIGNATURE

Signatory information	Raymond E. Hopkins
Name of Signatory	Raymond E. Hopkins
Title of Signatory	Commissioner, Virginia Department for the Blind and Vision Impaired
Date Signed	3/26/2020

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:**

The State Plan must include	Include
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.	

The State Plan must include	Include
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. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.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 (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No
3.b.(B) “has established a State Rehabilitation Council” (Yes/No)	Yes
3.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	
3.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)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.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? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.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	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	

The State Plan must include	Include
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.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	
3.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	
3.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:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.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	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	No
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. 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	
4.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	
4.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	
4.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	

The State Plan must include	Include
4.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	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. 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	
4.j.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:	
5.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	
5.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	
5.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:	
6.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	
6.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	

The State Plan must include	Include
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.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	
7.b.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	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	41.5%	46.0%	38.7%	47.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

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 elects to include 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. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] 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 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 THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006, AS AMENDED BY THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V) (TITLE 20, UNITED STATES CODE (20 U.S.C. 2301 ET SEQ.))

NOTE: Unless otherwise noted, statutory references in this section are to Pub. L. 115–224,— *The Strengthening Career and Technical Education for the 21st Century Act* ("Perkins V" or "the

Act"). (20 U.S.C. 2301 et seq.) The term "the State" used throughout this section refers to the State Perkins Eligible Agency and "the State Plan" refers to the "Perkins State Plan".

(OMB Control Number: 1830-0029)

A. PLAN DEVELOPMENT AND CONSULTATION

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.
2. Consistent with section 122(e)(1) of Perkins V, each eligible agency 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, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Text Box 1: Statutory Requirements for State Plan Consultation

- (c) PLAN DEVELOPMENT.—
- (1) IN GENERAL.—The eligible agency shall—
    - (A) Develop the State plan in consultation with—
        - (i) Representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
        - (ii) Interested community representatives, including parents, students, and community organizations;
        - (iii) Representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the "State board");
        - (iv) Members and representatives of special populations;
        - (v) Representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;

Text Box 1: Statutory Requirements for State Plan Consultation

- (vi) Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
- (vii) Representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
- (viii) Individuals with disabilities; and

  - (B) Consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

- (2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan. (3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor's office and shall occur—
  - (A) During the development of such plan; and
  - (B) Prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)

The Virginia Department of Education (VDOE) developed its Perkins Four-Year State Plan using the Strengthening Career and Technical Education Act for the 21st Century (Perkins V) requirements as a foundation to ensure input from a wide variety of stakeholder sources. The Four-Year Career and Technical Education (CTE) State Plan was informed by representatives from secondary and postsecondary CTE programs, which included eligible secondary and postsecondary subrecipients, with representatives of two-year minority-serving institutions, historically black colleges and universities, and adult CTE providers. Teachers, faculty, school system leaders, school administrators, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals also informed plan development. Value was added to the State Plan by the participation of interested community representatives, including parents, students, and community organizations. Representatives from the Governor's office and from large and small business and industry also provided input to the stakeholder meeting. Intentional strategies were employed to include the voice of representatives of special populations, including individuals with disabilities and out-of-school youth, disadvantaged youth, homeless children and youth, and at-risk youth.

Throughout this Plan, the term students with disabilities refers to students with a disability who are eligible for special education and related services, including a student who is evaluated and determined to have autism, developmental delay, emotional disability, intellectual disability, orthopedic impairment, or other categories which meet the federal and state regulations. The term disadvantaged refers to individuals (other than students with disabilities) who have economic or academic disadvantages, and who require special services and assistance in order

to succeed in CTE programs, and 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.

Virginia does not have tribally controlled colleges or universities, Indian Tribes, or Tribal organizations, nor does it have charter schools included in the local school system for Perkins funding purposes. The comprehensive list of stakeholders by name and organization can be found in Appendix A.

Virginia is fortunate to also have the WIOA Combined State Plan team that is led by the Governor and Governor's office, including the Chief Workforce Development Advisor and the Virginia Board of Workforce Development. The Secretaries of Commerce and Trade, Education, and Health and Human Resources; as well as representatives from branches under each, including the Virginia Employment Commission (VEC); Department of Labor and Industry (DOLI); Virginia Community College System (VCCS); Office of Career, Technical, and Adult Education; Department for Aging and Rehabilitative Services (DARS); Department for the Blind and Vision Impaired (DBVI), and Department of Social Services (VDSS) are team members. State department levels participating in the WIOA Combined State Plan development under WIOA are Title I areas of Rapid Response, Adult Education, Dislocated Workers, and Youth; Title II area of Adult Education and Literacy; Title III area of Wagner-Peyser; and, Title IV areas of Vocational Rehabilitation. The remaining Combined Plan team members are from the offices of Trade and Adjustment Assistance, Unemployment Insurance, Jobs for Veterans State Grants, secondary, postsecondary, Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T), Temporary Assistance for Needy Families (TANF), and Virginia's Initiative for Employment not Welfare (VIEW).

The participation of, and input from, the wide breadth of stakeholders informing the development of the State Plans has led to a thorough connection among secondary and postsecondary education, small and large business and industries, workforce development industry sectors, and Governor-led state agencies.

The VDOE staff and key stakeholders group developed the state plan based on the workforce needs across the Commonwealth and a review of input from the participants in the four regional public hearings, and 30 day public comment period which was extended to include the 60 day public comment period on the state determined levels of performance. Careful consideration was given to all aspects of public and stakeholder recommendations. There were no objections to the state plan by the general public or members of the State Board of Education during the approval process. There were no objections to the state plan from State agencies, general public, and members of the State Board of Education during the approval process.

In accordance with the provisions of Perkins V, the state eligible agency shall conduct public hearings for the purpose of affording all segments of the public and interested organizations and groups (including teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders (consistent with state law), employers, labor organizations, parents, students, Indian Tribes and Tribal organizations that may be present in the state, and community organizations), an opportunity to present views and make recommendations regarding the State Plan. Listed below are the locations for public hearings Virginia used to receive comments on the State Plan.

October 15, 2019 Williamsburg-James City Public Schools Berkeley Middle School 1118 Ironbound Road Williamsburg, Virginia 23188 Auditorium 7:00-9:00 p.m. **Total Number of Speakers: 14**	**October 16, 2019** Prince William County Public Schools Hylton High School 14051 Spriggs Road Woodbridge, Virginia 22193 Auditorium 7:00-9:00 p.m. **Total Number of Speakers: 18**
October 23, 2019 Harrisonburg City Public Schools Skyline Middle school 470 Linda Lane Harrisonburg, Virginia 22802 Auditorium 7:00-9:00 p.m. **Total Number of Speakers: 25**	**October 24, 2019** Wythe County Public Schools George Wythe High School 1 Marron Way Wytheville, Virginia 24382 Auditorium 7:00-9:00 p.m. **Total Number of Speakers: 21**

A summary of the recommendations collected across all four public hearings is below. Several topics that emerged spanned across all public hearings, with the top three categories shared by public comment being the split of funds between secondary education and postsecondary education, continued support for Career and Technical Student Organizations (CTSOs), and the overall importance of CTE at the secondary level (see Appendix A for a detailed summary by presenter).

Funding split between secondary education and postsecondary education

- This topic spanned across all four public hearings and emphasized the overwhelming support to continue the current secondary to postsecondary funding split of 85 percent/15 percent. Many also spoke to the need to increase the secondary to postsecondary funding split in favor of secondary to 90 percent/10 percent. The Superintendent of Lee County Public Schools spoke on behalf of the Regional Superintendent's Group that represents 19 school divisions in Southwest Virginia. The Division Superintendent's Group supports the 85 percent/15 percent split of funding because of their commitment to children. He pointed out that community colleges have a variety of other opportunities provided through industry partnerships to help with equipment needs that school divisions do not have. In closing, he advocated highly that

the State Board of Education (BOE) continue to fund Perkins at the current level or increase funding for secondary education.

- Several school division personnel cautioned the VDOE that reducing the secondary funding in the formula would significantly and negatively affect their divisions' ability to implement CTE with fidelity and equity, and that the VDOE must consider how secondary must divide the funding to support 358 high schools and 374 middle schools, compared to 23 community colleges. Any reduction in federal funding for secondary could result in fewer CTSO opportunities, a reduction in staff professional development, fewer equipment upgrades, and fewer credentialing opportunities.
- It was also requested that the split be increased in favor of secondary to support the increased demands with special education, work-based learning (WBL), and industry credentials. Many also indicated that additional funding for secondary education is needed to fulfill the VDOE's mission to prepare students to be career, college, and life ready, a mission aligned with the VDOE's Profile of a Virginia Graduate.

Continued support for CTSOs at the secondary level

- Students and advisors that participate in CTSOs presented and shared comments at each of the four public hearings throughout the Commonwealth, stressing the importance of continued funding to support CTSO opportunities. It was shared that through CTSOs, students are provided with opportunities to serve, lead, expand their skills and knowledge, and experience career planning far beyond the scope of the classroom. Continued funding to support teachers providing these experiences is vital in helping students learn to lead in a technical world.
- Several personal stories of student success were shared.
    - A teacher/CTSO sponsor who worked with over 50 Future Business Leaders of America (FBLA) regional, state, and national officers shared her perspective: CTSO opportunities have helped students learn the importance of workplace readiness skills (WRS).
    - The national vice-president of Family Career and Community Leaders of America (FCCLA) shared how participation in FCCLA has had a tremendous impact on her life, providing her with leadership skills and WRS which have helped her transition into life after high school. She shared several examples of the positive impact on her family and in her consumer science classes, and that the skills she has learned align with the State focus on the Profile of a Graduate. She encouraged an increase in support of CTSO opportunities for future generations.

Overall importance of CTE at the secondary level

- Speakers from across all four public hearings gave examples of the significance of CTE at the secondary level and the importance of continued support through federal funding.
- A representative from Hampton City shared that "the Academies of Hampton are transforming the high school experience." Funding to support career exploration with programs like My Future, My Journey provide students the experience to explore all careers at the Hampton Convention Center. In Perkins V, federal funding is permissible down to grade five for expanded career exploration; this requires additional resources and supports, increasing the federal dollars needed at the secondary level. CTE is an integral experience along with CTSO opportunities, industry credentialing, professional

development, resources like the CTE Resource Center (CTERC), and essential equipment for hands-on activities that are critical for student success, ensuring all students are life ready as they enter the workforce pipeline throughout the Commonwealth.

- A representative from Northern Virginia shared that CTE provides opportunities like the Thinkabit Lab in Falls Church City where over 5,000 grade five through 12 students study the foundations of microelectronics, computer science and programming, and robotics. CTE courses provide the hands-on technical skills that are needed for the future workforce. Continued support of CTE at the secondary level is mission critical to meeting the workforce needs of the Commonwealth.

- A parent from Prince William County shared a personal story of his son's success as a CTE student in automotive technology. Throughout his career pathway and involvement in SkillsUSA, his son was able to compete in seven different states with students from all over the country. Based on a WBL opportunity and this classroom success, he received over $100,000 in scholarship funding to attend a technical school; he earned a full ride to the Universal Technical Institute and then participated in the Mercedes-Benz Drive Program. Today, at 20 years old, his son is a Mercedes-Benz mechanic at Huber Mercedes-Benz in Fredericksburg, Virginia; he is self-sufficient and living on his own with a bright future thanks to the Hylton High School CTE automotive program. Any reduction if federal funding would lead to having antiquated training resources or outdated equipment, creating a more difficult transition to a technical school or the industry, thus impacting scholarship opportunities for current and future Hylton High School students.

Importance of WBL at the secondary level

- Several presenters' comments were related to WBL, as Virginia highlights the importance of WBL in its Profile of a Virginia Graduate. One presenter shared, "WBL experiences provide our students with authentic learning opportunities on a spectrum from career exploration all the way through career preparation. Perkins funding supports the opportunity for WBL to be imbedded in CTE courses."

- At the public hearing in Williamsburg, a CTE staff person indicated that implementing WBL has highlighted the need for a centralized management system. Increased funding is needed to support this important component to ensure students are career ready.

- Several speakers requested the funding split to be increased to 90 percent for secondary schools, in support of expanding WBL opportunities throughout the Commonwealth.

Support for private school students

- Two presenters from Wytheville, Virginia shared comments representing the Minnick Private Day School.

- One presenter stated that Perkins V requires states to continually make meaningful progress toward improving the performance of special populations. Private schools in Virginia serve over 4,000 students and the goal of many private day schools is to return the student to their home school. It only makes sense to assess the needs of these students and staff when determining how funds can be equitably applied, and to move the needle toward positive outcomes for this special population.

- Another presenter shared that evidence-based practices for the future success of special needs students points to CTE initiatives, including vocational training, WBL, career

planning, and paid and unpaid work experience. The goal is to get these students back to public school, and she believes that if they had some of these opportunities, or even one opportunity, to experience some of these programs, that would be a way to get them interested and back into public schools.

Continued support for professional development at the secondary level

- One presenter shared the need for continued funding for CTE teachers to attend professional development, as it is critical in providing a level of confidence and competency as a professional educator.
- Another presenter shared a concern about ensuring funding was available for all staff to remain current in their field. Some teachers are required by their industry to remain certified in order to maintain their teaching license. For example, students in automotive technology programs seek to earn their state inspector license and ASE certifications. Teachers in this program area are required to attend professional development training by industry to stay current in order to prepare students for rigorous exams; continued funding is mission critical at the secondary level.

Continued support for the CTERC

- Several presenters shared the value and significance of the work at the CTERC for the past 37 years.
    - About 70 percent of the funding for the CTERC comes from Perkins.
    - CTERC staff support curriculum revision, development of new courses, establishment of the 17th career cluster, WBL Guide, and Safety Guide.
    - The website receives two million hits per year.
    - CTERC provides aligned curriculum with industry standards and ensures competencies are identified, and articulates CTE courses, industry certifications, and course sequences.
- Presenters expressed that funding to support the CTERC is critical and losing it would be devastating; funding must remain to ensure Virginia's CTE curriculum keeps pace with industry and workforce needs.
- Several presenters commented in favor of an increase to support the CTERC, noting any decrease in funding would severely affect the ability of the CTERC to provide free access to, and support of, the curriculum resources for all teachers.

Perkins V performance indicators

- One presenter in Wytheville shared comments of concern related to the fact that science is now an additional performance measure in Perkins V. He indicated that Virginia is considering the biology SOL as a performance measure, which essentially means that CTE students' biology scores will help determine CTE program quality. He shared that he doesn't think CTE should be held accountable for what will come down to biology SOL scores. He urged Virginia to reconsider this measure. In addition, while he supports dual enrollment, he is not in support of making dual enrollment credits a measure of program quality.

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

- 1. State's Vision for Education and Workforce Development
    - a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)
    - b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)
    - c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)
    - d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

Text Box 2: Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY.—

From amounts reserved under section 112(a)(2), each eligible agency shall—

- (1) Conduct State leadership activities to improve career and technical education, which shall include support for—
    - (A) Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

Text Box 2: Required Uses of State Leadership Funds

- (B) Individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
- (C) Recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
- (D) Technical assistance for eligible recipients; and

(2) Report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

(Section 124 of Perkins V)

- 2. Implementing Career and Technical Education Programs and Programs of Study
  - a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)
  - b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1321 [1] will—
    - i. Promote continuous improvement in academic achievement and technical skill attainment;
    - ii. Expand access to career and technical education for special populations; and
    - iii. Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)
  - c. Describe how the eligible agency will—
    - i. Make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;
    - ii. Facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and

programs of study and career pathways that include multiple entry and exit points;

- iii. Use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
- iv. Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
- v. Coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
- vi. Support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
- vii. Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Text Box 3: Statutory Definition of Career Pathways

The term 'career pathways' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)

(7) Career pathway.--The term "career pathway'' means a combination of rigorous and high-quality education, training, and other services that—

- (A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act''; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship'', except in section 171);
- (C) Includes counseling to support an individual in achieving the individual's education and career goals;
- (D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

Text Box 3: Statutory Definition of Career Pathways

- (F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) Helps an individual enter or advance within a specific occupation or occupational cluster. (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113- 128])

(Section 3(8) of Perkins V)

- d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)
- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)
- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.
- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.
- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Text Box 4: Statutory Requirements of Local Applications

- (b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—
- (1) A description of the results of the comprehensive needs assessment conducted under subsection (c);
- (2) Information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
    - (A) How the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
    - (B) A description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

Text Box 4: Statutory Requirements of Local Applications

- (C) How students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

- (3) A description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—
  - (A) Career exploration and career development coursework, activities, or services;
  - (B) Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
  - (C) An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
- (4) A description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);
- (5) A description of how the eligible recipient will—
  - (A) Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
  - (B) Prepare CTE participants for non-traditional fields;
  - (C) Provide equal access for special populations to career and technical education courses, programs, and programs of study; and
  - D) Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) A description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
- (7) A description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
- (8) A description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

Text Box 4: Statutory Requirements of Local Applications

- (9) A description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

(Section 134(b) of Perkins V)

Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment

- (c) COMPREHENSIVE NEEDS ASSESSMENT.—
- (1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
    - (A) Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
    - (B) Not less than once every 2 years, update such comprehensive local needs assessment.
- (2) REQUIREMENTS.—The comprehensive local needs assessment described in paragraph
    - (1) Shall include each of the following:
    - (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
    - (B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ''State board'') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
    - (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
    - (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
    - (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to

Text Box 4: Statutory Requirements of Local Applications

prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

- 3. Meeting the Needs of Special Populations
  - a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—
    - i. Will be provided with equal access to activities assisted under this Act;
    - ii. Will not be discriminated against on the basis of status as a member of a special population;
    - iii. Will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
    - iv. Will be provided with appropriate accommodations; and
    - v. Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)
- 4. Preparing Teachers and Faculty
  - a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

[1]Based on the context of this requirement, the reference to the local application process under "section 132" appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.

<u>Summary of State-supported workforce development activities</u>

Secondary

Virginia has an established statewide system of career pathways that brings together elementary, secondary, and postsecondary education; workforce boards; and business and industry. These partnerships connect education, workforce development, and economic development, and the workforce development activities connect to employer needs and focus on high-skills, high-wages, and in-demand careers that relate to the economy. This statewide system allows Virginia to ensure continued improvement to its modern, relevant, and rigorous

programs, and supports students to be workforce ready upon high school graduation or with additional postsecondary education.

The Virginia Workforce Development Plan aligns the education and training pipeline to the needs of the labor market, and the pipeline of activities range from middle and high school, postsecondary, and adult education CTE programs. These priorities are reflected in recent Virginia workforce initiatives that include the identification and acceleration of a workforce that is ready to fill middle-skill jobs, and the inclusion of workforce credentials that are valued by employers and vital to the individual's career progression.

Additionally, 8VAC20-131-50 and 8VAC20-131-51, require students to earn a CTE credential approved by the BOE. The CTE credentials could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia WRS for the Commonwealth Assessment. If the CTE credential in a particular program area is not readily available, appropriate, or does not adequately measure student competency, with satisfactory completion of competency-based instruction in the program area, the student will meet the standard diploma requirements.

Virginia programs of study for career pathways provide a consistent foundation of knowledge and skills across the state with additional regional requirements added to programs, if needed. These programs of study enhance secondary and postsecondary collaboration that may lead to articulation agreements. Virginia's Economic Development Strategic Plan reinforces the Perkins' programs of study and technical skills assessment, and ensures collaborative efforts to produce results and value in the workforce system in order to meet business needs, while being responsive to long-range talent and skills forecasts as well as emerging needs. Labor market data is acquired from resources such as CTE Trailblazers at http://www.ctetrailblazers.org/, the Virginia Employment Commission (VEC) at http://www.vec.virginia.gov/, and the Census Quarterly Workforce Indicator Explorer at http://qwiexplorer.ces.census.gov.

Virginia will continue to work across agencies to establish professional development academies to help ensure a common understanding of career pathways and sector partnerships. This effort builds upon a decade of work in the Commonwealth to align education and training programs in ways that make it easier for individuals to access and complete career preparation. By pairing together sector strategies and career pathways awareness, Virginia plans to improve the relevance and effectiveness of education and training programs, leading to more positive outcomes for individuals and businesses. Through a blend of instructor-led and self-paced online courses, academies will strengthen the leadership capacity of workforce system partners and practitioners to incorporate sector partnership, career pathway strategies, and thinking as integral components in every Virginia region.

Postsecondary

According to VCCS policy, occupational/technical education programs are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled crafts-persons for employment in industry, business, the professions, and government. These programs, which normally require two years or less of training beyond high school, may include preparation for agricultural, business, engineering, health and medical, industrial, service, and other technical and occupational fields. The curriculum is planned primarily to meet the needs for workers in the region being served by the community college, but the VCCS may designate certain community colleges as centers to serve larger areas of the state in offering expensive and highly specialized occupational and technical education programs.

The VCCS governs 23 colleges located on 40 campuses across the Commonwealth, with its principle objective to "provide and maintain a system of comprehensive community colleges through which appropriate educational opportunities and programs to accomplish the purposes set forth [in the *Code of Virginia*] shall be made available throughout the Commonwealth." Additionally, each college in the VCCS has a local board. The purpose of each local college board is to keep the community college responsive to the needs of its service area. Each local board also monitors college programs, policies, and actions to ensure that they are within statewide policies.

These local boards also play important roles in the curriculum approval process that follows the following pathway:

1. College proposal is approved by an institutional curriculum advisory committee
2. The proposal is reviewed and approved by the Chief Academic Officer (CAO)
3. The proposal is reviewed and approved by local board
4. The proposal is reviewed and approved by the VCCS. The Academic and Student Affairs Council (ASAC) also serves as an advisory body on system-wide matters related to instructional programs and student services. The ASAC also provides a forum for the exchange of information and professional development activities.

All community colleges maintain a workforce development division headed by a vice president, dean, or director who is charged with analyzing and addressing business and industry's need for a skilled workforce within the college's local service area. These workforce leaders work collaboratively with CAO within the institution to plan, develop, and maintain occupational/technical education programs at the colleges. Curriculum advisory committees, referenced above, consist of representatives from business, industry, and labor; and aid in keeping courses and programs relevant to the workplace and providing students and faculty with relevant career entry requirements. Experiential learning through apprenticeships, internships, cooperative education, service, and project-based leaning provides students with opportunities to apply their knowledge and skills in a real-world context. Site visits and mentoring ensure additional relevancy.

The Workforce Development Advisory Council (WDAC), comprised of college workforce leaders and decision makers, also meets regularly to discuss current needs, trends, and opportunities. The WDAC serves as an advisory body to the Chancellor on system-wide matters related to non-credit instruction/services and workforce, economic, and community development. The Council meets at least three times a year.

<u>State's strategic vision and set of goals for preparing an educated and skilled workforce</u>

Secondary

The VDOE continues to strengthen its workforce development activities in Perkins V with a wide range of partners and with a continuum of career awareness, exploration, and training opportunities.

As required by 8VAC20-131-140, each elementary, middle, and secondary school must provide for the identification of academic and career interests that support planning for career preparation for all students, including students within special populations. Beginning in the elementary school years, students explore the different occupations associated with career clusters and select areas of interest in the process of developing an academic and career plan

portfolio (ACPP). In middle school, students complete a locally selected career interest inventory and select a career pathway in developing a personal Academic and Career Plan (ACP). To support development of the ACP, students participate in CTE career investigations course, or school division alternative, that includes personalized planning for academic courses, WBL opportunities, industry certifications, possible independent projects, and postsecondary education plans within students' identified career pathways. In high school, students select career-related learning experiences, including courses and WBL opportunities as identified in their ACP. Students' career interests are evaluated throughout high school, and, if necessary, the ACP is re-aligned. Additionally, wherever possible and appropriate, students are encouraged and afforded opportunities to take college courses simultaneously to meet high school graduation requirements and earn college degree credit (dual enrollment). Students are provided with various options and programs during this process, including the use of state-supported and/or commercial resources for career exploration and career readiness activities. Additionally, students receiving special education services are provided the required transition-planning process that is uniquely tailored to the students' preferences, interests, and abilities, in order for students to be career ready whether their transition is directly to employment or to postsecondary education or training.

The VDOE Office of Career, Technical, and Adult Education continues its successful process of developing relevant and rigorous curriculum frameworks, with teacher and business and industry input, which prepare students with the academic, employability, and technical knowledge and skills to meet local, state, and global workforce needs. Further, the 21st Century WRS for the Commonwealth are the first 22 competencies of every state CTE course, and provide students with vital employability skills.

Virginia offers CTE curriculum in the following 17 Career Clusters:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Energy
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing

- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Virginia's programs of study (plans of study) for career pathways within the 17 career clusters provide a consistent foundation of knowledge and skills, with additional regional requirements added to programs if needed. These programs of study enhance secondary and postsecondary collaboration and ensure that the CTE programs in Virginia are producing results and value in the workforce system in order to meet business needs for long-range talent projections and skills forecasts, as well as emerging needs.

Postsecondary

Virginia's 23 community colleges serve an estimated 400,000 people annually across the state. The opportunities provided include cutting-edge and highly demanded training and education. Over the next ten years, Virginia will need to fill 1.5 million jobs**,** the majority of these jobs will require postsecondary credentials – associate's degrees, certifications, and licensures.

To accommodate the demand, in 2015, the VCCS developed a six-year strategic plan which focuses on one goal through 2021: 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.

A committee of representatives from across the VCCS engaged in a comprehensive and inclusive process to create the six-year strategic plan for the system's 23 colleges. The committee included VCCS presidents, vice presidents, deans, faculty, staff appointed representatives, and students from across Virginia's Community Colleges. The process began with a series of town hall meetings held around Virginia to gather perspectives from the people the community colleges serve. Next, the committee examined higher education reform proposals from federal and state governments, higher education think-tank report, national and state data about higher education trends, as well as strategic plans for other organizations. The committee also heard from national experts on higher education trends and reviewed survey data from the VCCS employees and students.

The analysis led the committee to a clear conclusion: Virginia needs its colleges to produce a dramatically higher number of meaningful postsecondary credentials to support economic vitality. More Virginians must complete degrees, diplomas, certificates, career studies certificates, and industry recognized certifications. Their prosperity, and that of the entire state, depends on their success.

In order to make this one strategic goal achievable and meaningful, Virginia's Community Colleges and the VCCS office focused efforts in five specific areas:

- Elevating Virginia's skilled workforce
- Providing educational access for all Virginians
- Reinventing the way community colleges help students succeed
- Connecting Virginia's diverse educational opportunities
- Preserving affordable college access

In order to further advance the strategic vision and goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including existing and emerging in-demand industry sectors and occupations, the VCCS seeks to further align Perkins V CTE programs with the Virginia public workforce system, including WIOA.

The mission of Virginia's public workforce system is to prepare individuals for the careers of today and tomorrow, and connect businesses to a highly skilled workforce. In order to achieve this mission, Virginia incorporates the Career Pathways Model in the implementation of statewide workforce development programs. This model values employer engagement, customer focus, and data driven decision making in all workforce programs, and helps Virginia to maintain a workforce system that exemplifies innovation and responsiveness in an ever-changing economic landscape.

The VCCS vision of Perkins V leverages and complements WIOA and the public workforce system by supporting 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, the 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, Institutes of Excellence, and credit and non–credit workforce program, have been consolidated under a VCCS cross–functional Academic and Workforce Programs team. This team reports to the Senior Vice Chancellor of Academic and Workforce Programs, and collaboratively leads and manages the VCCS career pathway initiatives.

A Career Pathways Work Group (CPWG), which includes representatives from all of the agencies in Virginia responsible for workforce development programs, including the state CTE directors, as well as members from the Virginia Economic Development Partnership and the Governor's office, was established in 2013. The CPWG ensures integrated career pathways programming that is responsive to regional business demands. Members meet in small and large groups to address specific projects, grant opportunities, and shared programming and outcomes. The CPWG 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.

The VCCS postsecondary Perkins funding helped to create the development of a career-coaching program. Currently, Perkins partially supports 135 coaches, who are community college employees, serving 185 high schools statewide. Perkins funds have also supported career coach training in the following areas:

- Increased nontraditional gender career awareness, participation, and completion among high school students (via professional development seminars and training)
- Improved technological capabilities for case management and student tracking (Virginia Wizard Case Management System)
- Supported professional development for the Coordinator for Postsecondary Pathways/Program Director - High School Career Coach Program to attend the National

Career Pathways Conference in Orlando to earn the Career Pathways Leadership Certification and glean CTE topical and pedagogical best practices

The career coaching program's success and growth has 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, in 2014, launched the Rural Virginia Horseshoe Initiative, designed to improve educational attainment rates in rural Virginia. The initiative continues to prioritize the strategy to increase the number and impact of career coaches in high schools served by the 14 rural Virginia Community Colleges. Approximately 40 percent of career coaches now occupy full-time positions, and full-time coaches primarily serve rural secondary students.

In addition to the career coaches, the VCCS will employ Perkins funding to support high quality CTE instruction, ongoing and targeted professional development for CTE instructors, and collaborative initiatives with both the VDOE and other agencies that lead to stronger CTE outcomes in the Commonwealth.

State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system

Secondary

Virginia is submitting its Perkins V Four-Year State Plan as part of the WIOA State Plan. Virginia's WIOA Plan and Every Student Succeeds Act (ESSA) Consolidated State Plan informs Virginia's strategic vison and goals for preparing an educated and skilled workforce. These plans, along with this Perkins V Four-Year State Plan, align to establish a foundation that prepares an educated and skilled workforce in Virginia.

The ESSA Consolidated State Plan identifies Virginia's rigorous accountability Board-approved benchmarks in reading and mathematics as the long-term goals for all students and student groups. For over 20 years, Virginia has implemented a state accountability system that includes rigorous state content standards and assessments for all students that are updated on a regular basis. These benchmarks differentiate and identify schools for support and improvement, and also place federal accountability focus on student groups that have historically failed to meet growth targets. This gap-closing model is rigorous and attainable, and emphasizes the importance of improved achievement for low-performing student groups.

Postsecondary

Virginia's CTE programs of study and workforce development system serve many of the same under and unemployed Virginians. Consequently, the Commonwealth seeks to coordinate efforts in order to most effectively leverage and utilize resources, and to achieve the strategic vision and goals described in this document. Representatives from all eight agencies in the Commonwealth with responsibility for workforce development, including the VDOE and the VCCS, have been meeting regularly over the past several months to ensure that the activities to be carried out under Perkins and WIOA are aligned and, where appropriate, integrated.

The VCCS is the State agency responsible for the administration of both postsecondary Perkins and the WIOA, Title I. Consequently, staff responsible for WIOA planning and implementation regularly meet and plan programming with the VCCS staff responsible for college programs, including Perkins. Having oversight of both postsecondary Perkins and WIOA provides the VCCS

with the unique opportunity to ensure that the two programs align; many conversations and shared planning are conducted within the central office, colleges, and local workforce areas focused on program alignment. One example of shared planning and programming is the planning and implementation of the G3 ("Get Skilled, Get a Job, and Give Back") workforce development program, the signature workforce development program under Governor Ralph Northam's administration. In preparation for G3, the VCCS, under the Governor's direction, allocated just over $5 million in WIOA state set-aside funds to support colleges in their redesign of targeted, high-demand CTE programs. This redesign resulted in the overhaul of nearly 500 college CTE programs that lead to applied associate degrees in fields such as healthcare, manufacturing, and information technology (IT). The new programming is broken into smaller, stackable, credential programs that are fully aligned and sequential. Students may enter level one, earn a credential of value, and then become employed – returning later to engage in levels two and three, which are seamlessly aligned in an articulated pathway toward an associate degree. This new approach to stackable CTE programming is scheduled to be implemented in FY 2021 after a significant budget proposal from the Governor to support G3 as Virginia's "Promise Program" for the colleges.

Middle College and Great Expectations are two additional programs serving current and aspiring CTE students. 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. Frequently, Great Expectations youth access the Middle College program, and both programs recruit individuals who are eligible under WIOA adult, dislocated worker, or youth programs. Both programs also offer targeted remedial courses, access to workforce readiness courses, wraparound support services, scholarships, incentives, 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 CPWG also ensures regular communication and coordination among Perkins and WIOA 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 WIOA.

The VCCS also employs the following strategies for joint planning, alignment, coordination, and leveraging of funds between the State's CTE programs/programs of study with the State's workforce development system to improve and enhance career pathway access and opportunities for students, and to leverage funds between Perkins V and WIOA programs:

- VDOE: The VCCS and the VDOE have an extensive history of a cooperative and collaborative work with the state's WIOA partners to provide a coordinated and comprehensive programmatic and funding approach for educational and workforce services.
- Virginia's WIOA One-Stop Centers, known in Virginia as Career Works: One-Stop Centers are part of Virginia Career Works network, and postsecondary Perkins is a mandated partner in the centers. As a required One-Stop partner under WIOA, the VCCS continues coordinated efforts with the VEC on the delivery of services to Virginia's employers and job seekers offered at Virginia Career Works. One-Stop Centers were developed to bring together employment and training program services that work with all people and make it easier for job seekers and employers to use these services.

The Virginia Career Works network maintains a list of Virginia Career Works Centers with access to workforce and employment and training services through various programs and partner organizations. All Career Works Centers provide services required by federal legislation plus programs and services from nonprofit and other community partners that coordinate to meet the needs of the local community.

- Virginia's WIOA Adult, Dislocated Worker, and Youth Programs: Under WIOA Title I - Adult Program, Dislocated Worker Program, and the Youth Program, the Virginia Career Work Centers provide educational youth services that include: tutoring, study skills training, evidence-based dropout prevention and/recovery services, alternative secondary school services, financial literacy, and education offered concurrently with workforce preparation activities and training for specific occupations or occupational clusters. These activities include summer employment opportunities directly linked to academic and occupational learning, paid and unpaid work experiences that incorporate academic and occupational education, occupational skills training, and entrepreneurial skills training. Resources delivered include, but are not limited to: job openings, labor market data, resume training, education services, online learning, veterans' services, and youth services.

As a partner program that provides access through Virginia's Career Works system, postsecondary Perkins will continue to partner and coordinate service delivery efforts with WIOA Titles I, II, III, and IV.

How Virginia will use State leadership funds

Secondary

Virginia will use its State Leadership funds to:

- Develop, revise, or procure CTE curricula that are aligned to industry and academic standards, including funding for the CTERC
- Evaluate and improve regional technical centers
- Provide professional learning experiences for CTE teachers, faculty, and administrators
- Review CTE Comprehensive Local Needs Assessments (CLNA) and Perkins applications
- Review Perkins local allocation and local use
- Monitor CTE programs of study
- Recruit and prepare CTE teachers, faculty, and specialized instructional support personnel or paraprofessionals
- Market and highlight CTE programs of study, including CTE stigma/perception and marketing
- Support state-supported resources for career exploration and career readiness activities
- Provide support to eliminate inequities in student access to high-quality CTE programs of study and hire effective teachers, faculty, specialized instructional support personnel, and paraprofessionals
- Prepare students for nontraditional fields in current and emerging professions

- Develop strategies to improve success in CTE programs of study for members of special populations
- Provide funding to CTE programs that serve individuals in State institutions
- Deliver technical assistance for eligible recipients
- Support the integration of employability skills into CTE programs of study
- Support CTSOs
- Support career exploration curriculum through Fifth Grade

Postsecondary

The VCCS uses State Leadership funds to support development and implementation of strategies to improve CTE throughout the community college system. These activities include:

- Preparation for nontraditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, or in-demand occupations that result in postsecondary certificates and nationally-recognized certifications (e.g. the VCCS High School Career Coach Coordinator provides professional development and assistance to High School career coaches)
- Support for recruiting, preparing, training, and retaining CTE instructors, faculty, specialized instructional support personnel, professional development, or leadership development programs (e.g., the VCCS's annual Hire Ed Conference is a gathering of community college leaders, workforce development professionals, partner agencies, board members, and elected officials exploring the ways in which colleges will respond to the needs of businesses and individuals in the Commonwealth, positioning Virginia as a national model for workforce training)
- Provision of technical assistance to Perkins eligible recipients and reporting on the effectiveness of funding (e.g., on-site monitoring activities, data collection, and provision of related technical assistance)

<u>Career and technical education programs or programs of study that will be supported, developed, or improved at the State level</u>

Secondary

Virginia's CTE program provides a statewide system of career pathways that brings together secondary, postsecondary, workforce development, and business/industry. These partnerships focus on high-skill, high-wage, and in-demand occupations that strengthen the economy. Utilizing a statewide career clusters model, the state ensures delivery of modern, rigorous, and flexible programs that offer global competitiveness. In both secondary and postsecondary, obtainment of workforce credentials such as industry certification, a state licensure examination, a national occupational competency assessment, or for the Commonwealth WRS Assessment is a priority.

Sample programs of study have been developed for each of the 17 career clusters based on models provided by Advance CTE. The programs of study provide a consistent foundation of core knowledge and skills for statewide implementation. Additional competencies may be added to address regional and local workforce demands.

School divisions are required to develop at least one new program of study each year or revise an existing program of study based on the courses offered within their schools, employment needs of the area, and postsecondary career options. The links below provide sample programs of study and templates which are posted on the VDOE website.

Agriculture, Food & Natural Resources

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems
- Blank Plan of Study (with fields)

Architecture & Construction

- Construction
- Design / Pre-Construction
- Maintenance Operations
- Blank Plan of Study (with fields)

Arts, A/V Technology & Communications

- Audio / Video Technology and Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts
- Visual Arts (Interior Design Sample)
- Blank Plan of Study (with fields)

Business Management & Administration

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management
- Blank Plan of Study (with fields)

Education & Training

- Administration & Administrative Support
- Professional Support Services
- Teaching and Training
- Blank Plan of Study (with fields)

Energy (Fall 2020)

- Fuels Production
- Power Generation
- Energy Transmission, Distribution, and Storage
- Energy Sustainability and Efficiency

Finance

- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments
- Blank Plan of Study (with fields)

Government & Public Administration

- Foreign Service
- Governance
- National Security

- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation
- Blank Plan of Study (with fields)

Health Science

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services
- Blank Plan of Study (with fields)

Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants and Food / Beverage Services
- Travel & Tourism
- Blank Plan of Study (with fields)

Human Services

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services
- Blank Plan of Study (with fields)

Information Technology

- Information Support & Services

- Network Systems
- Programming & Software Development
- Web & Digital Communications
- Blank Plan of Study (with fields)

Law, Public Safety, Corrections & Security

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services
- **Blank Plan of Study (with fields)**

Manufacturing

- Health, Safety & Environmental Assurance
- Logistics Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance
- Blank Plan of Study (with fields)

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales
- Blank Plan of Study (with fields)

Science, Technology, Engineering & Mathematics

- Engineering & Technology (Agriculture Sample)
- Engineering & Technology (Energy and Power Sample)
- Engineering & Technology (Engineering Sample)
- Engineering & Technology (Technology Sample)
- Science & Math
- Blank Plan of Study (with fields)

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning and Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems / Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations
- Blank Plan of Study (with fields)

Virginia's CTE programs and courses are described in the Administrative Planning Guide (APG). The links below point to the state-approved courses designed for career connections and career clusters.

- Career Connections
- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Energy (Fall 2020)
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism

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

The Virginia BOE requires that students complete a minimum of two sequential courses in order to be a program finisher. Once the student graduates, the designation is changed to program completer.

For the postsecondary section of the program of study, Virginia's template provides the recommended certificate programs and associate degree programs using a VCCS state code for the degree program (degree requirements are available on the website of each community college). School divisions and postsecondary institutions work together to identify specific courses to ensure secondary to postsecondary program alignment.

This sample Information Technology Program of Student was developed jointly between secondary and postsecondary education. The alignment of academic and technical courses moving from high school to postsecondary provides a career pathway for students interested in the IT field.

The 2019 Virginia General Assembly passed House Bill 2008 and Senate Bill 1348, which require the VDOE, in consultation with representatives from pertinent industries such as renewable energy, natural gas, nuclear energy, coal, and oil, to establish an energy career cluster. The two bills also require the VDOE to base the knowledge and skill sets contained in such energy career cluster on the energy industry competency and credential models developed by the Center for Energy Workforce Development in partnership with the U.S. Department of Labor. The bills further require the VDOE to report to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than December 1, 2019, on its progress toward establishing such energy career cluster.

Postsecondary

The VCCS is comprised of 23 community colleges located on 40 campuses throughout the Commonwealth of Virginia. Each community college provides programs and majors through the associate-degree level, encompassing occupational-technical education, college transfer education, general education, developmental education, continuing education, and workforce development. The VCCS provides access to quality higher educational opportunities and workforce training throughout the Commonwealth for over 225,000 credit students and nearly 175,000 non-credit students. The VCCS's mission is to provide the opportunity to learn and develop the right skills so lives and communities are strengthened.

Each community college serves a defined service region and is charged with meeting the needs of the students and industry partners in these regions while working collaboratively with secondary education, colleges and universities, and community organizations. All occupational and technical education programs are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled crafts persons. These programs may include preparation

for agriculture, business, engineering, healthcare, manufacturing, information technology, building and construction trades, and public safety. Curricula primarily meet the need for workers in the region being served by the community college, but the VCCS may designate certain community colleges as centers to serve larger areas of the state in offering highly specialized occupational and technical education programs.

Each community college maintains a CTE Advisory Committee comprised of college students, college faculty, labor organizations, workforce investment council members, business and industry leaders, local school division representatives, community representatives, special populations representation, out of school, homeless, and/or at-risk youth individuals to provide input and guidance pertaining to the scope and sequence of programs and courses to meet regional workforce demands.

The following provides postsecondary program titles, by category, offered by the VCCS. Detailed information regarding program availability, associated courses, and the college(s) offering each credential is readily available on the VCCS website.

Associate of Arts

Humanities/Humanistic Studies

- LIBERAL ARTS

Visual and Performing Arts, General

- FINE ARTS
- MUSIC

Associate of Arts and Sciences

Liberal Arts and Sciences/Liberal Studies

- ARTS & SCIENCES
- BUSINESS ADMIN
- EDUCATION
- ENGINEERING
- GENERAL STUDIES
- LIBERAL ARTS
- SCIENCE

Associate of Applied Arts Non-transfer, applied degree. Visual and Performing Arts, General

- MUSIC

Visual and Performing Arts, Other

- FINE ARTS
- STUDIO & VISUAL COMMUNICATION
- STUDIO ARTS

Associate of Applied Science

Non-transfer, applied technology degree Accounting and Related Services, Other

- ACCOUNTING

Airframe Mechanics and Aircraft Maintenance Technology/Technician

- AVIATION MAINTENANCE TECHNOLOGY

Allied Health Diagnostic, Intervention, and Treatment Professions, Other

- HEALTH SCIENCES

Applied Horticulture/Horticultural Operations, General

- HORTICULTURE

Architectural Technology/Technician

- ARCHITECTURE

Automobile/Automotive Mechanics Technology/Technician

- AUTOMOTIVE

Biology Technician/Biotechnology Laboratory Technician

- BIOTECHNOLOGY

Business Operations Support and Secretarial Services, Other

- ADMINISTRATIVE SUPPORT TECH
- COMPUTER SOFTWARE SPECIALIST

Business/Managerial Operations, Other

- ACQUISITION AND PROCUREMENT
- MANAGEMENT
- MARKETING

CAD/CADD Drafting and/or Design Technology/Technician

- COMPUTER AIDED DRAFTING & DESIGN

Child Care Provider/Assistant

- EARLY CHILDHOOD DEVELOPMENT

Civil Engineering Technology/Technician

- CIVIL ENGINEERING TECHNOLOGY

Clinical/Medical Laboratory Technician

- MEDICAL LABORATORY TECHNOLOGY

Computer and Information Sciences, General

- INFORMATION SYSTEMS TECHNOLOGY
- IST: NETWORKING

Computer and Information Systems Security

- CYBERSECURITY

Construction Trades, General

- CONSTRUCTION MANAGEMENT TECH

Cooking and Related Culinary Arts, General

- CULINARY ARTS

Corrections

- CORRECTIONS SCIENCE

Criminal Justice/Law Enforcement Administration

- ADMINISTRATION OF JUSTICE
- POLICE SCIENCE

Dental Hygiene/Hygienist

- DENTAL HYGIENE

Design and Visual Communications, General

- COMMUNICATION DESIGN
- COMPUTER ARTS
- GRAPHIC DESIGN

Diagnostic Medical Sonography/Sonographer and Ultrasound Technician

- DIAGNOSTIC MEDICAL SONOGRAPHY

Diesel Mechanics Technology/Technician

- DIESEL TECHNOLOGY

Electrical, Electronic and Communications Engineering Technology/Technician

- COMPUTER ELECTRONICS TECHNOLOGY
- COMPUTER NETWORKING TECHNOLOGY
- ELECTRICAL ENGINEERING TECHNOLOGY

Electrician

- ELECTRICAL TECHNOLOGY
- ELECTROMECHANICAL CONTROL

Emergency Medical Technology/Technician (EMT Paramedic)

- EMERGENCY MEDICAL SERVICES

Engineering Technology, General

- ARCHITECT CIVIL ENGINEER
- GENERAL ENGINEERING TECHNOLOGY

Environmental Control Technologies/Technicians, Other

- ENERGY TECHNOLOGY

Fire Science/Firefighting

- FIRE SCIENCE TECHNOLOGY

Forensic Science and Technology

- FORENSIC SCIENCE

Funeral Service and Mortuary Science, General

- FUNERAL SERVICE

Health Information/Medical Records Technology/Technician

- HEALTH INFORMATION TECHNOLOGY

Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR

- AIR CONDITIONING AND REFRIGERATION

Hospitality Administration/Management, General

- HOSPITALITY MANAGEMENT

Industrial Electronics Technology/Technician

- ELECTRONICS TECHNOLOGY
- INSTRUMENTATION

Industrial Production Technologies/Technicians, Other

- COMPUTER INTEGRATED MANUFACTURING

- INDUSTRIAL
- INDUSTRIAL TECHNOLOGY

Industrial Technology/Technician

- TECHNICAL STUDIES

Interior Design

- INTERIOR DESIGN

Legal Assistant/Paralegal

- PARALEGAL STUDIES

Manufacturing Technology/Technician

- MECHATRONICS

Mechanical Engineering Related Technologies/Technicians, Other

- MECHANICAL DESIGN
- MECHANICAL ENGINEERING TECHNOLOGY

Mechanics and Repairers, General

- MARITIME TECHNOLOGIES

Medical Radiologic Technology/Science - Radiation Therapist

- RADIATION ONCOLOGY

Mental and Social Health Services and Allied Professions, Other

- HUMAN SERVICES

Mining Technology/Technician

- ENVIRONMENTAL MANAGEMENT

Natural Resources/Conservation, General

- ENVIRONMENTAL SCIENCE
- FOREST SCIENCE
- FORESTRY

Nursing

- NURSING

Occupational Therapist Assistant

- OCCUPATIONAL THERAPIST ASSISTANT

Opticianary/Ophthalmic Dispensing Optician

- OPTICIANRY

Photography

- PHOTOGRAPHY

Physical Therapist Assistant

- PHYSICAL THERAPIST ASSISTANT

Precision Metal Working, Other

- MACHINE TECHNOLOGY

Radiologic Technology/Science - Radiographer

- RADIOGRAPHY

Respiratory Care Therapy/Therapist

- RESPIRATORY THERAPY

Sign Language Interpretation and Translation

- AMERICAN SIGN LANGUAGE – ENGLISH INTERPRETATION

Teacher Assistant/Aide

- EDUCATION ASSISTING

Veterinary/Animal Health Technology/Technician and Veterinary Assistant

- VETERINARY TECHNOLOGY

Associate of Fine Arts

Art/Art Studies, General

- VISUAL ARTS

Drama and Dramatics/Theatre Arts, General

- THEATER

Film/Cinema Studies

- CINEMA

Music, General

- MUSIC

Associate of Science

Biological and Physical Sciences

- SCIENCE

Business Administration and Management, General

- BUSINESS ADMINISTRATION

Computer Science

- COMPUTER SCIENCE

Criminal Justice/Safety Studies

- CRIMINOLGY & CRIMINAL JUSTICE

Education, General

- EDUCATION

Engineering, General

- ENGINEERING

General Studies

- GENERAL STUDIES

Health Services/Allied Health/Health Sciences, General

- HEALTH SCIENCES

Information Technology

- INFORMATION TECHNOLOGY

Social Sciences, General

- SOCIAL SCIENCES

Certificate

A curriculum that consists of a minimum of 30 semester hours with a minimum of 15 percent of course work in general education which must include one three credit hour English class.

Accounting and Related Services, Other

- ACCOUNTING
- BOOKKEEPING

Aircraft Powerplant Technology/Technician

- POWER PLANT MAINTENANCE

Airframe Mechanics and Aircraft Maintenance Technology/Technician

- AIRFRAME MAINTENANCE

Allied Health Diagnostic, Intervention, and Treatment Professions, Other

- ADVANCED HEALTH CARE
- HEALTH SCIENCES

Applied Horticulture/Horticultural Operations, General

- SUSTAINABLE AGRICULTURE AND HORTICULTURE

Architectural Drafting and Architectural CAD/CADD

- ARCHITECTURAL DRAFTING

Audiovisual Communications Technologies/Technicians, Other

- MUSIC RECORDING TECHNOLOGY

Automobile/Automotive Mechanics Technology/Technician

- AUTOMOTIVE DIAGNOSIS AND TECHNOLOGY
- AUTOMOTIVE TECHNOLOGY

Business Operations Support and Secretarial Services, Other

- ADMINISTRATIVE SUPPORT TECHNOLOGY
- CLERICAL STUDIES
- MICROCOMPUTER OFFICE AUTOMATION
- OFFICE INFORMATION PROCESS
- OFFICE SYSTEMS TECHNOLOGY
- WORD PROCESSING

Business/Managerial Operations, Other

- ACQUISITION AND PROCUREMENT
- GENERAL BUSINESS
- MANAGEMENT DEVELOPMENT
- SMALL BUSINESS MANAGEMENT
- SUPERVISION AND MANAGEMENT

CAD/CADD Drafting and/or Design Technology/Technician

- COMPUTER AIDED DRAFTING & DESIGN

Child Care Provider/Assistant

- CHILD CARE
- EARLY CHILDHOOD DEVELOPMENT

Computer and Information Sciences, General

- INFORMATION SYSTEMS TECHNOLOGY
- NETWORKING APLUS

Computer and Information Systems Security

- CYBERSECURITY

Construction Trades, General

- BUILDING CONSTRUCTION

Cooking and Related Culinary Arts, General

- CULINARY ARTS

Corrections

- CORRECTIONS

Criminal Justice/Law Enforcement Administration

- ADMINISTRATION OF JUSTICE
- LAW ENFORCEMENT
- POLICE SCIENCE

Dental Assisting/Assistant

- DENTAL ASSISTING

Design and Visual Communications, General

- GRAPHIC COMMUNICATIONS
- MULTIMEDIA DESIGN

Diesel Mechanics Technology/Technician

- DIESEL MECHANICS

Electrical, Electronic and Communications Engineering Technology/Technician

- ELEC/ELECTRONICS
- ELECTRONICS

Electrician

- ELECTRICITY

Environmental Control Technologies/Technicians, Other

- ENERGY TECHNOLOGY

Fire Science/Firefighting

- FIREFIGHTING

Forensic Science and Technology

- CYBERCRIME INVESTIGATION

Health and Medical Administrative Services, Other

- HEALTH INFORMATION MANAGEMENT
- MEDICAL OFFICE CLERK

Health Information/Medical Records Technology/Technician

- HEALTH INFORMATION TECHNOLOGY

Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR

- AIR CONDITIONING AND REFRIGERATION

Hospitality Administration/Management, General

- HOSPITALITY MANAGMENT

Industrial Production Technologies/Technicians, Other

- INDUSTRIAL MAINTENANCE
- MANUFACTURING TECHNOLOGY
- WIND TURBINE SERVICE TECHNOLOGY

Legal Assistant/Paralegal

- LEGAL ASSISTANT

Liberal Arts and Sciences, General Studies and Humanities, Other

- GENERAL EDUCATION

Licensed Practical/Vocational Nurse Training

- PRACTICAL NURSING

Massage Therapy/Therapeutic Massage

- MASSOTHERAPY

Medical/Clinical Assistant

- MEDICAL ASSISTING

Mental and Social Health Services and Allied Professions, Other

- HUMAN SERVICES

Precision Metal Working, Other

- COMPUTER NUMERIC CONTROLS MACHINING
- MACHINE SHOP
- MACHINE TOOL OPERATIONS
- PRECISION MACHINING TECHNOLOGY

Security and Protective Services, Other

- FORENSIC SCIENCE

Substance Abuse/Addiction Counseling

- SUBSTANCE ABUSE REHABILITATION

Surgical Technology/Technologist

- SURGICAL TECHNOLOGY

Technical and Business Writing

- PROFESSIONAL WRITING FOR BUSINESS

Visual and Performing Arts, Other

- ARTS AND CRAFTS
- FINE ARTS

Web Page, Digital/Multimedia and Information Resources Design

- WEB DESIGN MANAGER

Welding Technology/Welder

- PIPE WELDING

- WELDING

A two-year curriculum with an emphasis in a career/technical area with a minimum of 15 percent of course work in general education, which must include one three credit hour English class.

Automobile/Automotive Mechanics Technology/Technician

- AUTOMOTIVE ANALYSIS & REPAIR

Construction Trades, General

- CONSTRUCTION TECHNOLOGY

Electrical/Electronics Maintenance and Repair Technology, Other

- ELECTRONICS SERVICE

Graphic Communications, General

- PRINTING

Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR

- AIR CONDITIONING AND REFRIGERATION

Industrial Electronics Technology/Technician

- ELECTRICAL ELECTRONICS

Precision Metal Working, Other

- MACHINE OPERATIONS
- MACHINE SHOP
- MACHINE TOOL
- MACHINE TOOL AND QUALITY

Welding Technology/Welder

- WELDING

In addition to the programs provided in the summary table, each college delivers Career Studies Certificates to meet targeted, regional workforce needs. A Career Studies Certificate program is defined as a program of study of not less than nine or more than 29, semester credit hours, and which is not required to include general education courses. Information regarding Career Studies Certificates provided by colleges may be accessed through the VCCS courses and programs portal.

The VCCS Complete 2021 strategic plan, adopted in 2015, established the goal of leading the Commonwealth in the education of its citizens by tripling the number of credentials awarded by 2021. 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 an in-demand field. Branded as FastForward in 2017, total program enrollments has resulted in more than 18,000 industry recognized, high-demand industry certifications and licensures.

In 2018, in accordance with the VCCS strategic plan, additional strategies were developed to support meeting the goal set forth in the plan – implementing guided career pathways – and prioritizing partnerships with K-12 that result in accelerated pathways to the workforce. For example, community colleges work with regional K-12 partners to create and expand dual enrollment opportunities supported by high school career coaches, which provide students with transparent and efficient pathways for those interested in attaining industry certifications, career studies certificates, certificates, and degrees. These models provide seamless connections between K-12, the VCCS, and businesses by providing access to clearly articulated and affordable pathways. All of these aforementioned efforts contribute to the VCCS's emphasis placed on the Guided Pathways model.

Guided Pathways represents the thoughtful consideration of internal and external factors that influence Virginia's college communities and the creation of a systemic approach to addressing those factors in the interest of student success. Guided Pathways are designed to guide students from connection through completion. In a Guided Pathways approach, incoming students are given support to clarify goals for college and careers, choose a program of study, and develop an academic plan with predictable schedules. Embedded advising, progress tracking, and feedback are integrated into pathways leading to successful transfer or entry into the labor market.

Despite these efforts and advances, Virginia still faces significant demand for a skilled workforce, and in many industry sectors, such as IT and computer science, demand exceeds the supply. An analysis of Virginia labor market data shows that Virginia needs a strong mixture of short credentials and associate degrees to meet job demands. The VCCS is undertaking a curriculum redesign initiative to build accelerated pathways into the workforce by creating stackable pathways that begin with short-term certificates and industry certifications. With stackable pathways, students can enroll in short-term skills-based programs, off-ramp to good entry-level jobs, and continue or return later to complete credits toward additional credentials. In fall 2018, the Governor provided $5.1 million from the WIOA state set-aside funds to jump start the accelerated pathways redesign. Each community college was awarded funding to restructure programs leading to high demand jobs in the following industry sectors: IT/computer science, healthcare, manufacturing and trades, public safety, and early childhood education.

Process and criteria to be used for approving locally developed programs of study or career pathways

Secondary

The goals for education in Virginia are to ensure that every student attends a school that maximizes his or her potential and prepares the student for life beyond high school. A successful graduate will achieve and apply academic and technical knowledge; demonstrate productive workplace skills, qualities, and behaviors; build connections and value interactions with others as a responsible and responsive citizen; and, align knowledge, skill, and personal interests with career opportunities.

Under the new accreditation system implemented in 2018, every school must develop a multi-year plan to support continuous improvement. The new accreditation system emphasizes closing achievement gaps between student groups and provides a more comprehensive view of quality. The accreditation reforms align to Profile of a Virginia Graduate, focus on equity outcomes, include student growth, and measure student engagement.

School Quality Profiles were developed by the BOE in response to the 2015 Virginia General Assembly, which directed the Board to redesign online reports for schools and school divisions to more effectively communicate to parents and the public about the status and achievements of Virginia's public schools. School Quality Profiles are available for all schools, school divisions, and for the state.

Among such items as assessments, college and career readiness, and teacher quality, the School Quality Profile 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 (SOL) assessments for graduation.

To promote continuous improvement in academic achievement and technical skill attainment local school divisions must submit at least one program of study each year. The components of the program of study include:

- Incorporate secondary education and postsecondary courses aligned to industry standards.
- 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.
- Include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The 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), 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.

Postsecondary

To promote continuous improvement in academic achievement and technical skill attainment each application is reviewed by the VCCS Office to determine whether the local program of study:

- Meets the criteria for postsecondary career pathways established by the VCCS and the VDOE
- Identifies and addresses high-skilled, high-wage, in-demand occupations
- Includes 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 assessment of programming
- Shows evidence of involvement of the college-led, college service region Career Pathways Leadership Team
- Requires eligible recipients to agree to comply with all statements of assurances and conditions as defined by Perkins V legislation
- Provides students with strong experience in, and understanding of, all aspects of an industry
- Ensures that students who participate in CTE programs are taught to the same challenging academic proficiencies as taught to all other students

<u>How locally developed programs of study or career pathways address State workforce development and education needs and the criteria to assess the extent to which the local application under section will expand access to career and technical education for special populations</u>

Secondary

Virginia is committed to the expansion of access to CTE programs for special populations.

Each local school division must include strategies for increasing the participation of all special population groups in CTE in its Local Perkins Application. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to programs, and sharing information about program offerings in creative ways that target all special population groups. To comply with regulations from the U.S. Department of Education (USDE), Office of Civil Rights (OCR), all school divisions must publish

statements of nondiscrimination with the name and contact information for the designated person responsible for addressing complaints.

Across the Commonwealth, students who are members of special populations go through same registration process as all other students, and have equal access to all CTE programs and activities. Once enrolled in a CTE course, there are many supports for students who are members of special populations, if necessary, up to and including accommodations and/or modifications for students with disabilities, to access the CTE curriculum, course competencies, and activities. Additionally, Virginia will continue to encourage students who are members of special populations starting in elementary, through middle school and high school to enroll in CTE programs, including Science, Technology, Mathematics, and Engineering (STEM), that ultimately lead to future high-skill, high-wage, and in-demand industry sectors or occupations.

Postsecondary

All 23 local community colleges are required to submit annual accountability reports including services for special populations. Strategies incorporated by the colleges include adaptive technologies, specialized personal tutoring, facilities accessibility, and transportation options. The annual USDE OCR Methods of Administration (MOA) reviews provide the colleges with information and data to assist them in meeting the requirements of the Americans with Disabilities Act and all pertinent federal and state statutes prohibiting discrimination. The MOA and Perkins reviews examine all college publications and information available to the public (print and media) to ensure that underrepresented and nontraditional populations are properly included in text and illustrations, and that statements of nondiscrimination and contact information for the designated college officials are published as defined by federal and state law to potential and current students and to the public at large. The on-site reviews also ensure that services and facilities are in compliance with federally mandated standards including the Americans with Disabilities Act. All colleges maintain offices and staff designated to assist members of special populations. The VCCS provides career coaching and direction to prospective students currently enrolled at the secondary level or adults interested in resuming their education in all 23 service regions of the state. Comprehensive outreach services including high school career coaches, adult career coaches, and advanced technology coaches provide direct services in career and college planning, postsecondary enrollment, financial aid, etc.

<u>How locally developed programs of study or career pathways address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will support the inclusion of employability skills in programs of study and career pathways</u>

Secondary

Virginia's WRS for the Commonwealth are a set of personal qualities and abilities, interpersonal skills, and professional competencies identified by Virginia employers and educators as essential for employee success in the workplace. Developed and updated over the past 30 years to adapt to changing workplace trends and needs, these skills are incorporated into the curriculum of every State CTE course. They not only provide students of diverse backgrounds the opportunity to develop the personal resources they need to obtain and keep good jobs, but they also help employers by providing them with entry-level workers who are well-prepared to deal with a variety of workplace challenges. Additionally, since many students hone these skills through hands-on work experience, the decreasing labor force participation and increasing school enrollment of Virginia's teens in recent decades means that school-based workplace

readiness skills programs will become an even more vital resource for CTE students in the future.

The VDOE's Office of Career, Technical, and Adult Education, in partnership with several organizations, has been sponsoring research on workplace readiness skills in Virginia for more than 30 years. In each decade since the 1980s, hundreds of employers throughout the Commonwealth have been interviewed or surveyed about what they believe are the most essential workplace skills for entry-level workers to possess.

Initial research conducted in the mid-1980s revealed that employers believed workplace readiness skills were at least as important as traditional academic and technical skills in promoting workplace success. Another round of research conducted from 1993 to 1997 led to the creation of Virginia's first set of 13 WRS, which were incorporated into the curriculum of every Virginia CTE course in 1998. Based on research performed from 2008 to 2011, the original list of 13 skills were updated and expanded to 21 skills, and additional curriculum and assessment resources were developed.

In 2017, the Office of Career, Technical, and Adult Education continued Virginia's long history of data-driven evaluation of its WRS framework by requesting that the Demographics Research Group at the University of Virginia Weldon Cooper Center for Public Service conduct research to identify and update the skills that are of most value to the state's many employers. The Office of Career, Technical, and Adult Education convened a panel of CTE administrators and educators, business and industry representatives, and curriculum development and assessment experts to review the Weldon Cooper Center recommendations and to continue the process of refining the skills. As a result of their collaborative efforts, a new set of 22 WRS for the Commonwealth was developed. These 22 WRS are embedded and taught in context in each state-approved CTE course. The refinements made to Virginia's WRS for the Commonwealth ensures that all courses have up-to-date and aligned employability skills that focus on the needs of Virginia's employers.

Postsecondary

Inclusion of employability skills is evidenced through the incorporation of input from advisory committees (comprised of relevant occupational experts and employers) that inform programs of study or career pathways regarding needed employability skills both within the colleges' immediate service region and statewide for successful program completion.

Three major initiatives help the VCCS ensure programs are aligned with critical industry demands and with industry-recognized certifications:

1. Complete 2021
2. FastForward
3. G3, tuition-free community college in workforce pathways

Each initiative has helped, and will continue to help, the VCCS substantially increase the number of awarded industry credentials preparing students for entry and advancement in high-skill, high-wage, and in-demand careers.

<u>How Virignia will make information on approved programs of study and career pathways and guidance and advisement resources, available to students, representatives of secondary and postsecondary education, and special populations</u>

Secondary

Perkins V builds on current CTE success by maintaining a strong commitment to programs of study that were first introduced in the 2006 Perkins Act. As programs of study are developed and approved by the VDOE and the VCCS, they are posted on the VDOE website and disseminated electronically to stakeholders with responsibility for CTE.

Specifically, the information for CTE Programs of Study is 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
- CTE administrators listserv and program/career cluster specialist listservs
- The VDOE, CTE webpage for Career Clusters
- CTERC website in the Virginia Education Resource System Online (VERSO) approved curriculum frameworks

State regulations, 8VAC20-131-140-C(1)(2), require each middle and secondary school to provide for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career, whether directly entering the career field or seeking postsecondary education.

Beginning with the 2018–2019 academic year:

- Each elementary, middle, and secondary school shall provide for the identification of personal interests and abilities to support planning for postsecondary opportunities and career preparation for all students. Such support shall include the provision of information regarding exploration of career cluster areas in elementary grades; and, course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom including internships and WBL, and the multiple pathways to college and career readiness in middle and high school grades.
- Beginning in the elementary school years, students are to explore different occupations associated with career clusters and select an area or areas of interest. Students shall begin the development of an ACPP in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The ACPP is a repository for planning notes, class projects, interest inventory results, awards and recognitions, and other information related to academic and career plans and preparation. The ACPP is student led and updated and revised as the student continues to plan for their future throughout school years. The information contained in the ACPP shall serve as the foundation for creating the ACP in grade seven.

In middle school, students are to complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students shall complete a career investigations course selected from the CTE state-approved list, or a school division-provided alternative means of delivering the career investigations course content, provided that the alternative is equivalent in content and academic rigor. The course, or its alternative, shall address, at a minimum, planning for academic courses, WBL opportunities, completion of industry certifications, possible independent projects, and postsecondary education. The

course, or its alternative, shall include demonstration of personal, professional, and technical WRS.

- Local school divisions then utilize school 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 high schools, alternative centers, Governor's schools, and combined schools in Virginia. Under Perkins V, the VCCS and VDOE will continue to expand the career coaches initiative statewide.

Postsecondary

As programs of study are developed and approved by the VDOE and the VCCS, they will be posted on the VDOE website and disseminated electronically to stakeholders such as Workforce Investment Boards with shared responsibility for CTE. Dissemination strategies include the following:

- CTE administrative meetings at both the secondary and postsecondary levels
- The VDOE, CTE webpage for Career Clusters
- The Virginia Rural Horseshoe Initiative
- Adult, Advanced Technology, and High School career coaches
- Virginia Education Wizard (a secondary and postsecondary online college and career planning tool); and on the Virginia CTERC website in VERSO approved curriculum frameworks

The VCCS has initiated a number of strategies intended to provide members of underrepresented gender populations with introductions to career and technical career fields that they may not have considered otherwise. Colleges are offering summer camps to introduce nontraditional prospective and enrolled, undecided students to CTE opportunities such as computer coding and manufacturing for females, and healthcare careers for males among others. Additionally, several colleges have created nontraditional student support groups. The VCCS high school, adult, and advanced technology coaches advise nontraditional students to consider career and technical opportunities and make referrals to the college CTE departments.

<u>How Virginia will facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points</u>

Secondary

The CTE State Advisory Committee was established by the Virginia BOE 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 BOE. 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 BOE.

Virginia's CTE programs and programs of study provide a statewide system of career pathways that bring together secondary, postsecondary, workforce development, and business/industry

while allowing students multiple entry and exit points throughout the process. Utilizing the statewide career clusters model, the state ensures delivery of modern, rigorous, and flexible programs that offer global competitiveness and support students to be workforce ready upon high school graduation and/or postsecondary program completion. In both secondary and postsecondary, obtainment of workforce credentials such as industry certification, a state licensure examination, a national occupational competency assessment, or the Commonwealth WRS Assessment is a priority. Secondary CTE students have the opportunity to graduate with a credential and continue to postsecondary education or go directly in the workforce. At any point during their postsecondary studies students may earn both credit and non-credit workforce credentials.

Virginia's curriculum framework documents for CTE programs/courses are developed with a statewide emphasis on competency-based education. 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
- Correlation of Virginia's SOL to technical competencies

Ongoing research based on new and emerging high-skill, high-wage, and in-demand occupations and changing technology is utilized in the development and updating of curriculum.

Postsecondary

At the local level, each of the VCCS colleges maintain advisory committees for their CTE programs with representatives from business, labor, community organizations such as workforce investment boards and chambers of commerce, secondary educators, faculty, students, administrators, and special populations. Career pathways and career coaching are crucial approaches used at all colleges and serve as guiding practices for advisory committees that oversee CTE programs, courses, and related activities such as recruitment and retention. At the state level, the VCCS leaders are engaged with multiple partner agencies to promote and support CTE opportunities for special populations such as SNAP-ET, TANF, and ex-offenders. In 2018-2019, the VCCS trained more coaches using the established Virginia Career Coach training model, with more coaches having the opportunity to earn their Facilitating Career Development credential that leads to a globally-recognized Global Career Development Facilitator certification. As part of Perkins V, all colleges will conduct Comprehensive Local Needs Assessments that include input from several education, business, and community groups to assess current and future CTE needs. During a May 2019 webinar, colleges were given guidance on how to complete the assessment and possible collaborations.

<u>How Virignia will use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy</u>

Secondary

Virginia values and utilizes labor market data to drive the development of statewide curriculum and approval of local CTE programs. 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 process requires that local school divisions 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, high-wage, in-demand, and emerging careers require skill development from two or more concentrations (e.g., advanced manufacturing and cybersecurity). Labor market data is secured from such resources as CTE Trailblazers at http://www.ctetrailblazers.org/, the VEC at http://www.vec.virginia.gov/, and the Census Quarterly Workforce Indicator Explorer at http://qwiexplorer.ces.census.gov. School divisions must submit a CTE New Program/Course Application for review and approval of all new courses.

Postsecondary

According to the VCCS policy, occupational/technical education programs are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled crafts-persons for employment in industry, business, the professions, and government. These programs, which normally require two years or less of training beyond high school, may include preparation for agricultural, business, engineering, health and medical, industrial, service, and other technical and occupational fields. The curricula is planned primarily to meet the needs for workers in the region being served by the community college, but the VCCS may designate certain community colleges as centers to serve larger areas of the state in offering expensive and highly specialized occupational and technical education programs.

All community colleges also maintain a workforce development division headed by a vice president, dean, or director who is charged with analyzing and addressing business and industry's needs for a skilled workforce within the college's local service area. These workforce leaders work collaboratively with CAO within the institution to plan, develop, and maintain occupational/technical education programs at the colleges. Curriculum advisory committees consisting of representatives from business, industry, and labor, aid colleges in keeping courses and programs relevant to the workplace, signaling regional demand for skilled workers, and providing students and faculty with guidance regarding career entry requirements.

The VCCS also uses data provided by the VEC, the U.S. Department of Labor, the USDE, Advance CTE, and local workforce boards, as well as its own collected data to help determine CTE course and program priorities, and to identify colleges in need of technical assistance.

<u>How Virginia will ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations</u>

Secondary

Virginia is committed to equal access to CTE programs for students who are members of special populations across the state, and recognizes the need to actively recruit these students to enroll in all CTE programs. The VDOE and local school divisions strive to continuously improve strategies to reach and recruit students who are members of special populations starting in elementary school and continuing through high school for all CTE programs. Once enrolled in a CTE course, there are supports for students who are members of special populations, if necessary, up to and including accommodations and/or modifications for students with disabilities, to access the CTE curriculum, course competencies, and activities.

In order to overcome barriers, including those based on gender, race, color, national origin, disability, and age, the VDOE requires each local application 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 requires each local applicant to complete Schedule 4 of the Local Plan and Budget (submitted in the Perkins Local Application to the VDOE) 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 are met.

The VDOE also conducts MOA CTE Civil Rights Reviews and CTE Federal Program Monitoring Reviews which help ensure students who are members of special populations are provided equal access to CTE programs. The CTE Civil Rights and the CTE Federal Program Monitoring reviews include an extensive examination of the school division's data, policies, and procedures; interviews with central office administrators, school administrators, school staff, and students; and, walk-throughs of CTE classrooms and laboratories to assess building accessibility for persons with disabilities.

Postsecondary

The VCCS has taken the following steps to increase access and success of special population students:

- Review and revise, as needed, current Perkins Monitoring Review questions
- Implement a specific special populations quarterly improvement plan for community colleges which have findings related to special population services as needed
- Solicit feedback from local community college administrators to identify best practices in reaching and increasing special population participation in CTE programs
- Solicit feedback in the form of a questionnaire from those who work in the student accommodations offices at all 23 colleges
- Provide additional system leadership and resources to advance best practices across the Commonwealth

<u>How Virginia will coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards</u>

Secondary

In Virginia, though Perkins V, the VDOE will continue the work in the development of career pathways that was started in Perkins IV connecting high schools and postsecondary institutions through the identification of career pathways: programs of study. School divisions are required to document programs of study that progress from middle school through postsecondary and the programs must be signed by participating agencies.

Funds are also used for collaborative academic and CTE workshops and professional development, curriculum development, and development of CTSO scholastic and leadership activities. Program improvement is supported for new courses that address identified high-skill, high-wage, and in-demand jobs in Virginia.

The VDOE is also developing, in collaboration with multiple agencies including workforce development, online courses related to sector partnerships and career pathways to enhance and support the workforce needs throughout the Commonwealth.

The VDOE staff continually reviews the CTE programs activities, including courses for secondary instructors, leadership training, integrated academic/CTE instructional activities, recognition of best practices and programs of excellence, joint student leadership training for CTSO officers, and transitional programs and instructional strategies for special populations.

Postsecondary

According to the VCCS policy, colleges generally originate curriculum. There must be ample justification for the creation of new curriculum based upon the needs and opportunities of a region served by the college. In determining the curriculum to be offered, the VCCS evaluates the varying needs of the communities served throughout the Commonwealth and the substantiated requests of interested local governing bodies, employers, and individuals. The VCCS policy Section 5, Educational Programs, defines all requirements for new programs to include local college, local College Board, and VCCS approval.

All CTE programs are subject to accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and, therefore, must include both technical and academic education. The VCCS Policy Manual provides stringent policies and guidelines to ensure a balance of core academic as well as career and technical knowledge and skills in CTE programs of study. Colleges must also continuously assess instruction and courses according to the requirements stipulated by the VCCS.

<u>How Virginia will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities</u>

Secondary

In Virginia, all state curriculum for CTE courses include a required unit on all aspects of industry to provide students with a strong experience in and understanding of these occupational specific competencies. This unit is linked to instructional resources that focus on the work associated with career clusters and career pathways.

During 2013-2014, a strategic review of WBL was conducted to reassess and revitalize the WBL opportunities offered to Virginia's CTE students. The results redefined WBL methods and provided flexibility to school divisions with eight options in three categories, ranging from career-exploration to prep-professional to career-preparation. The WBL resources are located at: http://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml

The 2019 General Assembly House Bill 2018 and Senate Bill 1434 required the BOE to review and revise, in consultation with certain stakeholders and no later than December 1, 2019, its CTE Work-Based Learning Guide to expand the opportunities available for students to earn credit for graduation through high-quality WBL experiences such as job shadowing, mentorships, internships, and externships.

During 2018-2019, a technical review of WBL was conducted to expand the WBL opportunities offered to students. The results increased the number of opportunities for school divisions,

adding three new WBL methods for a total of eleven options in three categories: job shadowing, mentorship, school-based enterprise, externship, entrepreneurship, internship, service learning, clinical experience, cooperative education, youth registered apprenticeship, and registered apprenticeship. The newly revised *Work-Based Learning Guide* will be effective July 1, 2020. A convening of business leaders and educators with defined focus on the WBL methods of instruction, best practices, and current trends is conducted annually. The goal is for each CTE student to participate in at least one WBL experience during secondary education.

Postsecondary

Effective and meaningful collaboration among secondary schools, postsecondary institutions, and employers is essential to the development of an appropriately skilled workforce. This focus can be appreciated through review of required student learning expressed in the VDOE Profile of a Virginia Graduate, which was updated in May 2019. The profile describes four overlapping areas for student learning and achievement considered essential to success beyond high school. These are:

- Content Knowledge: Knowledge of subject areas based on state-wide standards and their application
- Workplace Skills: Demonstration of personal skills and behaviors required for productivity, effective relationships, and problem-solving within one's workplace
- Community and Civic Responsibility: Understanding of the opportunities within civic organizations for service, and decision-making and responsibility for respectful interaction with others
- Career Exploration: Individual participation in career exploration, planning, and preparation, based on understanding of personal interests, skills, and abilities, and the needs of the economy

Virginia's Community Colleges are committed to working with secondary educators to help advance these goals and to supporting seamless transitions to postsecondary CTE programs.

The VCCS provides a variety of programs to foster collaboration with and support for employers, incumbent workers, and the emerging workforce. Non-credit programs are delivered via open enrollment programs and as customized corporate training. Open enrollment programs are available to the general public and assist individuals in transitioning to employment after training. Customized corporate training programs are developed at the request of employer partners to upskill current or potential employees, providing opportunities for employee advancement and meeting the emerging needs of regional employers. Additionally, Virginia's credit and non-credit career and academic pathways are designed to provide meaningful and rigorous opportunities that incorporate workplace and citizenship skills through internships, externships, credentialing, and blended learning.

The VCCS also established a Director of Career Education Programs and Workforce Partnerships, and organized staff around these priorities, to support effective and meaningful collaboration between secondary schools, community colleges, and employers to help ensure students are provided with experience in, and understanding of, all aspects of industry. Successful WBL and apprenticeship models already exist throughout the VCCS and expanding these opportunities is a system priority. Current program examples include the delivery of related technical instruction for apprentices and employer sponsors in the shipbuilding, ship

repair, mechatronics, asphalt, and information technology industries. These programs will serve as a foundation as the VCCS seeks to expand WBL opportunities in an effort to offer these experiences to a larger percentage of students and employer partners. Significant opportunities exist for collaboration between secondary and postsecondary in this effort as this is a shared priority.

Through its programs of study, the VCCS contributes to Virginia's distinguished record as one of the best states for education, employment, and growth in the disciplines of STEM. Virginia's strong education pipeline and business friendly climate, help support an economy that employs hundreds of thousands of Virginians in STEM fields. Additionally, Virginia is expected to add nearly 150,000 new STEM jobs in the next five years, with opportunities expected to grow for years to come.

The STEM education pipeline has not evolved as quickly as economic demand and educational inequities often limit access to advanced courses in STEM disciplines, credentials, and WBL for many of the most vulnerable and underrepresented students. In order to close those achievement opportunity gaps, meet the growing economic demands for STEM-prepared employees, and maintain its recognition as one of the best states for STEM education and employment, Virginia's Governor established a STEM Commission and charged the Commission with creating a unified vision and adopting a set of dynamic shared goals to strategically prepare students for STEM jobs of the future. Key representatives from the VCCS and the VDOE serve on this committee to help ensure alignment.

The State STEM Plan requires collaboration from a wide range of state and local stakeholders, with early childhood, K-12, postsecondary, out-of-school programs, informal education, workforce development, environmental education, and business and industry partners from every region of the state. Through collaboration with stakeholders, the VCCS contributes to shared goals on several initiatives including renewed emphasis on CTE career pathways through the expansion CTE dual enrollment offerings, and opportunities to align state-level WBL efforts benefitting students and business and industry partners.

<u>How Virginia will improve outcomes and reduce performance gaps for CTE concentrators</u>

Secondary

Enhancing student learning and achievement is the goal of the Virginia BOE's efforts to improve public education. The BOE has revised its accreditation standards to provide a more comprehensive view of school quality while encouraging continuous improvement for all schools and placing increased emphasis on closing achievements gaps. The Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) places emphasis on raising achievement standards for all students. The revised accreditation standards measure performance on multiple school-quality indicators, not just on overall student achievement on state tests. At the high school level, this includes indicators for college, career, and civic readiness.

School divisions are required to meet or exceed the Virginia Agreed upon Performance Levels for the Perkins Core Indicators of Performance. The actual performance of the school division is recorded in each school division's Annual Performance Report (APR). In addition, performance data for all special populations is included in the analysis of data. If an indicator is not met, the school division must provide an explanation and the actions taken to improve the performance indicator. Once the school division has met the state standards, they must maintain or show improvement each year. School divisions, in their Comprehensive Local Needs Assessment,

must disaggregate and analyze data to identify achievement gaps and ensure that students who are members of special populations have equitable access and success in all CTE programs.

Postsecondary

The VCCS will continue to utilize CTE performance indicator data to drive student learning outcome improvement. If performance does not meet state-approved minimum levels, the VCCS will work with the local colleges on improvement plans. These improvement plans may address specific targeted supports including: tutoring, academic remediation, and specialized support for members of special populations. The VCCS will also offer technical assistance aimed at improving student performance and outcomes, and will also promote student academic achievement by supporting local community college efforts to develop, expand, and improve comprehensive student support systems.

The VCCS data suggests that there are opportunity and achievement gaps that persist, for example, between students of color and white students, and students with and without disabilities. The VCCS will continue to seek and develop effective strategies to address these disparities. In order to continue its promotion and support for nontraditional CTE participation, the VCCS will also assess the feasibility of developing a plan to evaluate and, if appropriate, implement a Program Improvement Process for Equity (PIPE). The PIPE, developed by the National Alliance for Partnerships in Equity Education Foundation (NAPEEF), is a data-driven, decision-making institutional change process that focuses on increasing participation, completion, and transition of underrepresented groups in nontraditional CTE programs.

<u>How Virginia will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education</u>

Secondary

Virginia provides secondary school students the opportunity to participate in dual or concurrent enrollment programs, early college high school, and competency-based education.

Community college and school division partnerships identify a common set of foundation courses that could simultaneously serve as 11th and 12th grade dual enrollment courses, youth apprenticeships, registered apprenticeships, and more.

Virginia's 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
- Take and complete college-level course work (e.g., 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 which provides statewide access to college-level courses. 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.

Competency-based education has been an active component in Virginia's CTE programs since the mid-1970s. 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 revision project
- Application of the modified DACUM occupational analysis
- Validation of technical competencies by the state technical committees and by business/industry advisory committees
- Correlation of Virginia's SOL to technical competencies

Ongoing research based on new and emerging high-skill, high-wage, in-demand occupations and changing technology is utilized in the development and revision of curriculum.

Postsecondary

Secondary students may earn VCCS college credits through dual enrollment, thereby increasing the portability of college credits earned through early college programs to all 23 community colleges. Dual enrollment has become the primary vehicle in Virginia of awarding early college credits in CTE program areas.

Dual enrollment affords qualified high school students in the Commonwealth the opportunity to enroll in college-level coursework while concurrently satisfying high school graduation requirements. Dual enrollment programs have many potential benefits for students, depending on their talents, intentions, and the particular postsecondary path they intend to pursue. These benefits include improving the student's ability to complete postsecondary programs efficiently, enriching educational opportunities, and preparing for future employment. To support the achievement of these goals, dual enrollment courses should:

- Provide access to postsecondary education and pathways to the workforce for qualified high school students from all backgrounds
- Expose students to rigorous coursework that familiarizes them with the academic and behavioral expectations of colleges and universities
- Contribute to the enhanced student success and quality outcomes in postsecondary education
- Afford the opportunity to reduce time to complete and cost in postsecondary education

It is the mutual responsibility of higher education institutions, secondary schools, and secondary school divisions to ensure that dual enrollment offerings enable fulfillment of the above purposes according to students' interests, abilities, and aspirations.

<u>Implementing Career and Technical Education Programs and Programs of Study</u>

Secondary

Virginia stakeholders include parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of its CTE programs. All of the above-named stakeholders are members of the State Plan Review Committee.

The VDOE utilizes the following activities/organizations to provide continued input into the planning, development, implementation, and evaluation of CTE programs.

- As a direct result of the Virginia Congress of Parents and Teachers (PTA) representative serving on previous State Plan Review Committees, the VDOE will continue to engage the PTA in the development of the Perkins V Four-Year State Plan
- The CTE State Advisory Committee is a standing committee of the BOE which provides input on issues important to CTE programs. 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 BOE.
- 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. These committees are comprised of the same stakeholders as the CTE State Advisory Committee, but secured from the local/regional area served by the school divisions and represent the programs offered in that division/center.
- The Office of Career, Technical, and Adult Education's regional directors planning group is composed of a local CTE administrators from each of the eight superintendent's regions. 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 missions are 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. 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 toward middle and high school students, those students for whom the future is just around the corner. Under Perkins V, the foundation will be restructured to continue to meet the needs of statewide CTE initiatives. The website is http://vcefworks.org/.
- The CTE State Director for Operations and Accountability serves as an ex-officio member of the Virginia Association of Career and Technical Administrators (VACTEA) and the Virginia Association for Career and Technical Education (VACTE). These organizations provide opportunities for professional development, awareness of trends, and needed changes to CTE programs in Virginia.

- Staff at the Demographics and Workforce and Center for Survey Research of the Weldon Cooper Center for Public Service at the University of Virginia maintains Trailblazers (formerly Career Prospects in Virginia), an online resource to help teachers, administrators, and school divisions meet Perkins requirements. In addition, this site provides useful employment projections, labor market data, and research as it is regularly updated, and manages the CTE Completer Follow-Up system.
- In addition to coordinating program maintenance and improvement activities with the State's Perkins grant subrecipients, the VDOE staff maintains open communication with each of the CTE professional associations including the VACTE, VACTEA, Virginia Association of Agriculture Educators (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 (VTEEA). These organizations are dedicated to expanding relevant and rigorous CTE programs and enhancing leadership among its members.

Postsecondary

At the local level, each of the VCCS colleges maintains advisory committees for their CTE programs with representatives from business, labor, community organizations such as workforce investment boards, chambers of commerce, secondary educators, faculty, students, administrators, and special populations. The VCCS leadership engages with multiple partner agencies to promote and support CTE opportunities for special populations such as SNAP-ET, TANF, and ex-offenders. As part of Perkins V, all colleges will continue to conduct a Comprehensive Local Needs Assessment that includes input from education, business, and community groups to assess current and future CTE needs.

A copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V are provided below:

Secondary Template: http://cteresource.org/Perkins_V/Secondary_PlanFY21.xlsm

Postsecondary Template: http://cteresource.org/Perkins_V/Postsecondary_PlanFY21.xlsm

A copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V

Secondary Template: http://cteresource.org/Perkins_V/Secondary-CLNA.docx

Postsecondary Template: http://cteresource.org/Perkins_V/Postsecondary-CLNA.docx

Definition of "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V

Secondary

The secondary definitions of "size, scope, and quality" in Virginia are:

Size:

1. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)

Scope:

1. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)
2. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)

Quality:

1. Career and technical education programs incorporated into the K through 12 curriculum that include:·

- Knowledge of careers and all types of employment opportunities including, but not limited to:
    - Apprenticeships, entrepreneurship and small business ownership
    - The military
    - The teaching profession
- Emphasize the advantages of completing school with marketable skills
- Career exploration opportunities in the middle school grades
- Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.)

1. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for postsecondary education and the career readiness required by the Commonwealth's economy… (Standards of Quality § 22.1-253.13:4.D.2.). Note: Requirements for graduation (effective for the students entering ninth grade prior to the 2018-2019 school year) (8VAC 20-131-50). Requirements for graduation (effective for students who enter the ninth grade in the 2018-2019 school year) (8VAC 20-131-51).

2. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the BOE. School boards shall report annually to the BOE the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, for the Commonwealth Workplace Readiness Assessment passed, and the number of CTE completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:

1. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated SOL assessment, such as academic achievement tests, industry certifications or state licensure examinations

2. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more CTE classes into which relevant SOL for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant SOL for various required classes and may, at the discretion of the Board, address some SOL for several required classes. (Standards of Quality § 22.1-253.13:4.D.12.)

Postsecondary

The postsecondary definitions of "size, scope, and quality" in Virginia are:

Size:

1. A minimum of 74 courses in CTE is offered in each local community college.

Scope:

1. At least seven different CTE programs, not courses, that prepare students as a CTE completer are provided.

Quality:

1. CTE programs incorporated into the postsecondary education curriculum that include:·

- Knowledge of careers and employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing college with marketable skills
- Career exploration opportunities
- Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills

Programs must be based upon labor market needs and student interest. Career guidance includes counseling about available employment opportunities and placement services for students exiting school. Programs of study are developed with the input of area business and industry representatives, labor representative, and local Workforce Investment Board(s).

Program strategies for special populations, including a description of how individuals who are members of special populations will be provided with equal access to activities assisted under this Act

Secondary

Equal access to and equity in CTE programs for students who are members of special populations, as with all students, begins in the elementary school years when each student develops an ACPP that assists in identifying their future interests and goals. In middle school, students complete a career interest inventory and select a career pathway to support the development of their ACP. In high school, students select a career-related learning experience to include in their ACP to assist in their selection of CTE courses, as well as other courses, required in that programs of study. Accordingly, individuals who are members of special populations go through that same registration process and have equal access to all CTE programs and activities. Once enrolled in a CTE course, there are many supports for students who are members of special populations, if needed, up to and including accommodations and/or modifications for students with disabilities, curriculum and competency adjustments based on the Individualized Educational Plans (IEPs) or Section 504 plan, and instructional activities.

Virginia is committed to equity and that members of special populations are provided equal access to CTE programs. In compliance with federal regulations, the VDOE administers MOA compliance reviews to identify and eliminate any discrimination on the basis of race, color, national origin, sex, and disability. The identification of school divisions for an on-site CTE compliance review of civil rights requirements is determined by a targeting plan that is approved by the USDE, OCR, and is applied to school divisions in the current year of a six-year cyclical monitoring schedule. The targeting plan consists of indicators that reflect CTE student enrollments, division and school demographics, existence of a language minority community, and the division's last participation in a VDOE CTE civil rights on-site review. The CTE civil rights monitoring process includes an examination of the school division's data, policies, and procedures; interviews with central office administrators, school administrators, school staff, and students; and, walk-throughs to assess building accessibility.

The school divisions must include notices of nondiscrimination in school division and/or school student handbooks, course registration materials, major publications, and other materials that are disseminated to students and parents that states that it does not discriminate on the basis of race, color, national origin, sex, or disability, and if applicable, must also notify English language learners stakeholders of the nondiscrimination provisions in their language.

Postsecondary

Annual on-site MOA and Perkins monitoring help to ensure that all students are provided with equal access to activities assisted under this Act. These visits include an evaluation of disability services offices and other special population related programs to ensure the success of special populations and underrepresented gender students. Questions are posed to determine the level of support, assistive technology service needs, and physical access to services. Corrective action plans are developed with guidance from a monitoring team for any findings or gaps in services. The VCCS and its local colleges must include nondiscrimination statements on all advertising and promotional materials intended for public consumption.

Program strategies for special populations, including a description of how individuals who are members of special populations will not be discriminated against on the basis of status as a member of a special population

Secondary

Each local recipient shall include in the Local Plan strategies to overcome barriers that result in lowering rates of access to, and lowering success in, the programs for special populations. 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 USDE, OCR, all school divisions and colleges must publish statements of nondiscrimination and name and contact information for designated person responsible for addressing complaints.

Local school divisions provide assurances in their local applications that discrimination against students who are members of special populations will not occur. School division must provide equal opportunities in its CTE programs without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups. Recruitment and enrollment methods must be developed and implemented by the school division to provide information and access to all students, including students who are members of special populations. Additionally, school divisions, in their Comprehensive Local Needs Assessment, must disaggregate and analyze data to identify achievement gaps and ensure that students who are members of special populations have equitable access and success in all CTE programs.

Postsecondary

Each eligible recipient of Perkins funding must assess access and opportunity gaps in their respective comprehensive local needs assessment. Specifically, applicants must:

1. describe progress toward implementation of equal access to high quality CTE courses and programs of study for all study
2. describe strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations

Such activities help to ensure that students are not discriminated against on the basis of status as a member of a special population. All eligible recipients are required to comply with all award conditions including compliances with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Act and Section 504 of the 1973 Rehabilitation Act.

Program strategies for special populations, including a description of how individuals who are members of special populations will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance

Secondary

Students who are members of special populations go through the same registration process as do all students, with equal access to all CTE programs and activities. Once enrolled in a CTE course, there are many supports for students who are members of special populations, if

necessary, up to and including accommodations and/or modifications for students with disabilities, to access the CTE curriculum, course competencies, and activities.

Virginia also has developed Education for Employment (EFE) CTE courses for students with special needs. EFE courses are specifically designed for students with disabilities, or students identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular CTE programs as soon as feasible. The EFE programs are provided at various instructional levels within the middle and high schools and include WBL opportunities.

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:

Middle School Courses

- Exploratory Development (9083/36 weeks/for Students with Disabilities)
- Exploratory Development (9031/9 weeks/for Students with Disabilities)
- Exploratory Development (9030/6 weeks/for Students with Disabilities)
- Exploratory Development (9032/12 weeks/for Students with Disabilities)
- Exploratory Development (9082/18 weeks/for Students with Disabilities)
- Exploratory Preparation (9076/36 weeks/for Students Identified as Disadvantaged)
- Exploratory Preparation (9075/18 weeks/for Students Identified as Disadvantaged)
- Exploratory Preparation (9021/9 weeks/for Students Identified as Disadvantaged)
- Exploratory Preparation (9020/6 weeks/for Students Identified as Disadvantaged)
- Exploratory Preparation (9022/12 weeks/for Students Identified as Disadvantaged)

High School Courses

- Level I--Development (9085/36 weeks/for Students with Disabilities)
- Level I--Development (9084/18 weeks/for Students with Disabilities)
- Level I--Preparation (9077/18 weeks/for Students with Disabilities)
- Level I--Preparation (9078/36 weeks/for Students Identified as Disadvantaged)
- Level II--Development (9086/18 weeks/for Students with Disabilities)
- Level II--Development (9087/36 weeks/for Students with Disabilities)
- Level II--Preparation (9079/18 weeks/for Students Identified as Disadvantaged)
- Level II--Preparation (9080/36 weeks/for Students Identified as Disadvantaged)

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. In addition, family and consumer science, health and medical sciences, marketing, and trade and industrial education also provide for students with disabilities through their IEPs. Further, when a student

with disability reaches age 14, their IEP must include services that are needed to transition to student-identified postsecondary goals. The transitional plan goals must relate to training, education, employment, and transition services, including courses of study to reach preferred occupational goal(s).

Postsecondary

Each VCCS college maintains advisory committees for their CTE programs with representatives from business, labor, community organizations such as workforce investment boards and chambers of commerce, faculty, students, administrators, and special populations. Career pathways and career coaching are crucial services used at all colleges and serve as guiding practices for advisory committees that oversee CTE programs, courses, and related activities such as recruitment and retention of special populations. At the state level, the VCCS leaders are engaged with multiple partner agencies to promote and support CTE opportunities for special populations such as SNAP-ET, TANF, and ex-offenders. Strategies utilized to ensure that members of special populations are provided with programs designed to enable them to meet or exceed state-determined levels of performance are incorporated by the colleges and include adaptive technologies, specialized personal tutoring, facilities accessibility, and addressing transportation concerns.

Program strategies for special populations, including a description of how individuals who are members of special populations will be provided with appropriate accommodations

Secondary

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 each student's IEP or Section 504 Plan. The CTE instructors have access to students' IEP and 504 Plans and other accommodation information that will assist them as they teach students who are members of special populations.

Postsecondary

All community colleges are required to have a designated disability services representative for students to receive assistance with the implementation and maintenance of necessary accommodations such as provisions for students with physical or emotional disabilities. Physical barriers to accessibility are addressed as part of MOA on-site reviews. All services and accommodations for special population students must be identified in the college website, student handbook, and college catalog.

Program strategies for special populations, including a description of how individuals who are members of special populations will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment

Secondary

Students who are members of special populations have equal access to each of the WBL experiences dependent on each student's interests, CTE program, and IEP or section 504 plan. The WBL supervisors, along with other school division staff responsible for the oversight and coordination of work-based learning, must monitor and verify the rigor and expectations of all placements. Students within special populations participating in WBL opportunities must also meet the technical, performance, academic, and competency standards as prescribed by their program, with accommodations if included in their IEP or Section 504 plan.

The 2019 General Assembly House Bill 2018 and Senate Bill 1434 required the BOE to review and revise, in consultation with certain stakeholders and no later than December 1, 2019, its CTE Work-Based Learning Guide to expand the opportunities available for students to earn credit for graduation through high-quality WBL experiences such as job shadowing, mentorships, internships, and externships.

During 2018-2019, a technical review of WBL was conducted to expand the WBL opportunities offered to students. The results increased the number of opportunities for school divisions, adding three new WBL methods for a total of eleven options in three categories: job shadowing, mentorship, school-based enterprise, externship, entrepreneurship, internship, service learning, clinical experience, cooperative education, youth registered apprenticeship, and registered apprenticeship. The newly revised *Work-Based Learning Guide* will be effective July 1, 2020. A convening of business leaders and educators with defined focus on the WBL methods of instruction, best practices, and current trends is conducted annually. The goal is for each CTE student to participate in at least one WBL experience during secondary education.

Postsecondary

The VCCS will continue working with and supporting local education agency WBL coordinators throughout Virginia. The VCCS will also seek to support, or to expand support for, innovative and accessible WBL opportunities which may include: career exploration experiences, service learning, internships, cooperative education, and apprenticeships. The WBL experiences and activities include actual paid or unpaid work experience.

How Virginia will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support

Secondary

The VDOE, along with the business and Industry community, places the recruitment, preparation, and retention of teachers and other school professionals as one of its top priorities. Virginia uses a number of required and optional strategies and methods to achieve this objective.

In the Virginia Perkins V Local Application, each school division must indicate, for each Perkins Award Year, the number of teachers who will participate in the professional development activities, including, state conferences, institutes, or workshops (including virtual training programs); national conferences, institutes, or workshops; local conferences, institutes, or workshops; and/or internship in industry. Further, in alignment with Section 134(b)(8), each school division must describe in its Perkins Application how the school division will coordinate with the state agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements (including requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession. Lastly, each school division is required to describe how they will spend a portion of its allocated Perkins funds for professional development activities. Each school division must identify the career and technical activity funded, align the budgeted expense to its Comprehensive Local Needs Assessment, identify the Section 134 Local Use of

Funds and career and technical program area(s) funded, provide a narrative description and the budgeted fund amount.

The Office of Career, Technical, and Adult Education provides a Video Training Series for Administrators for new and experienced CTE administrators to provide sustained professional development on the responsibilities of the CTE administrator, identify resources, and provide timely support throughout the school year. The sessions are recorded and archived on the VDOE website.

The Office of Career, Technical, and Adult Education annually conducts a *New Teacher Institute*, for college credit, that is designed to help new CTE teachers design and implement effective, engaging classroom instruction. The New Teacher Institute instruction is provided on state-approved competencies and curriculum frameworks to develop lesson plans, assessments, and instructional sequences. Additionally, emphasis is placed on differentiated instruction and authentic performance-based assessments to provide tools for the new teacher for working with students in special populations. Additionally, in 2020-2021, the New Teacher Institute program will be expanded, with the expectation to double the number of participants.

The VDOE in collaboration with the VCCS sponsors Creating Excellence Awards that recognize excellence in following secondary and postsecondary categories at the local, regional, and state levels: CTE exemplary programs, advisory committees, and business and industry partnerships. This has proven to be an excellent retention strategy as well as a local, regional, and state-wide promotional event to inform the about CTE programs offered in Virginia.

The Office of Career, Technical, and Adult Education annually conducts Experience Works – A Convening of Business Leaders and Educators to bring together business, industry, and educators and provide focused presentations and activities on building positive WBL experiences for CTE students throughout the Commonwealth. The targeted audience includes WBL instructors and coordinators, CTE administrators, school counselors and administrators, career coaches, and business and industry leaders. Highlights include:

- Concurrent sessions featuring best practices and establishing and developing business partnerships for the WBL instructional methods
- Career opportunities
- Strategic discussions between business leaders and educators
- A selection of industry tours in the Greater Richmond area

Postsecondary

The VCCS will continue to support and promote the recruitment and preparation of instructors, faculty, administrators, and specialized instructional support personnel, and will support or provide CTE instruction, leadership, and professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

Perkins will continue to provide funding and resources for professional development and other activities to support the retention of qualified teaching and administrative personnel. Additionally, the VCCS will continue to partner with the VDOE to support, with Perkins leadership funds, an annual ACTE conference which serves as a statewide professional development conference for secondary and postsecondary CTE instructors, counselors, and administrators.

Within the VCCS' Academic and Workforce Programs Department are the Student Success Center and the Office of Professional Development; the goal is to support the development of faculty, staff, and administrators to achieve the mission of Virginia's Community Colleges. With more than 6,500 full-time and nearly 14,000 part-time employees across 23 colleges, the Office of Professional Development plays a vital role in supporting and preparing teachers and faculty.

C. FISCAL RESPONSIBILITY

- 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
    - a. Each eligible recipient will promote academic achievement;
    - b. Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
    - c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)
- 2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
    - a. Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
    - b. Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)
- 3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)
- 4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.
- 5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

- 6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
    - a. Include a proposal for such an alternative formula; and
    - b. Describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

- 7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
    - a. Include a proposal for such an alternative formula; and
    - b. Describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

- 8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

<u>Criteria and process for how Virginia will approve eligible recipients for funds under this Act, including how each eligible recipient will promote academic achievement</u>

Secondary

Local recipients' funds at both the secondary and postsecondary levels must be approved through a Local Perkins Application. All Local Applications must promote continuous improvement in academic achievement and include an analysis of local data and the alignment of the Comprehensive Local Needs Assessment to the expenses in its planned budget. Also, as part of Virginia's Perkins Performance Standards, local school divisions must meet the Virginia Agreed Upon Performance Levels of the two sub-indicators for Academic Attainment, or if not, explain why it has not met the levels and describe the actions to be taken to improve performance.

Local Applications and any Improvement Plans (if required) must be received by the due date determined by the VDOE (generally April 30). All local applications are reviewed through the Online Management of Education Grant Awards (OMEGA), and if necessary, detailed responses with comments and information are provided to the local school division CTE administrators. All applications must be submitted in a substantially approvable format including all application schedules, Comprehensive Local Needs Assessment, at least one programs of study, a CTE

Federal Program Monitoring Self-Assessment (if in the six year cohort cycle) and a completed certification and assurance signature page.

Postsecondary

Local community college recipients are required to submit annual applications for review and approval by the VCCS and the VDOE. Applications not adequately addressing all Perkins assurances and conditions are returned to the college for editing and/or rewrites. Colleges must directly demonstrate actions expected to improve performance for underachieved Perkins performance measures. Before a college recipient receives full State approval, the application goes through six levels of review. Each application will be reviewed by the VCCS to determine whether the local programs of study:

- Meet the criteria for postsecondary career pathways established by the VCCS and the VDOE
- Identify and address high-skilled, high-wage, in-demand occupations
- Include evidence of continuous program assessment and improvement
- Are based on appropriate use of anticipated funds
- Provide specific plans and use of funds to address any performance measures that the community college has failed to meet in a previous year or years
- Show evidence of business and industry involvement, including labor and workforce partners, in the development assessment of programming
- Show evidence of involvement of the college-led, college service region Career Pathways Leadership Team
- Require eligible recipients to agree to comply with all statements of assurances and conditions as defined by Perkins V legislation
- Provide students with strong experience in, and understanding of, all aspects of an industry
- Ensure that students who participate in CTE programs are taught to the same challenging academic proficiencies as taught to all other students

<u>Criteria and process for how Virginia will approve eligible recipients for funds under this Act, including how each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential</u>

Secondary

Local recipients' funds at both the secondary and postsecondary levels must be approved through a Local Perkins Application. All Local Applications must promote continuous improvement in skill attainment achievement, and include an analysis of local data and the alignment of the comprehensive local needs assessment to the expenses in its planned budget. Also, as part of Virginia Perkins Performance Standards, local school divisions must meet the Virginia Agreed Upon Performance Levels of the five sub-indicators for Technical Skills Attainment, or if not, explain why it has not met the levels and describe the actions taken to improve performance.

Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma include a requirement to earn a CTE credential that has been approved by the Board, that could include, but is not limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the WRS for the Commonwealth Assessment. On an annual basis, the Virginia BOE reviews and approves industry, professional, or trade association certification examinations, state licensure examinations, and occupational competency assessments that will meet graduation requirements.

Further, the Virginia General Assembly also funds CTE student industry certification examinations, licensure tests, and occupational competency assessments; and, also provides funding to support industry credentialing testing materials for students and professional development for instructors in science, technology, engineering, and mathematics-health sciences (STEM-H) CTE programs. Each school division is provided an allocation based on its CTE student enrollment and is required to submit reimbursements to the VDOE for review and approval.

Postsecondary

As a major part of the VCCS' Complete 2021 initiative, the VCCS seeks to enable Virginians to fill 1.5 million new jobs by 2021. The majority of these jobs will require postsecondary credentials – an associate's degree, certificate, certification, and licensure that are aligned with the VCCS' primary capabilities.

To accommodate the expanded demand for skilled workers, Virginia's community colleges embarked on a six-year strategic plan with the primary goal to triple the number of credentials that students earn by the year 2021 which demonstrates the effort to promote skill attainment, and especially skill attainment that leads to a recognized postsecondary credentials.

Similarly, the FastForward program is an innovative example of how higher education and workforce systems can combine to better serve workers, employers, and regional economies. This program targets some of Virginia's most eager prospective students and focuses its efforts on closing the skills gap and filling the positions businesses across the Commonwealth demand. Additionally, FastForward helps students earn a credential and start a career. Efforts also focus on advisors and other influencers who can become advocates of FastForward within their immediate communities and regions.

<u>Criteria and process for how Virginia will approve eligible recipients for funds under this Act, including how each eligible recipient will ensure the local comprehensive needs assessment under section 134 takes into consideration local economic and education needs</u>

Secondary and Postsecondary

Local recipients' funds at both the secondary and postsecondary levels must be approved through a Local Perkins Application. All local applications, effective with the 2019-2020 submission, were required to include a Comprehensive Local Needs Assessment which included a description of how CTE programs offered by the local school division and community colleges are designed to meet local economic and education needs.

Virginia conducts ongoing research based on new and emerging high-skill, high-wage, in-demand local and regional industry sectors and occupations, and changing technology which is utilized in the development and updating of curriculum.

Virginia also ensures that its CTE programs and courses 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 U.S. Bureau of Labor Statistics, CTE Trailblazers at http://www.ctetrailblazers.org/, the VEC at http://www.vec.virginia.gov/, or the Census Quarterly Workforce Indicator Explorer at http://qwiexplorer.ces.census.gov.

The local school divisions and community colleges are required to submit data on labor market, employment needs, and student interest. The 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).

Virginia requires that the competencies for CTE 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
3. Represent application of knowledge in preparation for eventual employment and lifelong learning. These requirements emphasize the importance of developing both academic and technical competencies for the current and emerging workforce requirements

<u>How funds received through the allotment made under section 111 of the Act will be distributed among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both</u>

Secondary

Each eligible recipient must submit a Local Application for approval to the VDOE before receiving funds from the Perkins V. Any recipient of funds under this State Plan must submit an application covering the same period as the Transition Plan 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 Office of Career, Technical, and Adult Education staff 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
- Addresses requirements identified in Section 134(b) of the Perkins V, 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, Operations and Accountability, Office of Career, Technical, and Adult Education.

Virginia required all local school divisions and community colleges to utilize Section 134(c)(2) to determine the status of their program and activities under the Perkins State Plan. The Comprehensive Local Needs Assessment, which is to be completed beginning with the Perkins local application for 2019-2020 and at least every two years thereafter, is the basis for determining areas of need for improvement and helps provide data to make decisions regarding funding in the budget schedule of the Local Application. During the Transition Year, Virginia will examine the elements of the Comprehensive Local Needs Assessment through school division feedback, public hearings, comment period, and the stakeholder groups when developing of the subsequent State Plan (FY 2020-2023).

Postsecondary

A distribution of the Perkins State Allocation on the postsecondary level enables continued collaboration with secondary partners, community organizations, and business and industry. The distribution supports efforts that effectively provide students with the skills needed to succeed in the workplace. These efforts include providing access to career coaches and advisors, creating programs of study that outline a detailed map of how one successfully moves from coursework to careers, increasing stackable credentials, supporting bold program innovations, supporting WBL opportunities, and increasing opportunities for professional development for the VCCS faculty and staff.

<u>How funds received through the allotment made under section 111 of the Act will be distributed among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia</u>

Secondary and Postsecondary

Virginia does not utilize consortia within the state.

<u>Allocations made available for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies</u>

Secondary

The State Allocation under Perkins V for July 1, 2020 through June 30, 2021 was communicated to Virginia secondary school divisions in Superintendent's Memo #123-20 May 22, 2020.

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK-12 as reported to National Center for Educational Statistics (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 five through 17, inclusive, who reside in the school divisions 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 Bureau of the Census' estimate.

Funds are distributed through reimbursement requests submitted via the OMEGA system for secondary, postsecondary, and institutional subrecipients. Documentation of any reimbursement claims must be retained in the school division and be available for audit in accordance with state and federal regulations governing the retention of financial records.

The table below provides the 2020-2021 allocation of funds to local school divisions (July 1, 2020-June 30, 2021)

LEA NO.	SCHOOL DIVISION	Entitlement Available July 1, 2020	Entitlement Available October 1, 2021	SY 2020-2021 Total Entitlements
001	ACCOMACK	$47,291.87	$77,692.73	$124,984.60
002	ALBEMARLE	$65,576.22	$107,730.88	$173,307.10
003	ALLEGHANY	$15,708.37	$25,806.26	$41,514.63
004	AMELIA	$10,848.66	$17,822.56	$28,671.22
005	AMHERST	$32,110.94	$52,752.96	$84,863.90
006	APPOMATTOX	$18,117.87	$29,764.67	$47,882.54
007	ARLINGTON	$115,824.08	$190,279.80	$306,103.88
008	AUGUSTA	$53,353.04	$87,650.21	$141,003.25
009	BATH	$2,861.44	$4,700.86	$7,562.30
010	BEDFORD	$64,980.19	$106,751.72	$171,731.91
011	BLAND	$4,237.83	$6,962.05	$11,199.88
012	BOTETOURT	$19,819.02	$32,559.36	$52,378.38
013	BRUNSWICK	$19,007.18	$31,225.65	$50,232.83
014	BUCHANAN	$28,647.97	$47,063.89	$75,711.86
015	BUCKINGHAM	$20,142.22	$33,090.35	$53,232.57
016	CAMPBELL	$51,946.62	$85,339.72	$137,286.34
017	CAROLINE	$31,203.53	$51,262.24	$82,465.77
018	CARROLL	$32,594.10	$53,546.71	$86,140.81
019	CHARLES CITY COUNTY	$5,760.78	$9,464.02	$15,224.80
020	CHARLOTTE	$19,624.78	$32,240.26	$51,865.04
021	CHESTERFIELD	$275,009.49	$451,795.11	$726,804.60
022	CLARKE	$8,561.94	$14,065.86	$22,627.80
023	CRAIG	$5,331.19	$8,758.27	$14,089.46
024	CULPEPER	$47,368.95	$77,819.36	$125,188.31

LEA NO.	SCHOOL DIVISION	Entitlement Available July 1, 2020	Entitlement Available October 1, 2021	SY 2020-2021 Total Entitlements
025	CUMBERLAND	$13,037.26	$21,418.06	$34,455.32
026	DICKENSON	$20,950.07	$34,417.49	$55,367.56
027	DINWIDDIE	$29,718.65	$48,822.82	$78,541.47
028	ESSEX	$12,663.82	$20,804.57	$33,468.39
029	FAIRFAX	$765,744.72	$1,257,991.96	$2,023,736.68
030	FAUQUIER	$44,604.91	$73,278.48	$117,883.39
031	FLOYD	$16,198.54	$26,611.51	$42,810.05
032	FLUVANNA	$16,760.86	$27,535.33	$44,296.19
033	FRANKLIN COUNTY	$69,433.10	$114,067.09	$183,500.19
034	FREDERICK	$68,640.75	$112,765.41	$181,406.16
035	GILES	$17,585.69	$28,890.38	$46,476.07
036	GLOUCESTER	$30,315.54	$49,803.43	$80,118.97
037	GOOCHLAND	$12,780.98	$20,997.04	$33,778.02
038	GRAYSON	$19,677.40	$32,326.72	$52,004.12
039	GREENE	$18,568.07	$30,504.28	$49,072.35
040	GREENSVILLE	$24,915.21	$40,931.56	$65,846.77
041	HALIFAX	$41,609.46	$68,357.46	$109,966.92
042	HANOVER	$62,849.35	$103,251.08	$166,100.43
043	HENRICO	$290,426.86	$477,123.31	$767,550.17
044	HENRY	$71,722.50	$117,828.20	$189,550.70
045	HIGHLAND	$1,696.32	$2,786.77	$4,483.09
046	ISLE OF WIGHT	$29,819.78	$48,988.96	$78,808.74
048	KING GEORGE	$20,961.48	$34,436.25	$55,397.73
049	KING & QUEEN	$6,760.50	$11,106.39	$17,866.89
050	KING WILLIAM	$11,133.30	$18,290.16	$29,423.46
051	LANCASTER	$11,396.18	$18,722.05	$30,118.23
052	LEE	$36,444.16	$59,871.74	$96,315.90
053	LOUDOUN	$230,846.04	$379,241.86	$610,087.90

LEA NO.	SCHOOL DIVISION	Entitlement Available July 1, 2020	Entitlement Available October 1, 2021	SY 2020-2021 Total Entitlements
054	LOUISA	$31,460.51	$51,684.41	$83,144.92
055	LUNENBURG	$14,821.90	$24,349.94	$39,171.84
056	MADISON	$12,721.22	$20,898.85	$33,620.07
057	MATHEWS	$6,790.89	$11,156.32	$17,947.21
058	MECKLENBURG	$47,699.57	$78,362.50	$126,062.07
059	MIDDLESEX	$10,953.72	$17,995.16	$28,948.88
060	MONTGOMERY	$64,920.35	$106,653.40	$171,573.75
062	NELSON	$15,049.80	$24,724.34	$39,774.14
063	NEW KENT	$12,851.82	$21,113.41	$33,965.23
065	NORTHAMPTON	$17,814.19	$29,265.77	$47,079.96
066	NORTHUMBERLAND	$12,643.59	$20,771.32	$33,414.91
067	NOTTOWAY	$21,460.33	$35,255.78	$56,716.11
068	ORANGE	$30,254.79	$49,703.61	$79,958.40
069	PAGE	$25,928.80	$42,596.74	$68,525.54
070	PATRICK	$19,355.80	$31,798.39	$51,154.19
071	PITTSYLVANIA	$74,200.71	$121,899.50	$196,100.21
072	POWHATAN	$15,418.10	$25,329.38	$40,747.48
073	PRINCE EDWARD	$27,012.63	$44,377.29	$71,389.92
074	PRINCE GEORGE	$29,210.55	$47,988.10	$77,198.65
075	PRINCE WILLIAM	$386,907.53	$635,625.09	$1,022,532.62
077	PULASKI	$33,145.94	$54,453.31	$87,599.25
078	RAPPAHANNOCK	$5,165.92	$8,486.76	$13,652.68
079	RICHMOND COUNTY	$9,364.07	$15,383.61	$24,747.68
080	ROANOKE COUNTY	$57,937.90	$95,182.40	$153,120.30
081	ROCKBRIDGE	$21,780.79	$35,782.23	$57,563.02
082	ROCKINGHAM	$58,762.55	$96,537.15	$155,299.70
083	RUSSELL	$30,063.26	$49,388.97	$79,452.23
084	SCOTT	$24,963.05	$41,010.16	$65,973.21

LEA NO.	SCHOOL DIVISION	Entitlement Available July 1, 2020	Entitlement Available October 1, 2021	SY 2020-2021 Total Entitlements
085	SHENANDOAH	$40,782.13	$66,998.30	$107,780.43
086	SMYTH	$39,149.12	$64,315.52	$103,464.64
087	SOUTHAMPTON	$18,416.48	$30,255.22	$48,671.70
088	SPOTSYLVANIA	$117,422.44	$192,905.66	$310,328.10
089	STAFFORD	$102,074.14	$167,690.94	$269,765.08
090	SURRY	$6,375.88	$10,474.52	$16,850.40
091	SUSSEX	$13,468.03	$22,125.75	$35,593.78
092	TAZEWELL	$51,113.32	$83,970.74	$135,084.06
093	WARREN	$36,462.45	$59,901.77	$96,364.22
094	WASHINGTON	$53,116.01	$87,260.81	$140,376.82
095	WESTMORELAND	$16,688.64	$27,416.68	$44,105.32
096	WISE	$60,906.83	$100,059.86	$160,966.69
097	WYTHE	$33,764.75	$55,469.90	$89,234.65
098	YORK	$43,823.62	$71,994.95	$115,818.57
101	ALEXANDRIA CITY	$125,827.51	$206,713.79	$332,541.30
102	BRISTOL CITY	$27,732.14	$45,559.32	$73,291.46
103	BUENA VISTA CITY	$6,394.30	$10,504.78	$16,899.08
104	CHARLOTTESVILLE CITY	$38,569.07	$63,362.61	$101,931.68
106	COLONIAL HEIGHTS CITY	$21,254.68	$34,917.92	$56,172.60
107	COVINGTON CITY	$6,846.91	$11,248.35	$18,095.26
108	DANVILLE CITY	$84,014.16	$138,021.36	$222,035.52
109	FALLS CHURCH CITY	$6,974.76	$11,458.38	$18,433.14
110	FREDERICKSBURG CITY	$33,438.67	$54,934.21	$88,372.88
111	GALAX CITY	$12,553.12	$20,622.70	$33,175.82
112	HAMPTON CITY	$176,092.70	$289,291.19	$465,383.89
113	HARRISONBURG CITY	$47,800.54	$78,528.39	$126,328.93
114	HOPEWELL CITY	$42,060.88	$69,099.07	$111,159.95

LEA NO.	SCHOOL DIVISION	Entitlement Available July 1, 2020	Entitlement Available October 1, 2021	SY 2020-2021 Total Entitlements
115	LYNCHBURG CITY	$101,415.79	$166,609.38	$268,025.17
116	MARTINSVILLE CITY	$27,494.79	$45,169.40	$72,664.19
117	NEWPORT NEWS CITY	$250,168.39	$410,985.31	$661,153.70
118	NORFOLK CITY	$329,388.89	$541,131.48	$870,520.37
119	NORTON CITY	$6,210.87	$10,203.43	$16,414.30
120	PETERSBURG CITY	$62,018.72	$101,886.49	$163,905.21
121	PORTSMOUTH CITY	$149,204.40	$245,118.17	$394,322.57
122	RADFORD CITY	$11,125.29	$18,277.01	$29,402.30
123	RICHMOND CITY	$331,987.83	$545,401.10	$877,388.93
124	ROANOKE CITY	$171,620.31	$281,943.80	$453,564.11
126	STAUNTON CITY	$24,391.74	$40,071.59	$64,463.33
127	SUFFOLK CITY	$106,177.37	$174,431.86	$280,609.23
128	VIRGINIA BEACH CITY	$328,236.63	$539,238.50	$867,475.13
130	WAYNESBORO CITY	$33,836.52	$55,587.82	$89,424.34
131	WILLIAMSBURG CITY	$61,976.31	$101,816.83	$163,793.14
132	WINCHESTER CITY	$37,642.26	$61,840.02	$99,482.28
135	FRANKLIN CITY	$17,368.28	$28,533.21	$45,901.49
136	CHESAPEAKE CITY	$218,050.27	$358,220.53	$576,270.80
139	SALEM CITY	$19,884.60	$32,667.12	$52,551.72
142	POQUOSON CITY	$6,709.20	$11,022.11	$17,731.31
143	MANASSAS CITY	$47,629.26	$78,246.99	$125,876.25
144	MANASSAS PARK CITY	$15,278.79	$25,100.53	$40,379.32
202	COLONIAL BEACH	$6,154.82	$10,111.35	$16,266.17
207	WEST POINT	$2,287.70	$3,758.32	$6,046.02
Blank Cell	TOTALS	$7,741,232.37	$12,717,564.79	$20,458,797.16

The Virginia State Board of Education approved the 2020-2024 allocation of funds between secondary and postsecondary during its second review of the Perkins V Perkins Plan meeting, which was held on May 7, 2020.

Postsecondary

The postsecondary state allocations under Perkins V for July 1, 2020, through June 30, 2021, was communicated to the VCCS in a State Director Memo, May 28, 2020. Below are the specific dollar allocations made available by the VCCS for CTE programs under Perkins V for postsecondary education programs at the 23 Virginia community colleges.

The amount of each postsecondary institution's allocation is determined using a single formula that incorporates the number of CTE students receiving federal Pell Grants. The minimum allocation to each college is $60,000.

COMMUNITY COLLEGE	SY 2020-2021 Total Entitlements
Blue Ridge Community College	$ 65,396.08
Central Virginia Community College	$ 80,968.79
Dabney S. Lancaster Community College	$ 60,000.00
Danville Community College	$ 102,667.69
Eastern Shore Community College	$ 60,000.00
Germanna Community College	$ 117,208.17
J. Sergeant Reynolds Community College	$ 308,465.70
John Tyler Community College	$ 148,880.78
Lord Fairfax Community College	$ 82,540.15
Mountain Empire Community College	$ 139,031.34
New River Community College	$ 92,445.09
Northern Virginia Community College	$ 626,187.42
Patrick Henry Community College	$ 81,693.50
Paul D. Camp Community College	$ 60,000.00
Piedmont Community College	$ 64,938.98
Rappahannock Community College	$ 68,125.63
Southside Community College	$ 132,403.21
Southwest Community College	$ 161,305.98
Thomas Nelson Community College	$ 219,789.85
Tidewater Community College	$ 570,480.63
Virginia Highlands Community College	$ 125,580.01
Virginia Western Community College	$ 149,608.87
Wytheville Community College	$ 92,658.10

The Virginia State Board of Education approved the 2020-2024 allocation of funds between secondary and postsecondary during its second review of the Perkins V Perkins Plan meeting, which was held on May 7, 2020.

Secondary and Postsecondary Reserve Fund

On May 7, 2020, the State Board of Education established a Perkins V reserve fund in the amount of 1.6 percent of the local formula distribution allocation. The reserve fund will be used to enhance and implement regional work-based learning (WBL) experiences. These experiences will foster collaboration among secondary, postsecondary, and business and industry to ensure career pathways include best practices and strategies to promote innovation in targeted workforce sectors, which are aligned with high-skill, high-wage, and in-demand occupations throughout the Commonwealth of Virginia. Specific services will be provided in rural areas and areas with disparities and gaps in performance. Secondary and Postsecondary reserve funds will be awarded through a competitive application process.

Allocations made available for career and technical education programs and programs of study under section 132(a) of the Act and how these allocations are distributed to eligible institutions and consortia of eligible institutions

Secondary

The VDOE provides leadership and technical assistance to the state's correctional institutes including the Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ). The funding formula for these institution is based on enrollment trends. Of the Perkins V allocation, $157,696 is allocated to the DOC, and $62,304 is allocated to the DJJ.

DEPARTMENT OF CORRECTIONS

Funding provided for the DOC will be used to enhance and improve existing programs, develop and implement new programs, staff development, and industry credentialing opportunities consistent with Perkins V.

Efforts to expand the number of students that earn a certification through the National Center for Construction Education and Research (NCCER), the Residential Construction Academy, A+, Net+, OSHA 10, and many others will continue under Perkins V. Further, emphasis will be placed on utilization of computer-based training to provide real-world experiences. Also, the DOC has several articulation agreements for concurrent enrollment with community colleges that further assist students with their career development.

The DOC maintains an active Advisory Council of key stakeholders. The council provides guidance pertaining to program designs, instructional resources, and equipment.

DEPARTMENT OF JUVENILE JUSTICE

Funding provided for the DJJ will be used to enhance and improve existing programs, develop and implement new programs, staff development, and industry credentialing opportunities consistent with Perkins V.

Efforts to expand the number of students that earn a certification will continue under Perkins V. Further, emphasis will be placed on utilization of computer-based training to provide real-world experiences. The agency provides services to its postsecondary students through a partnership with Community College Work-force Alliance.

Also, the DJJ has several articulation agreements for concurrent enrollment with community colleges that further assist students with their career development.

The DJJ maintains an active Advisory Council of key stakeholders. The council provides guidance pertaining to program designs, instructional resources, employability, and equipment. Additionally, many of the council members come into the classrooms as mentors and guest lecturers.

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.

Additionally, Virginia does not utilize consortia within the state.

Postsecondary

Please refer to II.C.3 (above) for a complete listing of dollar allocations. All specific dollar allocations are in compliance with section 132(a) of the Perkins V Act.

How Virginia will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected

Secondary and Postsecondary

There were no changes in the subrecipients' boundaries pursuant to Perkins IV or Perkins V.

How Virginia will submit an application for a waiver to the secondary allocation formula

Secondary and Postsecondary

Virginia will not submit any waiver request.

Aggregate expenditures for the Virginia

Eligible Agency

Virginia's current maintenance of effort is based on aggregate expenditures. In the State Combined Annual Report (CAR) which was submitted in December 2019, the maintenance of effort listed for the state under non-federal share of expenditures (Column H) was $1,415,524.70. The baseline is a continuing level.

D. ACCOUNTABILITY FOR RESULTS

- 1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
    - a. The percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
    - b. The percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or

    - c. The percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

- 2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Text Box 6: Statutory Definition of CTE Concentrator

The term 'CTE concentrator' means—

- (A) At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and
- (B) At the postsecondary level, a student enrolled in an eligible recipient who has—
    - (i) Earned at least 12 credits within a career and technical education program or program of study; or
    - (ii) Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
    - a. A description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
    - b. An explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
    - c. A description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

- 5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),[2] the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Text Box 7: Statutory Requirements for Consultation on State Determined Performance Levels

- (B) PUBLIC COMMENT.—
    - (i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
    - (ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
        - (I) Meet the requirements of the law;
        - (II) Support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
        - (III) Support the needs of the local education and business community.
    - (iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

[2] See page 11 of Committee Report at https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf.

<u>Secondary Indicators of career and technical education program quality: recognized postsecondary credential</u>

Virginia is selecting recognized postsecondary credential (1.a)

Core Indicator of Performance 5S1: Program Quality – Attained Recognized Postsecondary Credential

The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

Numerator: Number of CTE concentrators who met or exceeded proficiency on industry standards to attain a recognized postsecondary credential (approved for a specific CTE program) and who, in the reporting year, graduated from secondary education.

Denominator: Number of CTE concentrators who took an assessment aligned to industry standards leading to attainment of a recognized postsecondary credential and who, in the reporting year, graduated from secondary education.

Secondary Indicators of career and technical education program quality: postsecondary credits

Virginia is not using the postsecondary credits quality indicator.

Secondary Indicators of career and technical education program quality: work-based learning

Virginia is selecting work-based learning experiences (1.c) for its measures of program quality.

Core Indicator of Performance 5S3: Program Quality – Participated in Work-based Learning

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Numerator: Number of CTE concentrators who participated in work-based learning and who, in the reporting year, graduated from secondary education.

Denominator: Number of CTE concentrators, in the reporting year, who graduated from secondary education.

Secondary Indicators of other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State: technical attainment

Virginia is selecting Technical Skill Attainment as an additional measure. Technical Skill Attainment was a Virginia Core Indicator under Perkins IV that provided valuable statewide, valid, reliable, and comparable data.

5S4—Technical Skills Attainment: Rate for School Divisions is calculated as follows:

1. Competency Rate from End-of-Year Student Record Collection (CTE Completers)

Numerator: Number of CTE completers who attained a satisfactory rating (one of the three highest marks) on the Student Competency Rating (SCR) scale on at least 80 percent of the required (essential) competencies in a CTE course

---

Denominator: Number of CTE completers

1. Participation Rate Percentage of CTE Completers Taking External Credentialing Tests

Numerator: Number of CTE completers who participated in an approved external examination

_____

Denominator: Number of CTE completers

1. Passing Rate of CTE Completers Taking External Credentialing Tests

Numerator: Number of CTE completers who passed an approved external examination

_____

Denominator: Number of CTE completers taking external credentialing tests

1. Completers Passing Credentialing Tests

Numerator: Number of CTE completers who passed an approved external examination

_____

Denominator: Number of CTE completers

1. CTE Completers who Passed a Credentialing Test Plus Completers Who Earned an Advanced Studies Diploma and Did Not Pass a Credentialing Test

Numerator: Number of CTE completers passing a credentialing test plus the number of CTE completers earning an Advanced Studies Diploma without passing a credentialing test

_____

Denominator: Number of CTE completers

State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State

Secondary and Postsecondary

Refer to pages 133 and 134, in Section V.B.: State Determined Performance Levels (SDPL) for each year covered by the State Plan beginning in FY 2020, State Determined Performance Levels for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the state.

Text Box 6: Statutory Definition of CTE Concentrator

The term 'CTE concentrator' means-

1. At the secondary school level, a student served by an eligible recipient who has completed at least two courses* in a single CTE program or program of study
2. At the postsecondary level, a student enrolled in an eligible recipient who has-

a. Earned at least 12 credits within a CTE program or program of study or

b. Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* Once a student completes two courses in a single CTE program or program of study, they are counted as a CTE concentrator.

Section 3(12) of Perkins V)

Procedure for determining State determined levels of performance described in section 113 of Perkins V: public comment process

Secondary and Postsecondary

The process used to establish the State Determined Performance Levels for each of the core indicators at the secondary level and postsecondary level included opportunities for all stakeholders interested in the state's performance indicators to participate. Opportunities for input included the key stakeholders group on September 23, 2019, four regional public hearings on October 15, 16, 23, 24, and public comment period during February 13 – April 13, 2020. Further, the performance indicators were presented at the CTE Local Directors Conference, October 1-4, 2019.

Procedure for determining State determined levels of performance described in section 113 of Perkins V: Other Federal and State laws

Secondary

Virginia has achieved a coherent state system of accountability by aligning Perkins V performance measures with priority measures embedded in the Profile of a Virginia Graduate, ESSA, Consolidated State Plan, and the Virginia WIOA Combined State Plan. These performance measures and performance levels span across state and Federal laws, and present an aligned message to stakeholders about which outcomes are valued in increasing the career and college readiness for all students.

The approach used to establish State determined levels of performance for each of the Perkins performance measures is consistent with the State accountability approach using a growth model. Each recipient is expected to demonstrate progress (growth) on each measure, relative to their previous performance. Performance level baselines for indicators 1S1, 2S1, 2S2, 3S1, 5S4A-E, and 1P1 were established using the State's baselines and projections approved by the USDE in the Virginia negotiated performance targets previously set for the reporting year 2018-2019. The level of performance baselines for indicators 2S3, 4S1, 5S1, 5S3, 2P1, and 3P1 were established by an analysis of currently collected data that had not been previously reported for Perkins IV reporting measures, but was determined to be reliable and valid across Virginia.

Postsecondary

The postsecondary baseline was established after analysis of actual outcomes achieved in the 2017-2018 academic year. The VCCS is committed to improving performance in each of the measures. Increases shown each year reflect anticipated meaningful progress toward improved CTE performance.

State determined levels of performance described in section 113 of Perkins V: Feedback from Stakeholders and Public Hearings

Secondary and Postsecondary

There were no written comments pertaining to the State Determined Performance Levels during the public comment period from the general public, state agencies, and members of the State Board of Education.

How Virginia will address disparities or gaps in performance

Secondary and Postsecondary

The VDOE and VCCS will review the Statewide CTE Annual Performance Report (APR) and analyze the data on the indicators to identify gaps among student groups in performance and equity, if any.

Further, each secondary school division and postsecondary college will receive an APR, which includes the Performance Measures for the Core Indicators of Performance. These reports include Perkins Performance Standards and Virginia Agreed Upon Performance Levels for previous year's data for use in the analysis of CTE performance and annual planning, and to identify gaps among student groups in performance and equity.

If a performance standard is not met, the school division and/or postsecondary institution must explain why and the actions taken to improve performance. Once a school/college has met the State performance standards, they must maintain or show continuous improvement each year.

Each recipient will be required to provide an analysis of CTE student performance and identify improvement efforts in their annual application. This information will be used to inform appropriate technical assistance, on-site visits, and/or local Federal Program Monitoring visits.

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:

(OMB Control Number: 0970-0145)

A. CONDUCT A PROGRAM DESIGNED TO SERVE ALL POLITICAL SUBDIVISIONS IN THE STATE (NOT NECESSARILY IN A UNIFORM MANNER) THAT PROVIDES ASSISTANCE TO NEEDY FAMILIES WITH (OR EXPECTING) CHILDREN AND PROVIDES PARENTS WITH JOB PREPARATION, WORK, AND SUPPORT SERVICES TO ENABLE THEM TO LEAVE THE PROGRAM, SPECIFICALLY CASH ASSISTANCE, AND BECOME SELF-SUFFICIENT (SECTION 402(A)(1)(A)(I) OF THE SOCIAL SECURITY ACT)

The following documents serve as the foundation for operation of Virginia's TANF program:

(1) Commonwealth of Virginia TANF State Plan;

(2) Code of Virginia § 63.2-600 through 63.2-620, and 63.2-1908;

(3) Virginia Administrative Code relating to the TANF program § 22VAC40-35-10 through 22VAC40-35-130 and § 22VAC40-295-10 through 22VAC40-295-170.

The goal of Virginia's TANF Program is to enable TANF recipients to become self-reliant. Meaningful employment is essential to achieving the goal of self-sufficiency, but not all families will be able to meet this goal in the period defined by applicable time limits. Many TANF families

include one or more individuals that face at least one barrier which would impede successful participation in the VIEW program. During the initial interview for TANF, the applicant completes a "Do You Have a Disability?" form which may identify disabilities.

Additionally, when the individual is referred to the VIEW program, she will be offered screening for learning disabilities, limited English proficiency, and mental health issues if a disability determination has not been made and it seems likely that a barrier may be affecting the client's progress in the VIEW program. On a voluntary basis, alcohol and substance abuse screenings, (not testing), are offered.

All VIEW participants must be offered the screenings within 90 days of signing the Agreement of Personal Responsibility and entering the VIEW program. If the screening indicates that the client may have a disability, the client will be referred to a qualified professional for an in—depth disability evaluation. If the in-depth evaluation indicates the existence of a disability, treatments and/or services to address the disability will be made part of the client's required program assignments.

The number of required hours of participation is set at 35 hours per week but may be adjusted based upon barriers such as language or disability of the participant or family household member. Accommodations may include, but are not limited to: part—time or flexible hours for work activities, providing the individual with work activities in a specific work environment that enables the individual to participate in work activities, providing particular types of jobs or work activities that are consistent with the person's limitations, activities that are scheduled so they do not conflict with ongoing medical or mental health treatment, additional notice of program appointments, additional explanation of program rules, job coaches, additional time to complete program requirements, and additional intervention before an individual is sanctioned for non-compliance with VIEW program requirements.

Virginia's TANF program meets the requirements mandated by "The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104—193)."

COMPONENTS OF VIRGINIA'S TANF PROGRAM

The following components are included in Virginia's TANF Program:

Diversionary Assistance —— Diversionary assistance provides a cash payment worth up to four months of benefits to meet a family's needs during a crisis such as a transportation, child care, or housing emergency. The amount of the payment is based on the family size and the Standards of Assistance for the locality grouping in which the family resides (e.g., in a Group II locality the maximum amount paid for a family of a mother and two children is $1,376). In order to qualify for diversionary assistance, an applicant must be otherwise eligible for TANF, with the exception of some non-financial criteria. The applicant relinquishes his or her right to TANF assistance for a 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 the local department of social services receives notification that the child is truant. A child who is 18 years old meets the school attendance requirement, regardless of actual attendance, as long as (s)he is enrolled and expected to complete high school or an equivalent program no later than the month in which (s)he turns 19. Truancy is defined as noncompliance with State compulsory school attendance requirements, as

determined by the local school division pursuant to the Code of Virginia § 22.1-254 et seq., and any additional rules deemed necessary by the local school board to carry out the intent of the State compulsory school attendance laws.

When the local department of social services verifies through the school that a child is truant, the local social services department must do the following:

(1) Send a written notice to the caretaker advising him that the truant recipient is in jeopardy of losing eligibility for benefits. The caretaker must contact the local department within five days of the notice to cooperate in developing a plan to achieve compliance with compulsory school attendance laws. The notice must also specify that failure to contact the local department may result in the truant recipient's ineligibility for assistance due to non-cooperation.

(2) If the caretaker does not respond within five days, the worker must attempt to personally contact the caretaker.

(3) If the local department is unable to make personal contact, the local department must mail a written advance notice of proposed action to the caretaker advising that benefits will be reduced if the caretaker fails to contact the local department to develop a plan to return the child to school.

If the local department of social services denies or terminates assistance for noncompliance, the caretaker must notify the local department in writing of the truant individual's compliance with school attendance requirements and file a new application for benefits. The local department must verify compliance by contacting the school before reinstating assistance for the child.

Minor Parent Residency Requirement - This provision is intended to provide a safe, nurturing environment for minor mothers and their children. Under this provision, a minor mother must live with her parent or a person standing in loco parentis in order to receive TANF benefits. Assistance is denied if the residency requirement is not met. There are exceptions if the minor parent is married, the minor parent has no parent or person standing in loco parentis who is living, the minor parent has no parent or person standing in loco parentis whose whereabouts are known, there is no appropriate person willing to assume the responsibility of acting in loco parentis, or the physical or emotional health or safety of the minor parent or dependent child would be jeopardized if the minor parent and child lived in the same residence with the parent or person standing in loco parentis.

Paternity Establishment —— Mothers must identify the fathers of their children in order to receive TANF benefits. If unable to do so, they must identify all men who could be the father. Unless there is good cause to not cooperate, failure to cooperate during the first six months of receipt of assistance will result in removal of the parent's needs or a reduction in the assistance payment of 25 percent, whichever is greater. Continued non-cooperation with paternity establishment after six months may result in case closure.

When the reason for not providing the information is one of the following, no sanction is imposed:

(1) The child or parent may be subjected to physical or emotional harm;

(2) The child was conceived due to rape or incest;

(3) The child is being placed for adoption.

In addition, when paternity has not been established and the caretaker cannot provide the name of the noncustodial parent(s) plus at least three pieces of identifying information, she must

attest to the lack of information under penalty of perjury. In this situation, no penalty will be imposed for non-cooperation.

Family Cap -Virginia disallows additional cash payments for children born 10 months after a mother begins receiving cash TANF benefits. In addition, the mother will receive the full amount of child support collected for this child.

Immunization Requirement - Parents are required to provide their children with all necessary immunizations in order to receive full benefits. Failure to immunize children within the required period results in assistance being reduced by $50 for the first child out of compliance, and $25 for each additional child out of compliance.

OTHER PROGRAM RULES IN VIRGINIA'S TANF PROGRAM

Assistance Unit - An assistance unit normally consists of the parents and their children living with them who meet the non-financial requirements of eligibility, such as age, relationship, and citizenship. When the children live with an adult relative other than a parent, such as a grandparent, the assistance unit may consist of the children only or, if the adult relative also needs assistance, the children and the adult relative.

The following persons must be included in the assistance unit if living with the child for whom TANF has been requested: the natural or adoptive parents and any blood-related or adopted siblings. Parents or children who are receiving Supplemental Security Income (SSI) or are statutorily ineligible for TANF under other provisions of law cannot be included in the assistance unit.

Children and parents who are excluded from the assistance unit for failure to follow program rules, such as not providing a social security number for a child or parent or refusing to cooperate with the Division of Child Support Enforcement, are included in the assistance unit for purposes of determining whether the family meets financial eligibility requirements; however, their needs are not included for purposes of determining the amount of the family's monthly benefits.

Benefit Levels - The State Board of Social Services has established standards of assistance, based on the size of the assistance unit, to be used in all TANF cash payment cases. Because of a wide variation in shelter costs within the state, two groups of standards have been established reflecting this variation.

Additional Eligibility Requirements Applicable to Children - Basic eligibility requirements must be met for a child to qualify for TANF assistance, as follows:

Age - The child must be under age 18, or if age 18 must be attending school and expected to complete high school by age 19.

Living with a Relative -The child must be living in the home of a parent or other relative except for temporary absences of up to 60 consecutive days.

Residence in Virginia - The child must reside in Virginia.

Additional Eligibility Requirements Applicable to the Family - Additional requirements that must be met by the family (parent or other adult caretaker and children) are as follows:

Income - To qualify for TANF assistance, the assistance unit's countable income must pass screenings: 1) gross income is compared to 185 percent of the standard of assistance and 2) net income is compared to the standard of assistance, based on the family's size. Once the family is

determined to be financially needy, the monthly payment is calculated. Income is counted prospectively in determining financial eligibility and the monthly payment amount. A standard work deduction equal to that used in Supplemental Nutritional Assistance Program (SNAP) plus twenty percent is deducted. Deductions for child and/or incapacitated adult care are also applied in determining applicants' eligibility for benefits.

Once a family member agrees, in writing, to participate in the VIEW Program, the family's earnings are evaluated in comparison to the federal poverty levels, based on assistance unit size.

Countable unearned income reduces the grant amount dollar for dollar for both VIEW and non-VIEW families.

OTHER TANF ACTIVITIES

In addition to the TANF cash assistance program administered by local departments of social services, the Virginia Department of Social Services has established other programs to provide additional services. Services are provided both to families receiving TANF and to other low-income families who have transitioned off the TANF cash assistance program or are at risk of becoming TANF recipients. These programs must meet at least one of the four purposes of the TANF program.

The four purposes of the TANF program are:

Purpose 1 - To provide assistance to needy families with children so that the children can be cared for in their own homes or in the homes of relatives.

Purpose 2 - End dependence of needy parents on government benefits by promoting job preparation, work, and marriage.

Purpose 3 - Prevent and reduce out-of-wedlock pregnancies, including establishing prevention and reduction goals.

Purpose 4 - Encourage the formation and maintenance of two-parent families.

For purposes one and two, an income test is required. The state has set a maximum income level that ensures that benefits are provided for needy populations. The maximum income level for services provided under purposes one and two is 200 percent of the federal poverty limit.

The following is a description of program activities established by the Department of Social Services or other agencies or organizations to assist the Commonwealth in carrying out the purposes of the TANF program.

(1) Solely State Funded Program Serving Two-parent Families

The State has established a solely state funded program to serve needy two-parent families. State non-maintenance of effort funds are used for cash assistance payments, employment services, and program administrative costs. Expenditures in this program do not count toward the Commonwealth's Maintenance of Efforts (MOE) requirement.

This program is designed to meet the special needs of two-parent families in helping them to attain self-sufficiency. For two-parent VIEW families, the income limit is 150% of the federal poverty level.

(2) VIEW Transitional Payments

A separate state program has been established to provide assistance to eligible families that are participating in VIEW and who exit from TANF assistance with employment of at least 30 hours per week. Such families receive assistance for up to one year after the exit from TANF assistance as long as employment at least 30 hours per week is maintained. The eligible family consists of a child living with a custodial parent or other adult caretaker relative who meets the employment requirement.

(3) Employment Advancement

Description of Program -This program is designed to provide service approaches and strategies that help current and former TANF clients, including sanctioned individuals and those with barriers to employment such as learning, mental, and physical disabilities, and sanctioned individuals to prepare, enter, succeed, and advance in the workplace. This program enhances the VIEW program and it is expected that local agencies will also utilize their current VIEW funds and maximize the uses of other funds to address the needs of TANF recipients with significant barriers to employment. The funds may also be used for services that increase wages and retention as well as improve job placement, so that a long—term impact is made on the earnings of families.

This initiative provides non-assistance services and benefits meeting TANF purposes one and two.

Target Population - The funds will be used for current and former TANF recipients.

Eligible Families - Program participants are current or former TANF recipients or those who qualify as TANF-eligible family members. A TANF-eligible family consists of a child living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

Geographic Area(s) Served - The program is administered statewide.

Confidentiality Requirement - Information collected on individuals and families receiving services funded by TANF is protected as specified in the Government Data Collection and Dissemination Practices Act (Code of Virginia § 2.2—3800 et seq.).

(4) Child Safety and Well-Being

Description of Activities - Funding is provided to support social workers in local department's of social services to engage in activities designed to preserve and support families with children.

Some examples of preservation services are:

• Pre-placement prevention services designed to help children remain in the home.

• Service programs designed to provide follow-up care to families to whom a child is returned after a foster care placement;

• Services designed to improve parenting skills;

• Support services are defined as direct services promoting the safety and well-being of children and families designed to increase the strength and stability of families (including adoptive, foster, and extended families), to increase parents' confidence and competence in their parenting abilities, to afford children a safe, stable, and supportive family environment, to strengthen parental relationships and promote healthy marriages, and otherwise to enhance child development.

The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose one.

Target Population - The target population is families with children at-risk being removed from the home for abuse and neglect.

Eligible Families - Any family 1) expecting a child or having minor children under age 6 in the home, 2) with an income level at or below 200 percent of the federal poverty level.

Geographic Area(s) Served - Commonwealth of Virginia.

Confidentiality Requirement - all records of families receiving these services and assistance are subject to the confidentiality requirements of local departments.

(5) Comprehensive Health Investment Project

Description of Program - The mission of Comprehensive Health Investment Project (CHIP of VA) is "to partner with communities, to strengthen families with young children, to improve community health, and to increase family self sufficiency."

CHIP of VA programs are local public/private partnerships, which provide comprehensive care coordination, family support and referral to medical and dental services for low-income at-risk children. CHIP programs provide a case management process which helps identified families connect to needed services. CHIP of VA does not provide medical or dental services. Local programs are overseen by both a Management Team (executive or senior level management of partner agencies - public health and community based organizations) and an Advisory Council (a broad group comprised of community representatives and local government, social services, health, mental health, education, private business, and parents).

CHIP's efforts to match a family to comprehensive preventive and primary care providers, coupled with family support services, guides families to the effective use of health care and community services. CHIP of VA builds the health of communities by promoting child health and increased family self-sufficiency. CHIP home visitors work to develop plans for parenting education, health and nutrition, home safety, education and job training.

The program provides nonassistance benefits and services (case management) with the added goals of improving parents' employability and income earning capacity, so they can move on to self—sufficiency. CHIP of VA focuses on making the connection between the family and the assistance provider. While CHIP of VA's efforts cross over into several TANF purposes, they are deemed primarily to focus on TANF purpose one.

Target Population - This program targets low—income families with at-risk children in order to promote strong families, improve child health and increase family self-sufficiency.

Eligible Families - Any family 1) expecting a child or having minor children under age 6 in the home, 2) with an income level at or below 200 percent of the federal poverty level.

Geographic Area(s) Served - CHIP of VA operates in 7 sites, serving children in 27 localities across the state. Sites are located in Arlington, Charlottesville, Chesapeake, Radford, Richmond, Roanoke, and Abingdon.

Confidentiality Requirement - CHIP of VA maintains client confidentiality by incorporating a "Consent to Exchange Information" form into the process. This form allows the family to explicitly choose to limit certain information from any affiliate. It further defines the family

approved reason for sharing the information. Absent a parent or guardian's signature on the form, no information is shared with any affiliate.

(6) Healthy Families

Description of Program - Healthy Families programs offer voluntary, intensive home visiting services for up to five years to new parents who are assessed as being at—risk for child abuse/neglect. The services include in—home parenting education and support services to parents who need individualized and comprehensive support. Families participating in Healthy Families are assigned a Family Support Worker who provides home visiting services based on developing a trusting relationship with families and building on family strengths. Family needs are assessed and a case plan is developed. This plan includes role modeling in problem solving, developing effective parenting techniques and home management skills, ensuring well baby care and linking the family with appropriate community resources.

A Healthy Families Assessment Worker completes a Family Needs Assessment during pregnancy or at birth. If a family is identified as being at high risk of child maltreatment, and in need of support services, that family is offered the opportunity to participate in the Healthy Families program. When families accept services, comprehensive home visiting is initiated and Family Support Workers monitor and follow up on prenatal, postnatal, and pediatric care. In addition, Healthy Families provides early intervention through parent education, child development screenings, and nutrition counseling. Only nonassistance services and benefits are provided.

Healthy Families addresses TANF purpose one.

The Healthy Families program supports families by increasing access to and coordinating community services that meet individual family needs. The program also builds on family strengths.

Target Population - New parents or expectant parents are screened for services. Those new or expectant parents who are assessed as being at—risk for child abuse/neglect are offered the voluntary home—visiting services. Due to limited resources, many localities only offer these services to first—time parents.

Eligible Families - Segregated federal TANF funds are used to serve families with children and expectant families who are not TANF recipients. MOE funds are used to serve participants in the program who qualify as TANF recipients or as TANF—eligible family members. A TANF eligible family consists of a child living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

Geographic Area(s) Served - The program has 29 sites serving 79 cities and counties in Virginia. Localities to be served by Healthy Families are listed below:

Alexandria, Arlington, Harrisonburg, Staunton, Waynesboro, Augusta County, Bath County, Highland County, Rockingham County, Bedford, Bedford County, Lynchburg, Appomattox County, Amherst County, Charles City County, New Kent County, Charlottesville, Albemarle County, Chesterfield County, Colonial Heights, Culpeper, Danville, Pittsylvania County, Fairfax County, Fairfax City, Falls Church, Fauquier County, Hampton, Henrico County, Hopewell, Prince George County, Loudoun County, Newport News, Winchester, Clark County, Frederick County, Orange County, Petersburg, Amelia County, Buckingham County, Charlotte County, Cumberland County, Lunenburg County, Nottoway County, Prince Edward County, Campbell County, Fredericksburg, Caroline County, King George County, Spotsylvania County, Stafford County, Richmond City, Shenandoah County, Portsmouth, Suffolk, Isle of Wight County, Essex County,

Gloucester County, King William County, King & Queen County, Lancaster County, Mathews County, Middlesex County, Northumberland County, Richmond County, Westmoreland County, Virginia Beach, Martinsville, Franklin County, Patrick County, Henry County, Page County, Farmville, Madison County, Rappahannock County, Lee County, Scott County, Wise County, Norton, Warren County

Confidentiality Requirement - Contracts between the Department of Social Services and local programs include a confidentiality clause as follows: Any information obtained by the Contractor concerning recipients of services under this agreement shall be treated as confidential in accordance with relevant provisions of State and federal law.

(7) Community Action Agencies

Description of Program - The Community Action Network consists of 26 local agencies that provide a wide array of services for low—income families and individuals. TANF funds are used to provide a variety of services to needy families including emergency services, case management services, supportive services including childcare and transportation to employed families, cars for work programs, individual development account programs, intensive life skills training for families who are at risk to lose children to foster care, and computer skills.

Services and benefits provided may only be in the form of nonassistance. Contracts with administering agencies prohibit the provision of TANF "assistance." The services and benefits provided meet TANF purposes one and two.

Target Population - The program is targeted to serve needy families with minor children.

Eligible Families - To be eligible, families must be TANF recipients or TANF—eligible family members. A TANF—eligible family consists of a child living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

Confidentiality Requirement - The contract requires the agency to maintain the confidentiality of client information in accordance with relevant provisions of State and federal law.

(8) Domestic Violence Program

Description of Program - The services provided are crisis and core services to victims of domestic violence, including 24-hour crisis telephone service, shelter, crisis counseling, supportive counseling, information and referral, transportation, coordination of services, legal advocacy, and basic children's services for children of victims of domestic violence. Funds may be used only to provide services and benefits that meet the TANF definition of nonassistance.

The services relate primarily to TANF purpose one.

Target Population -- The target population served is women who are victims of domestic violence who have dependent children with them, or who are pregnant.

Eligible Families - Program participants are limited to those who qualify as TANF recipients or as TANF-eligible family members. A TANF-eligible family consists of a child living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

Geographic Area(s) Served - Domestic violence programs are statewide.

Confidentiality Requirement - Domestic violence programs have stringent confidentiality requirements from their other funding sources, and use these for the TANF population as well.

(9) Child Abuse and Neglect Advocacy Projects

Description of Program - These projects provide for the crisis intervention, parent education, family treatment, or child and family support groups.

The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose one.

Target Population - The target population is families with children at-risk being removed from the home for abuse and neglect.

Eligible Families – Eligible family consists of a child living with a custodial parent or other adult caretaker relative with income not to exceed 200 percent of the federal poverty level.

Geographic Area(s) Served – statewide

Confidentiality Requirement – all records of families receiving these services and assistance are subject to strict confidentiality requirements guarding against any unauthorized disclosure of information.

(10) Earned Income Credit Outreach

Description of Program - The Virginia Community Action Partnership provides outreach, education and tax preparation services via the Virginia Earned Income Tax Coalition and other community non-profit organizations to citizens who may be eligible for the federal Earned Income Tax Credit.

The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose two.

Target Population - The target population is low-income working families with children.

Eligible Families - Families that meet the income requirements to qualify for the earned income credit.

Geographic Area(s) Served - The program is administered statewide.

(11) Community Employment and Training

Description of Program - Community employment and training programs are designed to move current and former TANF clients and those with incomes 200% or less of the poverty level into meaningful employment with the prospect of a career path and wage growth. The program provides resources to expand and enhance evidence-based innovative types of service delivery efforts to address more fully the needs of the target population prior to their entry into work and during employment.

The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose two.

Target Population - The target population is families with children with incomes with incomes 200% or less of the federal poverty level.

Geographic Area(s) Served - The program is administered statewide.

(12) Northern Virginia Family Services Homeless Prevention

Description of Program - Supportive services are provided that address the basic needs of families in crisis to prevent homelessness. The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose one.

Eligible Families – The target population is families with children with incomes with incomes 200% or less of the federal poverty level.

Geographic Area(s) Served – Arlington, Alexandria, Fairfax, Prince William

B. REQUIRE A PARENT OR CARETAKER RECEIVING ASSISTANCE TO ENGAGE IN WORK (DEFINED BY THE STATE) ONCE THE STATE DETERMINES THE PARENT OR CARETAKER IS READY TO ENGAGE IN WORK, OR ONCE HE OR SHE HAS RECEIVED 24 MONTHS OF ASSISTANCE, WHICHEVER IS EARLIER, CONSISTENT WITH THE CHILD CARE EXCEPTION AT 407(E)(2) (SECTION 402(A)(1)(A)(II) OF THE SOCIAL SECURITY ACT)

The VIEW Program is a workforce development program that assists individuals in attaining the goal of self—sufficiency. All TANF applicants are screened at application to determine whether they must be referred for participation in VIEW. Nonexempt individuals are referred to VIEW workers within a month of case approval and assessed for participation within 30 days of referral.

Agreement of Personal Responsibility - The agreement of personal responsibility must be signed by all VIEW participants. It states the expectations that must be met under VIEW. If a recipient refuses to sign this agreement, then the case is closed and the recipient must reapply for benefits.

Time Limit - TANF recipients who are in VIEW are allowed to receive 24 months of cash benefits, plus a year of transitional benefits. After that, they must wait two years before they can again qualify for TANF.

VIEW Participation - Individuals must participate in VIEW, Virginia's TANF employment and training program, unless otherwise exempt. The exemptions are:

(1) Any individuals, including all minor caretakers, under 16 years of age;

(2) Any individual at least 16, but no more than 19 years of age, who is enrolled full—time in elementary or secondary school, including vocational or technical school programs. The vocational or technical school must be equivalent to secondary school;

(3) Any individual unable to participate because of a temporary medical condition that prevents entry into at least 20 hours per week of employment or training, as determined by a medical professional;

(4) Any individual who is incapacitated, as determined by receipt of Social Security Disability benefits or Supplemental Security Income;

(5) Any individual 60 years of age or older;

(6) Any individual who is the sole care giver of another member of the household who is incapacitated, and whose presence is essential for the care of the member on a substantially continuous basis, shall be exempt from participation in VIEW. Incapacity is determined by receipt of Social Security Disability benefits or Supplemental Security Income. The sole other condition under which an individual may be determined incapacitated is by a written medical statement from a physician; and

(7) A parent or caretaker of a child under 12 months of age who personally provides care for the child. Per the Code of Virginia §63.2-609 and 45 CFR 261.22(c)1 and (2), this exemption is limited to a period of no more than 12 months in a lifetime.

(8) A parent of a child not considered part of the TANF assistance unit under the family cap provision (Code of Virginia § 63.1 - 105.7) may be granted a temporary exemption of not more than six weeks after the birth of the child.

Supportive Services - Supportive and social services are provided to remove barriers to the individual's participation and to stabilize employment. Supportive services are provided as needed and available to support participation in orientation, assessment, approved self-initiated education, training and employment activities, or to accept or maintain employment. The provision of supportive services is contingent upon the availability of funds based on local VIEW allocations, and spending limits for services will be at the agency's discretion. Supportive services include:

(1) Child care;

(2) Transportation, including certain vehicle repairs;

(3) Program and/or work-related expenses, such as fees for birth certificates, license fees, registration fees, graduation fees, picture ID costs, uniforms or other clothing and shoes, safety equipment and tools, and car repairs; and

(4) Emergency intervention, such as provision of food, payment of utilities, or other items necessary for the participant to gain or keep employment or to participate in other work activities;

(5) Medical and dental services, such as fees for dentures, glasses, orthopedic shoes, and other items required prior to entry into jobs, work-sites, or other components for a client that has a disability, as determined by a medical professional, which affects program participation. Medical and dental services are paid for with state funds.

If supportive services are essential for participation, 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 childcare 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 childcare" means childcare 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 childcare provider and the work site is generally no more than one hour, based on transportation available to the parent.

(3) "Unsuitability of informal childcare" means that the childcare 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 childcare is less than or equal to the payment amounts specified in the Virginia Department of Social Services Child Care Services policy.

For purposes of the above definitions, the term "legally-operating provider" includes all providers regulated by the Virginia Department of Social Services' Division of Licensing, city-approved providers, county-approved providers, local agency-approved providers, federally approved providers, and providers who are legally exempt from regulation based upon the number and ages of children in care or because the provider is a relative caring only for relatives.

Failure to Meet the Requirements of VIEW - Recipients who fail to participate in work activities or to comply with the terms and conditions of their personal responsibility agreements receive a sanction. If an individual is sanctioned, her family's entire TANF benefit amount is reduced by 100 percent for a fixed period, 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). CONSISTENT WITH THE REQUIRED STRATEGIC ELEMENTS DISCUSSED IN SECTION II (A)(2) HEREIN, PROVIDE A SPECIFIC ANALYSIS OF HOW THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES ARE ADDRESSING EMPLOYMENT AND TRAINING SERVICES FOR PARENTS OR CARETAKERS RECEIVING ASSISTANCE

Clients are placed in an approved work activity immediately after being enrolled and assessed. Work activities include job search, job readiness, subsidized employment, unsubsidized employment, community work experience, public service, on-the-job training, job skills training, and vocational education.

An individual is considered participating in a work activity if:

(1) Employed in unsubsidized employment of 30 hours a week or more, including on-the-job training;

(2) Employed less than 30 hours per week and also fully participating in assigned work activities designed to help her obtain full-time employment;

(3) Unemployed but participating in an assigned work activity. The work activity may be job search, job readiness, vocational education, job skills training, subsidized employment, on-the-job training, community work experience, or public service.

After an initial assessment, an Activity and Service Plan is developed with the participant that outlines the activities that the participant will engage in. All hours of participation must be verified. The case manager follows up with those that fail to participate appropriately to determine the cause of the failure to participate, and determines the appropriate action depending upon the circumstances. The follow-up action could include providing accommodations or may result in sanctioning the participant.

Monitoring occurs at several different levels. Local departments of social services are primarily responsible for ensuring that recipients appropriately participate. Work participation rate reports are made available to local agency staff and supervisors for monitoring purposes. There are five regional social services offices in the Commonwealth. Each regional office has a TANF Program Consultant that is responsible for monitoring local agency performance including conducting case readings and requiring corrective action plans, if needed. This monitoring includes monitoring of the placement of TANF recipients in work activities and the local department's work participation rate. State staff monitor local performance regarding the employment and training program, VIEW.

Earned Income Disregard - Earnings up to 100 percent of the federal poverty level for one-parent families and up to 150 percent of the federal poverty level for two-parent families are disregarded in the computation of the amount of assistance.

Hardship Exceptions to the Two-Year Limit - Virginia has several hardship exceptions that extend a client's TANF benefits beyond the two-year time limit. Benefits may be extended for a period of three months to one year. Virginia's hardship exceptions apply to participants who are actively seeking employment but unable to find a job, participants who lose employment due to no fault of their own, participants continuing education and training related directly to employability, and participants residing in areas of the state with unemployment rates above 10 percent. These hardships will only be granted in cases where the individual participant has satisfactorily participated during his VIEW assignments, has not been sanctioned more than once during the 24 months of participation, and has not quit a job without good cause.

Transitional Child Care and Transportation - Virginia will provide up to one year of transitional childcare and transportation assistance to some VIEW clients who are no longer eligible for TANF cash assistance benefits. Transitional childcare and transportation benefits are available only to those former clients who are working. Transitional childcare is paid from Child Care and Development Block Grant funds. The financial eligibility criteria for transitional childcare 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 eligible for transitional transportation based on their prior TANF eligibility.

D. TAKE SUCH REASONABLE STEPS AS THE STATE DEEMS NECESSARY TO RESTRICT THE USE AND DISCLOSURE OF INFORMATION ABOUT INDIVIDUALS AND FAMILIES RECEIVING ASSISTANCE UNDER THE PROGRAM ATTRIBUTABLE TO FUNDS PROVIDED BY THE FEDERAL GOVERNMENT (SECTION 402(A)(1)(A)(IV) OF THE SOCIAL SECURITY ACT)

Virginia will take reasonable and necessary steps to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal government. Information about applicants or recipients will be used or disclosed only for purposes directly connected with the administration of public assistance and related services which cannot be offered without such information. The safeguards shall not prevent the State agency from furnishing a Federal, State, or local law enforcement officer with the current address of any recipient in a manner consistent with state and federal laws (Code of Virginia § 63.2—102).

E. ESTABLISH GOALS AND TAKE ACTION TO PREVENT AND REDUCE OUT-OF-WEDLOCK PREGNANCIES, WITH SPECIAL EMPHASIS ON TEENAGE PREGNANCIES (SECTION 402(A)(1)(A)(V) OF THE SOCIAL SECURITY ACT)

Virginia currently has several other initiatives underway to reduce the incidence of out—of—wedlock births and teen pregnancy, with the goal of reducing the out—of—wedlock birth rate to 34.3% by the end of 2020.

The Commonwealth has several TANF-funded initiatives aimed at preventing and reducing out of wedlock pregnancies.

Long-Acting Reversible Contraceptives (LARC)

Description of Program – This program increases education about reproductive choices available to women throughout the Commonwealth and aims to expand access to long acting reversible contraception. The program provides non-assistance benefits and services, which are intended to accomplish TANF purpose 3.

Resource Mothers

The Virginia Department of Health administers the Resource Mothers Program. Studies have found that siblings of pregnant and parenting teens are at higher risk for early premarital sexual activity, out-of-wedlock births, and school dropout than siblings of non-pregnant/non-parenting teens. Adult mentoring relationships, involvement in community activities, and establishment of future goals have been found to counterbalance the pressure towards risky sexual behaviors and other negative behaviors. The Virginia Resource Mothers' home visitors working with pregnant and parenting teens will refer younger non-pregnant sisters, ages 9-15, to a mentoring program.

Health promotion, avoidance of non-marital sexual activity, connection to the community, development of leadership skills, and identification of future goals will be encouraged through the mentoring relationships and through community projects. Goals are designed to meet the TANF program objectives to "prevent and reduce out-of-wedlock pregnancies."

Boys and Girls Clubs

Through the Boys and Girls Clubs, programming is focused on the expansion of community-based prevention and mentoring programs to improve school readiness and to alleviate conditions that lead to teen pregnancy. It also works with parents to help identify family/child strengths and barriers and encourages parental support of positive academic behaviors and attitudes.

F. CONDUCT A PROGRAM DESIGNED TO REACH STATE AND LOCAL LAW ENFORCEMENT OFFICIALS, THE EDUCATION SYSTEM, AND RELEVANT COUNSELING SERVICES, THAT PROVIDES EDUCATION AND TRAINING ON THE PROBLEM OF STATUTORY RAPE SO THAT TEENAGE PREGNANCY PREVENTION PROGRAMS MAY BE EXPANDED TO INCLUDE MEN (SECTION 402(A)(1)(A)(VI) OF THE SOCIAL SECURITY ACT)

The department promotes on-going efforts in order to provide education and training about the problems related to statutory rape. Statutory rape laws in Virginia are enforced throughout the state and prevention is a large part of the strategy to reducing statutory rape is preventative work. The Virginia Department of Health conducts an educational program to increase awareness of statutory rape. The Department of Health also maintains a website that provides information statutory rape prevention, including relevant state laws, advice for adolescents, and

educational resources. (www.vdh.virginia.gov/statutory-rape-prevention) The Department of Criminal Justices Services offers training called "Males and Violence: Engaging Men and Boys as Survivors, Advocates and Change Agents" which brings together mental health clinicians, social workers, victim advocates, and law enforcement. This included training on engaging men and boys in prevention efforts. The Division of Child Support Enforcement continues to make presentations that target men about the consequences of out-of-wedlock pregnancies.

G. IMPLEMENT POLICIES AND PROCEDURES AS NECESSARY TO PREVENT ACCESS TO ASSISTANCE PROVIDED UNDER THE STATE PROGRAM FUNDED UNDER THIS PART THROUGH ANY ELECTRONIC FUND TRANSACTION IN AN AUTOMATED TELLER MACHINE OR POINT-OF-SALE DEVICE LOCATED IN A PLACE DESCRIBED IN SECTION 408(A)(12), INCLUDING A PLAN TO ENSURE THAT RECIPIENTS OF THE ASSISTANCE HAVE ADEQUATE ACCESS TO THEIR CASH ASSISTANCE (SECTION 402(A)(1)(A)(VII) OF THE SOCIAL SECURITY ACT)

Implementation of policy and procedures focused on changing the State Code to make misuse of TANF benefits unlawful, publicizing the law change, putting the onus on the recipient to properly use TANF benefits, and notifying vendors. In the 2013 session of the Virginia General Assembly, House Bill 1577 was passed and signed into law on April 3, 2013. The legislation became effective statewide on July 1, 2013 and imposes greater restriction that set forth in the federal Middle Class Tax Relief and Job Creation Act of 2012.

§ 63.2—621. Restrictions on use of TANF cash assistance. Recipients of TANF benefits pursuant to this chapter shall not access TANF cash benefits through an electronic benefit transaction (i) for the purchase of alcoholic beverages, tobacco products, lottery tickets, or sexually explicit visual materials as defined in § 18.2-374.1; (ii) in any transaction in any (a) government store established for the sale of alcoholic beverages, (b) establishment in which pari-mutuel wagering or charitable gaming is conducted, or (c) establishment in which tattooing or body-piercing, as defined in § 54.1-700, is performed for hire or consideration; or (iii) in any establishment that provides adult-oriented entertainment in which performers or other individuals connected with the business appear nude or partially nude.

The change in the law was publicized by a press release, and the information about the law was published in newspapers throughout the state.

The new policy went into effect on July 1, 2013. Local TANF eligibility staff were trained on the new policy accordingly. The restrictions are explained to all applicants for assistance. Virginia now requires a protective payee to receive and properly dispense TANF funds if a person is reported as having attempted to misspend TANF benefits. Posters, which explained the restrictions in both English and Spanish, were distributed for display in 120 local departments of social services. The Department of Social Services website has information about the restrictions.

The Virginia State Board of Social Services has approved a Notice of Intended Regulatory Action which begins the process of promulgating a regulation through the Commonwealth's Administrative Process Act. As proposed, the regulation would impose a full family sanction on any household that has been found to use their TANF benefits at restricted locations or for restricted items as set forth Code of Virginia. The promulgation process includes two public comment periods. This will allow additional opportunities for the public to be made aware of these restrictions.

In Virginia, the sale of liquor is restricted to state—owned and operated liquor stores operated by The Virginia Department of Alcoholic Beverage Control (ABC). The ABC was alerted to the

new state law so that cashiers at ABC stores were aware of the restrictions and any attempted misuse of the TANF debit card.

Gambling is not legal and, therefore, there are no casinos in Virginia. Though there are no identifiable organizations that represent adult—oriented entertainment venues, we contacted the Retail Merchants Association as well as the Chamber of Commerce to alert them to the new restrictions.

H. ENSURE THAT RECIPIENTS OF ASSISTANCE PROVIDED UNDER THE STATE PROGRAM FUNDED UNDER THIS PART HAVE THE ABILITY TO USE OR WITHDRAW ASSISTANCE WITH MINIMAL FEES OR CHARGES, INCLUDING AN OPPORTUNITY TO ACCESS ASSISTANCE WITH NO FEE OR CHARGES, AND ARE PROVIDED INFORMATION ON APPLICABLE FEES AND SURCHARGES THAT APPLY TO ELECTRONIC FUND TRANSACTIONS INVOLVING THE ASSISTANCE, AND THAT SUCH INFORMATION IS MADE PUBLICLY AVAILABLE (SECTION 402(A)(1)(A)(VIII) OF THE SOCIAL SECURITY ACT)

Recipients of TANF cash assistance have adequate access to their cash assistance, and recipients of assistance have access to using or withdrawing assistance with minimal fees or charges, including an opportunity to access assistance with no fee or charges, and are provided information on applicable fees and surcharges that apply to electronic fund transactions involving the assistance and that such information is made publicly available.

All recipients have the choice of receiving benefits by direct deposit, debit card, or check. While most participants receive benefits by debit card, participants can choose to receive benefits via direct deposit into a bank account or by check. This decision is the preference of the participant. If a participant chooses to bypass the no-charge option of receiving payments via direct deposit and chooses to receive benefits via the GOCard, there is a significant network of automated teller machines (ATMs) that include non-restricted ATMs in every county and city in the Commonwealth. The GoCard is also used for the delivery of unemployment compensation benefits and child support enforcement payments. For clients that opt to receive benefits via debit card, benefits may be withdrawn with no fees. Minimal fees do apply, however, in certain limited situations.

A recipient may use the debit card to make purchases at merchants as long as MasterCard is accepted. In addition, at the merchant's discretion, the recipient may receive cash back. There is no fee for this transaction.

A participant may receive cash from an ATM that accepts MasterCard. There are no fees for withdrawals from network (MoneyPass) ATMs. There are over 600 MoneyPass ATMs in Virginia. For out of network ATMs, there is no fee for two ATM withdrawals each month. After two withdrawals at non-network ATMs, there is a fee of $1.00 per withdrawal. Participants may make two free withdrawals per month from a teller in a bank location that displays the MasterCard logo. A printed copy of the fee structure as well as an explanation of how to withdraw benefits at no charge is provided to all newly approved recipients of TANF. The information is also available at GoProgram.com.

I. INDICATE WHETHER IT INTENDS TO TREAT FAMILIES MOVING FROM ANOTHER STATE DIFFERENTLY FROM OTHER FAMILIES UNDER THE PROGRAM, AND IF SO HOW (SECTION 402(A)(1)(B)(I) OF THE SOCIAL SECURITY ACT)

Virginia does not treat families who move into the Commonwealth differently from current Virginia residents regarding the receipt of TANF benefits.

J. INDICATE WHETHER IT INTENDS TO PROVIDE ASSISTANCE TO NON-CITIZENS, AND IF SO INCLUDE AN OVERVIEW OF THE ASSISTANCE (SECTION 402(A)(1)(B)(II) OF THE SOCIAL SECURITY ACT)

Virginia provides TANF benefits to all aliens who meet the federal TANF definition of a "qualified alien" with the exception of those categories of qualified aliens who entered on or after August 22, 1996, who are barred from receiving assistance for five years beginning on the date of the alien's entry into the United States with a status within the meaning of the term "qualified alien." The Commonwealth provides assistance to all alien groups permitted to receive benefits under federal TANF law and regulations.

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 SERVICES ENCOURAGES IT) (§263.2(B)(3) & §263.2(C) PREAMBLE PAGES 17826-7)

The following are programs for which the State claims MOE expenditures.

Temporary Assistance for Needy Families (TANF) Cash Assistance - The TANF assistance unit consists of the parents and their children living with them who meet the non-financial requirements of eligibility, such as age, relationship, and citizenship. In constructing the assistance unit, the following persons must be included if living with the child for whom TANF has been requested: the natural or adoptive parents and any blood-related or adopted siblings. Parents or children who are receiving Supplemental Security Income (SSI) or are statutorily ineligible for TANF under other provisions of law cannot be included in the assistance unit.

Children and parents who are excluded from the assistance unit for failure to follow program rules, such as not providing a social security number for a child or parent or refusing to cooperate with the Division of Child Support Enforcement are included in the assistance unit for purposes of determining whether the family meets financial eligibility requirements; however, their needs are not included for purposes of determining the amount of the family's monthly benefits.

Additional eligibility requirements applicable to children:

- The child must be under age 18, or if age 18 must be attending school and expected to complete high school by age 19;
- The child must be living in the home of a parent or other relative except for temporary absences of up to 60 consecutive days; and
- The child must reside in Virginia.

Additional eligibility requirements applicable to the family:

To qualify for assistance, the assistance unit's countable income must pass a gross income screening at 185% of the standard of assistance and a net income screening at the standard of assistance, based on the unit's size. Once the family is determined to be financially needy, the monthly payment is calculated. Income is counted prospectively in determining financial eligibility and the monthly payment amount.

Clients who do not meet an exemption are required to participate in a work activity. Once a family member agrees, in writing, to participate in the employment program, the unit's earnings are evaluated in comparison to 100% of the federal poverty level, based on assistance unit size.

Virginia Initiative for Employment not Welfare (VIEW) - The VIEW Program is the employment and training component of the TANF Program. VIEW requires able-bodied parents with children

over the age of 12 months to participate. Most 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.

Childcare Program - Childcare services are those activities that assist eligible families in the arrangement and purchase of childcare for children. It also includes activities that promote parental choice, consumer education to help parents make informed choices about childcare, activities to enhance health and safety standards, and activities that increase and enhance childcare 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 VDSS 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:

The State Plan must include	Include
1. Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act);	Yes
2. 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 State Plan under title XIX. (section 402(a)(3) of the Social Security Act);	Yes
3. 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 privatesector organizations (section 402(a)(4) of the Social SecurityAct)—	
3. (A) 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; and	Yes
3. (B) have had at least 45 days to submit comments on the plan and the design of such services;	Yes
4. 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
5. 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
6. (optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).—	
6.i. screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals;	Yes
6.ii. refer such individuals to counseling and supportive services; and	Yes
6.iii. 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.	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)))

A. GENERAL REQUIREMENTS [27]

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:

[27] 7 CFR § 273.7(c)(6)

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;

Components by Category (*Non-Education, Non-Work Components; Education Components; Work Components)*

The Commonwealth will not offer supervised Job Search as a part of SNAP-ET at this time.

Job Search Training

Description: This component includes activities that may consist of job skill assessments, occupational exploration, training and counseling in personal preparation for employability, training and counseling in techniques for identifying and pursuing employment opportunities (including information on local emerging and demand occupations and job placement services).

Geographic area	audience (e.g., homeless, re-rentry	monthly participants (unduplicated)	Anticipated monthly cost*	Provider(s)	Reporting measure(s) if > 100 Participants
Same as those listed in Job Search.	Work registrants including ABAWDS	156	$60,000	Contractors, Career Centers, or local departments of social services	The percentage and number of program participants who received Job Search Training services and are in unsubsidized employment upon completion of the component. These data are collected through VaCMS.

Job Retention Services

Same as those listed in Job Search.	Work registrant including ABAWDs				Reporting measure: Monthly statistics will be reported from localities that include: # participants – work

		96	$60,653	Local agencies	# participants – working 30 days # participants – working 60 days # participants – working 90 days

Education

Description: SNAP E&T participants will be referred to education based on individual need and assessment. Web-based courses will be used in addition to traditional adult education. Included are education-level assessment, ABE, GED, and pre-GED courses.

Geographic area	Target audience (e.g., homeless, ABAWDS)	Anticipated monthly participants (unduplicated count)	Anticipated monthly cost*	Provider(s)	Reporting measure(s) if > 100 participants per year
Same as those listed in Job Search.	Work registrants including ABAWDS		$80,000	MOUs and contracts with community colleges and private training institutions.	The percentage and number of program participants who received educational services who receive a credential, including a GED.

Education Components

*** Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.**

Education and Training for Ex-Offenders

Geographic area	Target audience (e.g., homeless, re-entry population, ABAWDS)	Anticipated monthly participants (unduplicated count)	Anticipated monthly cost*	Provider(s)	Reporting measure(s) if > 100 participants per year
Same as those listed in Job Search.	SNAP participants who have been incarcerated and need help in preparing for a job.	10	$13,669	Pre-and Post-Incarceration Services (PAPIS) providers.	The percentage and number of program participants who received Education and Training for Ex-offender services and are in unsubsidized

Geographic area	Target audience (e.g., homeless, re-entry population, ABAWDS)	Anticipated monthly participants (unduplicated count)	Anticipated monthly cost*	Provider(s)	Reporting measure(s) if > 100 participants per year
					employment upon completion of the component.

Vocational Training

Description: Vocational training will be provided through community to assist participants in career development activities including obtaining industry-recognized credentials to allow entry into the workforce with sustainable wages.

Geographic area	Target audience (e.g., homeless, re- entry population, ABAWDS)	Anticipated monthly participants (unduplicated count)	Anticipated monthly cost*	Provider(s)	Reporting measure(s) if > 100 participants per year
The program will be offered at community partner locations throughout the state.	Work registrants including ABAWDs	100	$135,000	Northern Virginia Community College and other local vocational education providers	The percentage and number of program participants who received vocational training and are in unsubsidized employment upon completion of the component # of participants who achieve credential attainment.

Work Experience

Description: In this component, participants gain work experience and new job skills through unpaid work in a public, private non-profit or for-profit agency. The primary focus of work experience is to help the participant develop good work habits, additional job skills, positive work attitudes and an understanding of the employee-employer relationship. Participants may be offered a Work Experience opportunity if they are preparing to enter the workforce and it is determined that additional guidance is required to yield sufficient employment opportunities.

Geographic area	Target audience (e.g., homeless, ABAWDS)	Anticipated monthly participants (unduplicated count)	Anticipated monthly cost*	Provider(s)	Reporting measure(s) if > 100 participants per year
Same as those listed in Job Search	Work registrants, including ABAWDS	114	$62,331	The list of locations is included in Section D.	The percentage and number of program participants who are in unsubsidized employment upon completion of the

Geographic area	Target audience (e.g., homeless, ABAWDS)	Anticipated monthly participants (unduplicated count)	Anticipated monthly cost*	Provider(s)	Reporting measure(s) if > 100 participants per year
					component.

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;

Operating Budget and Budget Narrative

	State cost	Federal cost	Total
I. Direct Costs:			
a) Salary/Wages (including Pledge)	1,152,334	2,843,681	3,996,015
b) Fringe Benefits* Approved Fringe Benefit Rate Used: 29%	579,422	579,422	1,158,844
c) Contractual Costs (Admin Only)	2,781,223	2,781,223	5,562,446
d) Non-capital Equipment and Supplies			
e) Materials	11,000	11,000	22,000
f) Travel	11,000	11,000	22,000
g) Building/Space			
h) Equipment & Other Capital Expenditures			
Total Direct Costs	4,534,980	6,226,327	10,761,307
II. Indirect Costs:			

	State cost	Federal cost	Total
Indirect Costs*Approved Indirect Cost Rate Used:_____%			
III. In-kind Contribution			
State in-kind contribution			
Total Administrative Cost (Total of items I, II, and III)	4,534,980	6,226,327	10,761,307
100 Percent Federal E&T Grant + ABAWD grant		1,700,824 1,142,857	1,700,824 1,142,857
50 Percent Additional Administrative Expenditure	3,958,813	3,958,813	7,917,626
IV. Participant Reimbursement (State plus Federal):			
a) Dependent Care (including contractual costs)	148,750	148,750	297,500
b) Transportation & Other Costs (including contractual costs)	430,000	430,000	860,000
c) State Agency Cost for Dependent Care Services			
Total 50 percent Participant Reimbursement Expenses	578,750	578,750	1,157,500
V. Total Costs	4,537,563	7,381,224	11,918,807

Budget Narrative and Justification

Item	Narrative
I.Direct Costs:	
a) Salary/Wages	Salary/wages were increased by $561,141 plus an additional $811,428 for FTE related to the Pledge, to account for increased allocation as well as expansion efforts. Additional ABAWD allocation was appropriated to salary/wage distribution for our local VDSS offices
b) Fringe Benefits* Approved Fringe Benefit Rate Used 29%	29% of salary costs were attributed to fringe benefits.
c) Contractual Costs	The contractual costs include a $250,000 contract with Northern Virginia Community College paid with 100% federal funds and a $164,032 contract with Virginia Criminal Justice Services (VCJS). The VCJS contract is a 50/50 contract. ****Addition of $2,886,183 in 50/50 contract partnershipsthrough completed RFA process**

Item	Narrative
	10/4/2019. List of partnerships has been amended in section G. **** Includes $1,142,857 for Pledge allocation**
d) Non-capital Equipment and Supplies	
e) Materials	The costs were unchanged.
f) Travel	The costs were unchanged.
g) Building/Space	
h) Equipment & Other Capital Expenditures	
II. Indirect Costs:	
III. State In-kind Contribution	
IV. Participant Reimbursements	
a) Dependent Care	Additional resources allocated to dependent care
b) Transportation & Other Costs	Additional resources allocated with state dollars to provide services to the ABAWD population
c) State Agency Cost for Dependent Care Services	Additional resources added by state agency to address dependent care services

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;

****More information can be found in A.5 of this section.**

SNAP E&T participation is voluntary. Sanctions will not be applied for non-participation in SNAP E & T.

All SNAP work registrants are subject to SNAP work requirements. Disqualification/sanction is applied per SNAP State Plan policy.

<u>Process for identifying whether work registrant should be referred to E&T</u>

The Eligibility Worker (EW) records the eligibility status of and enters all demographic data on each individual into the automated system, VaCMS. The system makes the determination whether the individual is exempt or if work registration is required. In local departments of social services with a SNAP E&T program, work registrants are referred to SNAP E&T through VaCMS at application or reapplication and every twelve months thereafter.

An employment and training worker at the local department of social services receives the referral and contacts the work registrant. The SNAP E&T worker provides information about the services available and the benefits of volunteering for participation in SNAP E&T. Volunteers are assessed and then a plan of participation is developed. Case management services are provided by the LVDSS and include: basic job readiness assessment, skills and interests surveys. The plan may include: referral to the Fast Forward program through local community college, referral to other contract partners providing job readiness, skill development, work experience and/or career pathway training. Case management services continue throughout the plan of participation and include: barrier removal, transportation assistance, supportive services as necessary and/or referral to community resources as necessary.

4. THE CHARACTERISTICS OF THE POPULATION THE STATE AGENCY INTENDS TO PLACE IN E&T;

More information on the characteristics of the E&T population can be found in A.1 of this section.

5. THE ESTIMATED NUMBER OF VOLUNTEERS THE STATE AGENCY EXPECTS TO PLACE IN E&T;

Estimated Participant Levels

I. Anticipated number of work registrants in the State during the Federal FY (unduplicated count):	265,000
II. Estimated Number of Work Registrants Exempt from E&T	265,000
List below planned State option exemption categories and the number of work registrants expected to be included in each during the Federal FY20 **1. Individuals 17 years of age and younger or 50 years of age or older** **2.Individuals who at the time of evaluation are medically certified as unfit for regular employment** **3. Individuals who reside in a household with a minor child** **4. Pregnant women** **5.Individuals who reside in an exempt locality**	 1,186 24,703 101,867

I. Anticipated number of work registrants in the State during the Federal FY (unduplicated count):	265,000
All work registrants are exempt as Virginia's program is voluntary.	3,759 43,701
III. Percent of all work registrants exempt from E&T (line II/line I)	100%
IV. Anticipated number of mandatory E&T participants (line I – line II)	0
V. Anticipated number of voluntary E&T participants	4,000
VI. Anticipated number of ABAWDs in the State during the Federal FY20	28,523
VII. Anticipated number of ABAWDs in waived areas of the State during the Federal FY	9,677
VIII. Anticipated number of ABAWDs to be exempted under the State's 15 percent ABAWD exemption allowance during the Federal FY	0
IX. Number of potential at–risk ABAWDs expected in the State during the Federal FY (line VI–(lines VII+VIII))	18,846

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;

More information on geographic areas covered by type of service can be found in A.1 of this section.

The Virginia Department of Social Services is state supervised and locally administered. SNAP E&T is offered at the following local departments of social services: Albemarle County, City of Alexandria, Amelia County, Amherst County, Appomattox County, Arlington County, Augusta County, Bedford County, Botetourt County, Bristol, Brunswick County, Buena Vista, Campbell County, Caroline County, Charlottesville, Chesapeake, Chesterfield County, Clarke County, Colonial Heights, Culpeper County, Essex County, Fairfax County, Fauquier County, Floyd County, Fluvanna County, Franklin County, Frederick County, Fredericksburg, Giles County, Gloucester County, Goochland County, Greene County, Hampton, Hanover County, Harrisonburg, Henrico County, Henry County, Isle of Wight County, James City County, King George County, King William County, King and Queen County, Lexington, Loudoun County, Louisa County, Lynchburg, Madison County, Manassas, Martinsville, Mathews County, Middlesex County, Montgomery County, Nelson County, New Kent County, Newport News County, Norfolk, Nottoway County, Orange County, Pittsylvania County, Poquoson, Portsmouth, Powhatan County, Prince William County, Radford, Rappahannock County, City of Richmond, Roanoke, Roanoke County, Rockbridge County, Rockingham County, Shenandoah County, Smyth County, Southampton County, Spotsylvania County, Stafford County, Staunton, Suffolk, Surry County, Tazewell County, Virginia Beach, Warren County, Waynesboro, Winchester, York County.

7. THE METHOD THE STATE AGENCY USES TO COUNT ALL WORK REGISTRANTS AS OF THE FIRST DAY OF THE NEW FISCAL YEAR;

The number of work registrants is available through a report in the Department's VaCMS system. A monthly report displays the number of work registrants in each local department of social services. At the close of the Federal Fiscal Year Our End of FFY Report Counts each person whose referral has been assigned 'Assessment Complete' or 'Activity Created' once per component group, each Individual is counted one time per component where the component end date is on or after the start date of the FFY (i.e. Oct 1, 2018)

and the component begin date precedes the last day of the FFY (i.e. Sept 30,2019). For example if you were in Job Search starting August 1, 2018 and on Oct 1, 2018 there is no end date this person shall be counted in FFY 2018 end of year and also in FFY 2019 end of year.

The Component are:

- Job Search Training
- Community Work Experience
- Education
- Voc/Occupational Training

8. THE METHOD THE STATE AGENCY USES TO REPORT WORK REGISTRANT INFORMATION ON THE QUARTERLY FORM FNS–583;

At the close of the Federal Fiscal Year Our End of FFY Report counts each person whose referral has been assigned 'Assessment Complete' or 'Activity Created' once per component group. Each Individual is counted one time per component where the component end date is on or after the start date of the FFY (i.e. Oct 1, 2018) and the component begin date precedes the last day of the FFY (i.e. Sept 30,2019). For example if you were in Job Search starting August 1, 2018 and on Oct 1, 2018 there is no end date this person shall be counted in FFY 2018 end of year and also in FFY 2019 end of year.

The Component are:

- Job Search Training
- Community Work Experience
- Education
- Voc/Occupational Training

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);

The number of work registrants is available through a report in the Department's case management system, called VaCMS. A monthly report displays the number of work registrants

in each local department of social services. At the close of the Federal Fiscal Year (FFY), our End of FFY Report counts each person whose referral has been assigned 'Assessment Complete' or 'Activity Created' once per component group. Each individual is counted one time per component where the component end date is on or after the start date of the FFY (i.e. Oct 1, 2018) and the component begin date precedes the last day of the FFY (i.e. Sept 30,2019). For example, if you were in Job Search starting August 1, 2018 and on Oct 1, 2018 there is no end date this person shall be counted in FFY 2018 end of year and also in FFY 2019 end of year.

The components are:

- Job Search Training
- Community Work Experience
- Education
- Voc/Occupational Training

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;

In June 2019, VDSS organized a dedicated Office of Workforce Development. In addition to working across the state to build and sustain strategic pipelines of referral sources between local agencies, One-Stop partners, community colleges, and the business community, this office is responsible for SNAP-ET, 50/50 partnership administration and implementation of the Pledge. It is the responsibility of this office to ensure staff training to meet program requirements, provide clear guidance for policy, and provide accurate data to meet federal requirements. We are working in partnership with our local office leadership to ensure that program parameters are clearly understood, lines of communication are efficient, and that we are working collaboratively with our partners to leverage resources that will benefit the able-bodied adults without dependents (ABAWDS) population.

In addition to the Office of Workforce Development, the Virginia Department of Social Services has five regional offices with regional staff who monitor local agency performance, both for compliance and for process improvements. Staff will monitor the activities of local departments based on an established process, which is currently under development, to ensure that appropriate work activities are available to all at-risk ABAWDS.

Program Changes and New Initiatives

The Department of Social Services has several new initiatives for FFY 20. During the past year we have worked toward statewide expansion of 50/50 partnerships. ****The RFA process closed 10/4/2019. Seven (7) contractors were awarded SNAP E & T 50/50 reimbursement total amount of: $2,886,182.99. Partners include: VA Community College System (VCCS) VA Early Childhood Foundation (VECF) Goodwill Industries: Valley, Rappahannock, Central and International Rescue Committee (IRC).**

In addition, June 2019 brought the VDSS Office of Workforce Services on board with the

primary goal of increasing workforce development partnerships across the Commonwealth. This office is now responsible for program delivery of SNAP-ET and SNAP-ET 50/50.

We have been approved to be a Pledge state to provide qualifying work activities to all at-risk able-bodied adults without dependents (ABAWDS). We have leveraged staff and resources available through other programs to expand the SNAP E&T program, and will continue to work toward developing more 50/50 partnerships to increase resources and service availability.

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;

VDSS has many partnering relationships with other organizations to provide services. Those partnerships are summarized in the table below. Significant TANF and SNAP E&T dollars are allocated yearly for employment and training through WIOA training partners, the Virginia Community College System (FastForward programs), and other community based providers to meet the needs of the unemployed/under-employed who might access the WIOA system and who are currently receiving TANF or SNAP benefits. Recently, VDSS has worked toward statewide expansion of 50/50 partnerships. The primary goal of the VDSS Office of Workforce Services is to increase workforce development partnerships across the Commonwealth. VDSS has leveraged staff and resources to expand the SNAP E&T program and will continue to work toward developing more 50/50 partnerships to increase resources and service availability. A new workforce services manager position has been hired to improve workforce services and establish more productive employment and training partnerships.

Summary of Partnerships and/or Contracts

Partner/ Contractor		Total Admin Costs	Total Participant Reimburse. Costs	Total Cost	% of Total Budget
Department of Criminal Justice Services	To reimburse local agencies for half of state funds used to serve ex-offenders on SNAP	$228,064	$100,000	$328,064	3.0%
Northern Virginia Community College	To reimburse the agency for services offered to SNAP ET recipients by teaching marketable skills and credentials.	$500,000	Local agencies will provide	$500,000	4.5%
VA Community College System (VCCS)	Fast Forward/Career	$3,916,514	Local agencies will provide	$3,916,514	21.0%

Partner/ Contractor		Total Admin Costs	Total Participant Reimburse. Costs	Total Cost	% of Total Budget
	Pathways program				
VA Early Childhood Foundation (VECF)	Support services for Early Childhood	$110,000	Local will provide	$110,000	3.0
International Rescue Committee (IRC)	Educational component for refugee community	$46,212	Local agencies will provide	$46,212	1%
Northern VA Family Services	Job readiness skill training	$104,218	Local agencies will provide	$104,218	3%
Goodwill – Central/Coastal/Valley and Rappahanock	Job skill readiness and training	$657,438	Local agencies will provide	$657,438	5%

Based on a collaborative approach to delivering tailored workforce development solutions, Virginia's workforce development system focuses on regional labor demands and engages the training capacity of school divisions, community colleges, workforce development boards, the Virginia Employment Commission (VEC), Virginia Career Works Career Centers through WIOA and Title I, the Virginia Department of Social Services, as well as job developers, career coaches, community based organizations and a broad spectrum of supportive services to get Virginia's citizens prepared for high-skilled, high-wage jobs.

VDSS and WIOA/Title I systems through the comprehensive One-Stops are operating under Memorandums of Understanding and working collaboratively to

Partner/ Contractor		Total Admin Costs	Total Participant Reimburse. Costs	Total Cost	% of Total Budget
build referral pipelines, co-location agreements as well as working to leverage resources to meet the needs of the dual populations served. We will continue to expand these collaborative relationships throughout 2020. Data on in demand occupations is available through the state's Elevate Virginia website: elevatevirginia.org. In demand occupations include healthcare clerical and support, healthcare STEM positions, nursing, manufacturing and production, finance. Credentials can be obtained through the Virginia Community College System's Fast Forward program. SNAP-ET participants are referred for participation in Fast Forward. A wide variety of credentials are available linked to in-demand positions, including X-ray and EKG technology, pharmacy, nursing, emergency medical care, billing and coding, logistics and transportation, welding, manufacturing, skilled trades, information and technology, and business and customer service. This plan was developed in coordination with the Virginia Board of Workforce Development, Commissioner of Social Services and board member Duke Storen, and Megan Healy, Chief Workforce Development Advisor and board member.					

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;

The federal government has only recently recognized tribes in Virginia. They have not established SNAP programs and do not operate any SNAP E&T programs. Residents on tribal lands apply and receive assistance through the local department of social services.

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; AND

Not applicable. SNAP E&T participation is voluntary. Sanctions will not be applied for non-participation in SNAP E&T.

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.

(Response source: Child Care and Development Fund (CCDF) Plan For Virginia FFY 2019-2021)

a) Infant (6 months), full-time licensed center care in the most populous geographic region

Rate: $82 per daily unit of time

b) Infant (6 months), full-time licensed FCC home in the most populous geographic region

Rate: $55 per daily unit of time

c) Toddler (18 months), full-time licensed center care in the most populous geographic region

Rate: $78 per daily unit of time

d) Toddler (18 months), full-time licensed FCC care in the most populous geographic region

Rate: $52 per daily unit of time

e) Preschooler (4 years), full-time licensed center care in the most populous geographic region

Rate: $70 per daily unit of time

f) Preschooler (4 years), full-time licensed FCC care in the most populous geographic region

Rate: $50 per daily unit of time

g) School-age child (6 years), full-time licensed center care in most populous geographic region

Rate: $61 per daily unit of time

h) School-age child (6 years), full-time licensed FCC care in the most populous geographic region

Rate: $45 per daily unit of time

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.

Operating Budget for VDSS

IV. Participant Reimbursement (State plus Federal):	State cost	Federal cost	Total
a) Dependent Care (including contractual costs)	148,750	148,750	297,500
b) Transportation & Other Costs (including contractual costs)	430,000	430,000	860,000
c) State Agency Cost for Dependent Care Services			
Total 50 percent Participant Reimbursement Expenses	578,750	578,750	1,157,500

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.

Reimbursements can be for child care, transportation, clothing, licensing and bonding fees, uniforms, work shoes, tools and equipment, fingerprinting if necessary for a job, background checks, medical services if necessary for a job, personal safety items, books, course registration fees, drug tests if required for job, eye exams and vision corrections, and test fees and training materials. Dental work and automobile repair are conditional allowable costs. The payment can be an advance payment or as a reimbursement. There is no cap on participant reimbursements. All expenses must be reasonable and necessary directly related to participation in the program.

B. ABLE-BODIED ADULTS WITHOUT DEPENDENTS (ABAWD) [28]

1. 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:

[28] 7 CFR § 273.7(c)(7)

1. ITS PLEDGE TO OFFER A QUALIFYING ACTIVITY TO ALL AT-RISK ABAWD APPLICANTS AND RECIPIENTS;

Virginia will offer qualifying activities to all at-risk ABAWDS.

2. ESTIMATED COSTS OF FULFILLING ITS PLEDGE;

FNS approved budget $1,142,857.00

3. A DESCRIPTION OF MANAGEMENT CONTROLS IN PLACE TO MEET PLEDGE REQUIREMENTS;

In June 2019, VDSS organized a dedicated Office of the Chief Workforce Advisor. In addition to working across the state to build and sustain strategic pipelines of referral sources between local agencies, One-Stop partners, community colleges and the business community, this office is responsible for SNAP-ET, 50/50 partnership administration and implementation of the

Pledge. It is the responsibility of this office to ensure staff training to meet program requirements, provide clear guidance for policy and provide accurate data to meet federal requirements. We are working in partnership with our local office leadership to ensure that program parameters are clearly understood, lines of communication are open and that we are working collaboratively with our partners to leverage resources that will benefit the ABAWD population.

In addition to the Office of the Chief Workforce Advisor, the Virginia Department of Social Services has five regional offices with regional staff who monitor local agency performance, both for compliance and for process improvements. Staff will monitor the activities of local departments based on an established process, which is currently under development, to ensure that appropriate work activities are available to all at-risk ABAWDS.

4. A DISCUSSION OF ITS CAPACITY AND ABILITY TO SERVE AT-RISK ABAWDS;

Each local department of social services offers employment and training services to the Temporary Assistance for Needy Families (TANF) population. In TANF, the employment and training program is known as the Virginia Initiative for Education and Work (VIEW). VIEW is a mandatory program. Though the VIEW caseload has fallen significantly in recent years, there has been no commensurate downward adjustment in the number of employment and training staff at local departments of social services. As a result, there is excess capacity in terms of caseload slots available utilizing existing staff.

Each local department of social services is required to have a memorandum of understanding with the local workforce development board. In this way, there is an agreement on the provision of services and sharing of resources, allowing all localities the capability to ensure workforce services are available in the community.

We will also leverage the many resources that have been developed through the TANF program. This includes, for example, vocational education and job skills training providers, specialized employment support providers, employment services organizations, and professionals providing specialized assessments. In the VIEW program, local departments of social services have developed hundreds of community work experience sites. These work sites will now also be available for SNAP E&T participants.

5. INFORMATION ABOUT THE SIZE AND SPECIAL NEEDS OF ITS ABAWD POPULATION; AND

There are 11,638 at-risk ABAWDS in the Commonwealth. All at-risk ABAWDS will be offered the opportunity to participate in the SNAP E&T program. This is a vulnerable population given the time limit and the many challenges they face including lack of a high school diploma and low education levels, little work history, lack of job skills, and lack of reliable transportation. Each ABAWD volunteer will undergo an assessment done by SNAP-ET case manager. Activities will be assigned based on the findings of the assessment and include: job readiness, basic skill remediation, career track education/training, work experience, internship and/or other as identified.

The Commonwealth of Virginia will offer SNAP-ET services and supports to all ABAWD on a voluntary basis in our non-exempt localities (55 currently exempt) utilizing existing workforce infrastructure that leverages partnerships with the community college system through Fast Forward as well our partnerships with our WIOA/Title 1 partners through the comprehensive One-Stops. Other partnerships will be identified through our SNAP 50/50 partner program

6. INFORMATION ABOUT THE EDUCATION, TRAINING, AND WORKFARE COMPONENTS IT WILL OFFER TO MEET THE ABAWD WORK REQUIREMENT

The following activities will be offered to at- risk ABAWDS:

Job Readiness - The purpose of job readiness training is to prepare the participant for employment or program component participation so that the participant can be competitive and succeed in the labor market. Job readiness activities prepare the participant for work by assuring that the participant is familiar with general work place expectations, work behaviors, and attitudes necessary to compete successfully in the labor market. Job readiness topics may include, but are not limited to, communication skills, life skills, motivational training, problem solving, assertiveness, nutrition, money management, time management training and other activities that enhance specific work place expectations and behaviors.

Adult education: This includes ABE and GED where appropriate for skill remediation that will enhance employability.

Workfare- an unpaid work placement in a public or private non-profit organization. An assignment is appropriate for participants who need to learn or improve skills or work behaviors, or to secure a job reference, in order to find paid employment.

Vocational education and training - training or education designed to prepare the participant for a specific trade, occupation, or vocation. Specific programming includes Fast Forward, through the community college system that is career pathway and skill development, designed.

Jobs Skills Training - training that prepares an individual for employment, or job specific training required by an employer in order to obtain, keep, or advance in a specific job or occupation or training needed to adapt to the changing demands of the workplace.

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.

Yes

JOBS FOR VETERANS' STATE GRANTS

(OMB Control Number: 1225-0086)

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to States (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 quarterly on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a 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;

Services are provided to veterans and eligible persons by JVSG staff members according to the needs of the veteran, any significant barrier to employment (SBE) they may possess and the roles and responsibilities of JVSG personnel. DVOP specialists and LVERs are essential parts of and fully integrated into the workforce development network. They are included among the Virginia Workforce Connection (VAWC) system and the Workforce Innovation Opportunity Act (WIOA) partner staff, which consists of all staff employed by programs or activities operated by WIOA partners listed in 29 U.S.C. § 2841(b) that provide online and/or in-person workforce development or related support services as part of the workforce development system. Other Virginia Job Center partner staff members include staff of WIOA, Wagner Peyser (WP) and other VAJC network partner programs.

DVOP Specialists and LLVERs work in One Stop offices throughout the state or with other partner agencies. One staff member is designated as the Chief Veteran Services with the responsibility to manage the Virginia Jobs for Veterans State Grant program and to provide direct supervisory and oversight for VEC's JVSG staff. Three LVERs are designated as LVER Regional Managers responsible for providing supervisory and direct oversight for Lead LVERS (LLVER) and DVOPs within their assigned regional geographic areas. LLVERs provide direct supervisory and administrative oversight for the DVOP staff in their assigned areas of operation. Lead LVERS perform their traditional role within their assigned geographic area 70% of the time. The remaining time is spent performing supervisory functions for DVOP staff, thus ensuring that each staff member is performing according to expectations and increasing the integration and accountability of JVSG staff as a partner within the current workforce model. Three DVOPs are currently assigned as Intensive Service Coordinators (ISCs) and are located in the Fredericksburg, Hampton and Wytheville offices. 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 of the JVSG staff annually in conjunction with the Annual Funding Modification process and adjusts 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. LLVER provide advice and guidance as needed to One Stop Center staff that are providing services to other veterans and other eligible persons.

When not actively providing intensive services or reviewing open case files, DVOP Specialists and other One Stop Center workforce representatives conduct outreach at off-site locations including, but not limited to, U.S. Department of Veterans Affairs offices, Community Based Outpatient Clinics (CBOC) for the U.S. DVA, Military Treatment facilities (MTF), Warrior Transition Units/Battalion (WTU/WTB), Local Prisons and Homeless Veterans' Reintegration Program (HVRP) grantee locations. The purpose of these outreach efforts is two-fold. The first purpose is to find veterans in need of services and offer the needed services to them. The second purpose is to develop relationships with supportive services in the area so that SBE and other veterans can be referred to those agencies for services.

LLVER staff members work in One Stop offices throughout the state. The LLVER coordinates with Regional Industry Sector Coordinators, Business Services Coordinators, and members of

the Workforce Delivery Teams to advocate to employers on behalf of veterans and to develop job opportunities specifically for veterans. LLVER staff train WP funded employees to network for veterans and comply with priority of service requirements.

DVOP specialists -- Under 38 U.S.C. § 4103A(a), a DVOP specialist provides Career and Individualized Career Services and facilitates placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans and other categories of veterans in accordance with priorities determined by the Secretary of Labor; and

LLVER -- Under 38 U.S.C. § 4104(b), the LLVER's principal duties are to: (1) conduct outreach to employers in the area to assist veterans in gaining employment, including conducting seminars for employers and, in conjunction with employers, conducting job search workshops and establishing job search groups; and (2) facilitate employment, training and placement services furnished to veterans in a state under the applicable state employment service delivery systems. DVOP specialists are domiciled in local Virginia Career Works Center offices throughout the state or with other partner agencies. One LVER position is designated as the state Veterans' program Coordinator (VPC).

B. THE DUTIES ASSIGNED TO DVOP SPECIALISTS AND LVER STAFF BY THE STATE; SPECIFICALLY IMPLEMENTING DVOP AND LVER DUTIES OR ROLES AND RESPONSIBILITIES AS OUTLINED IN 38 U.S.C. § 4103A AND 4104. THESE DUTIES MUST BE CONSISTENT WITH CURRENT GUIDANCE;

The specific duties of DVOP specialists and LLVER staff throughout the state are consistent with the roles and responsibilities outlined in 38 U.S.C. § 4103A, 4104, and current guidance provided by DOL Veterans Employment and Training Services (VETS).

LVER

American Job Center (AJC): LLVERs are required to provide training and instruction on the JVSG to partner staff members working in an AJC. Training may be completed with a group or on an individual basis. Overall expectations are that partners will be able to appropriately refer clients and businesses.

Employer Outreach: LLVER staff work with other service providers in an AJC to promote the advantages of hiring Veterans to employers and employer groups. LLVERs market job seeking Veterans as individuals who have highly marketable skills and experience. LLVER staff serve as an advocate for Veterans with business, industry, and other community-based organizations by participating in a variety of outreach activities such as: Planning and participation in job and career fairs; coordination with unions, apprenticeship programs, and business organizations to promote employment and training programs for Veterans; informing Federal Contractors of their responsibility to recruit and retain qualified Veterans; and promoting credentialing and licensing opportunities for Veterans. When employer outreach is primarily accomplished by a "Business Services Team" or like entity, the LLVER must be included as an active member of that team. LLVER staff may also conduct other employer outreach activities that support job development and the referral of Veterans to appropriate job openings. When assigned responsibility for more than one local office or service delivery point, LLVER staff should conduct outreach and job development activities throughout their area of responsibility and partner with other LLVERs in bordering territories.

Business Services Teams: When employer outreach is primarily accomplished by a "Business Services Team" or like entity, the LLVER should be included as an active member of that team. While serving on a team, LLVER staff must ensure that their primary focus remains on

advocating for Veterans. LLVER staff does not need to be a Subject Matter Expert (SME) on other partner programs, but should have a thorough understanding and contact information for each partner.

Job Fairs: LLVERs are encouraged whenever possible to partner with other agencies to plan and participate in the creation of job and career fairs. LLVERs may not act as a financial agent, solicit, and accept goods or services for the benefit of an event.

Individualized Job Development: The primary focus of the LLVER role and the majority of the effort of LLVER staff should be on individualized job development for Veterans, particularly those determined to be job ready after receipt of case management services from a DVOP specialist or Veterans working with WSRs or Partner Agencies. Job development by LLVER staff should include efforts to increase job opportunities for Veterans through direct employer contact. Individualized job development should center on each Veteran's needs, skills, abilities, goals, and physical abilities and limitations. Additionally, LLVER staff should provide services such as the following to improve the potential for positive job development referrals: Job search assistance workshops, individualized vocational guidance and labor market information; and targeted referral to training and supportive services.

DVOP

A DVOP services an eligible veteran or the spouse of an eligible veteran who is self-identified as having a Significant Barrier to Employment (SBE). Case management continues to be an appropriate service delivery strategy or framework within which individualized career services may be delivered, particularly for veterans. Individualized career services should be delivered following the case management framework in most cases. However, case management itself is a process, not a service, and is therefore not to be reported as a service, intensive or otherwise.

DVOPs provide individualized career services within the case management framework can include, but is not limited to:

1. Verifying profile and background information in Virginia Workforce Connect (VWC)
2. Completing an objective assessment
3. Developing an Individual Employment Plan (IEP) and managing the goals and objectives
4. Referrals to outside agencies for services, training and/or employment
5. Follow ups and closure

When conducting an objective assessment for veterans, DVOPs must ask questions that will identify barriers to employment, as well as to assess the veteran's current household situation to consider other extenuating factors that could prohibit a successful outcome. The findings from the objective assessment summary in VWC under the case management plan will drive the creation of the IEP and will help the veteran and DVOP mutually identify goals and any potential barriers to gaining meaningful employment.

The DVOP will assist the veteran or other eligible individuals, prioritize their needs and make the necessary referrals to meet those needs. The DVOP should maintain positive contact with the veteran or other eligible person to ensure positive outcomes.

The objective assessment must be annotated in a case note and must identify strengths, barriers to employment*, current resources, needed resources*, skills, needed skills, and/or job ready status. *Confidential and sensitive details will be left out of the VWC case note.

Individual Employment Plan (IEP)

GOALS: IEP Goals must be descriptive, meaningful, and should fall into one of the following groups: Employment, Education, or Training. The Goal Details section of the IEP should include an explanation of goal description if summarized.

The goal details should also include a step by step list of all objectives that may need to be met. Goal dates should be realistic and should be changed accordingly if the goal date has passed. If the objective is completed during the initial visit, it can be annotated here instead of creating an Objective in the system All steps must be listed, but only those steps that will be completed within the next 30 days need to be built into the system. Over the course of case management, all steps should eventually be built into system unless the Veteran achieves a successful outcome prior to completion.

OBJECTIVES: IEP Objectives must be descriptive, meaningful, and should either be a step in the process to reach the desired goal or help to either overcome or circumvent an identified barrier.

Follow Up During/After Case Management:

Follow up time for SBE and Chapter 31 veteran may differ. VPL 01-16, Change 1, Technical Assistance Guide (TAG) dated July 2016, Section III page 27 and 28 identify the frequency of contact during case management for Chapter 31 veterans as bi-weekly. After placement, the follow up requirement is 30 and 60 day from the placement date.

DVOPs are required to review open IEPs as the Objective Review Dates or Goal Completion dates pass. After reviewing Objective and/or Goal notes, the DVOP will follow up with the Veteran to determine if the Objective and/or Goal has been completed or obtained. Follow-up attempts will include a phone call and either an e-mail or VWC message as necessary. If the Objective/Goal has been completed, the completion date will be updated in VWC with a comment in the Notes Section.

C. THE MANNER IN WHICH DVOP SPECIALISTS AND LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEM OR AMERICAN JOB CENTER;

The State of Virginia is committed to ensuring program integration and coordination of employment and training services through the Virginia Career Works Centers system. To improve and enhance the delivery of employment and training services for veterans, all the Virginia Career Works Centers offices are integrated with other WIOA program partners to create the Virginia Career Works Center system. This one-stop system is the primary source of information and service for Virginia's job seeking veterans. Virginia Career Works Centers staff, which includes DVOP specialists, work together to obtain employment, training and related services for veterans through the WIOA partner programs, including Vocational Rehabilitation, which is a fully integrated Career Works Center partner. DVOP specialists are stationed in all Comprehensive Career Works Centers and most affiliate locations.

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 ISCs. 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 LLVER 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 local Career Work Center 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

The DVOP specialists will work with the Vocational Rehabilitation and Employment (VR&E) contact to assist in the assessment of the job readiness status of the Chapter 31 Veteran.

- If the client is job ready, the DVOP works with VR&E to develop rehabilitation plan for employment services only.
    - VR&E forwards job ready client information to the Intensive Service Coordinator (ISC).
    - ISC assigns client to DVOP in the office closest to the client.
    - Assigned DVOP contacts client and registers into VAWC within 10 business days.
    - Assigned DVOP provides intensive services, resume assistance, Labor Market Information (LMI), job referrals, or employer contacts on behalf of Chapter 31 clients.
    - If the client is not job ready, the DVOP provides the intensive services necessary for the veteran to become job ready. These may include LMI and employment information on potential career paths. If not job ready, works with VA to enroll veteran in VA funded training and refers client back to VR&E.
    - Assigned DVOP follows up with client at the 30, 60 and 90 day anniversaries of employment to facilitate transition to civilian employment.

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. For FISCAL year 2020 this is $58,148. This award shall be used in accordance with VPL 04-19 and VPL 07-19, 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. 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.

Not later than 25 August of each year, supervisors will submit recommendations of names and amount not to exceed $1,000 per individual and/or per incident of achievement to the Chief, Veteran Services and Director of Workforce Operations. There will be four levels of awards designated: Platinum ($1,000), Gold ($750), Silver ($500) and Bronze ($250). This submission will also include a narrative report that identifies the number and type of activities extended to

veterans and their outcome in no more than one page, not including additional documentation in the form of VWC or other data can be attached. The criteria for the award type will include, but is not limited to, Department of Labor performance measures for LVERs and DVOPs and performance measures established by the Virginia Employment Commission and partner agencies.

For planning purposes Virginia intends to award approximately 15 Platinum, 26 Gold, 30 Silver and 30 Bronze incentive awards annually. However, the number of actual awards will be dependent on actual recommendation submissions and the annual Grant funding amount. The Chief of Veteran Services and Director of Workforce Operations will comprise a selection board that includes the three LVER Regional Managers and one District Manager to select submissions and ensure execution of these awards no later than 30 September of each year. Itemized expenditures for these awards will be reported in the FY 4th quarter Technical Performance Narrative.

Determination of the award shall be by a combination of objective and subjective data. Data compilation, analysis, and award determination shall be by a team proposed by of the Chief, Veterans Services. The final award approval shall be by the Appointing Authority, Commissioner of VEC, who is also the signatory authority for the JVSG grant relationship with USDOL.

Incentive award funds distributed shall be obligated by September 30, each fiscal year and distributed not later than December 31, of the same year in accordance with the regulation.

An Incentive Awards report will be submitted in accordance with the most recent Incentive Award VPL not later than November 14th of each FY. This report will detail all incentive awards made to individuals. This report will include as a minimum the following:

1. Award recipient by name and title
2. A description of the value of each award

E. THE POPULATIONS OF ELIGIBLE 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);

Please refer to the following Veterans Program Letters (VPL) to identify the eligible Veterans and Special populations to be served by this grant:

VPL 03-14 Jobs for Veterans State Grants (JVSG) Program Reforms and Roles Responsibilities of American Job (AJC) Staff Serving Veterans

VPL 03-14, Change 1 Expansion and Clarification of Definition of Significant Barriers to Employment for Determining Eligibility for the Disabled Veterans' Outreach Program (DVOP)

VPL 03-14, Change 2 Expansion and Clarification of Homeless Definition as a Significant Barrier to Employment (SBE) (or the most current VPL)

VPL 03-19 Designation of Additional Populations Eligible for Services from Disabled Veteran's Outreach Program Specialist or the most current VPL)

- **Disabled Veterans:**

o Prioritizing service to special disabled veterans, other disabled veterans and other categories of veterans in accordance with priorities determined by the Secretary of Labor. o DVOP specialist performs outreach to the VA VR&E office and the VA VR&E office. o The DVOP specialists will work with the VR&E contact to assist in the assessment of the job readiness status of the Chapter 31 Veteran.

- **Homeless veterans:**

o Partnerships have been established in Richmond with River City Comprehensive Counseling (Homeless Veteran Re-integration Program), in Hampton with STOP Inc Hampton Roads and in Roanoke with Total Action Against Poverty o Clean and sober veterans are referred to these three partners for housing. o Referrals are made to housing through VA programs and the HUD vouchers program that provides permanent housing. o DVOP specialists are assigned to provide outreach and ensure Dual Enrollment for all Veterans referred to the Homeless Veteran Re-integration Programs located in Hampton, Richmond and Roanoke.

- **Incarcerated Veterans:**

o DVOP specialists provide services to Veterans in Veterans Court, in both Roanoke and Fairfax Virginia. o DVOP specialist provide services in Virginia Department of Correction Facilities

- **Veterans Lacking a high school diploma or equivalent certificate:**

- **Low-income Veterans**, as defined by WIOA Section 3(36).

DVOP Specialists also provide services to Special populations identified by the Secretary under 38 U.S.C. § 4103A (a)(1)(C). Please refer to the following Veterans Program Letters (VPL) to identify the eligible Veterans and Special populations to be served by this grant: VPL 03-19 Designation of Additional Populations Eligible for Services from Disabled Veteran's Outreach Program Specialist or the most current VPL) Currently, the Secretary has identified four such populations.

These populations are:

Vietnam Era Veterans.

o The VAWC system has not been updated to list Vietnam Era Veterans as an SBE qualifier. However, processes have been implemented to ensure services are rendered IAW applicable VPLs. Services are being provided to this segment of veterans. o DVOP specialists provide outreach at Vietnam era service organizations, providing information on the services offered.

Transitioning Service Members who have participated in the Transition Assistance Program and have been identified as in need of intensive services, as indicated by issuance of DD form 2978.

Service members who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units.

The spouses or other family caregivers of Service members who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units.

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;

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 and any other qualifying Program that the Veteran is eligible for .

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 (need to define the shortage)

Each WDB coordinates available funds with those provided by the Virginia Department of Veterans Affairs Vocational Rehabilitation and Employment (VR&E) program to prevent duplication of services. When VR&E is providing training and supportive services, WIOA can provide services to spouses or services that were not covered by the VR&E program.

The VEC closely monitors programs to ensure that veterans are given priority of service. Both JVSG management and Regional Directors periodically conduct site checks to ensure all required priority of service signs are present and properly displayed, and that One Stop Center staff understand both the requirement of priority of service and its proper implementation. During these site visits, monitors pay particular attention to the implementation of priority of service beyond core services, particularly in the allocation of training funds.

The VEC analyzes data from Participant Individual Record Layout (PIRL) reports in conjunction with Virginia Workforce Connection data in order to compare outcomes by veterans and other eligible persons to the outcomes of non-veteran populations. This ongoing analysis supports the VEC's continuous improvement process. Specifically, this is the relative rates of referral to USDOL funded training, referral to employment by One Stop Center staff, and job placement activities provided by One Stop Center staff. The VEC considers a referral rate in any program that is lower for eligible veterans than for non-veterans, 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 AMERICAN JOB CENTER STAFF:

1. JOB AND JOB TRAINING INDIVIDUALIZED CAREER SERVICES,

"Per Grant Officer Memorandum 01-20, a response to this section is not required."

2. EMPLOYMENT PLACEMENT SERVICES, AND

"Per Grant Officer Memorandum 01-20, a response to this section is not required."

3. JOB-DRIVEN TRAINING AND SUBSEQUENT PLACEMENT SERVICE PROGRAM FOR ELIGIBLE VETERANS AND ELIGIBLE PERSONS;

"Per Grant Officer Memorandum 01-20, a response to this section is not required."

H. THE HIRE DATE ALONG WITH MANDATORY TRAINING COMPLETION DATES FOR ALL DVOP SPECIALISTS AND LVER STAFF; AND

Full Name	Position	Full Time	Part Time	Office Location	Hire Date	NVTI Training Completion Date
Thompson, Paul Paul.thompson@vec.virginia.gov	DVOP	X		**Prince William** 13370 Minnieville Rd Woodbridge, Va 22192	6/25/2018	6/21/2019
Walker, Robert - Vet. Prog. Mgr. robert.walker@vec.virginia.gov	Chief Veteran Service/Program Mgr	X		**Central Office** 304 Turner Road Richmond, VA 23225	9/25/2016	11/29/2017
Washington, Jacqueline jacqueline.washington@vec.virginia.gov	DVOP	X		**Charlottesville** 944 Glenwood Station Lane, Suite 103 Charlottesville, VA, 22901	5/25/2019	6/30/2019
Barnes, Michael michael.barnes@vec.virginia.gov	LLVER	X		**Charlottesville** 944 Glenwood Station Lane, Suite 103 Charlottesville, VA, 22901	3/10/2019	3/23/2015
Shafer, Robert robert.shafer@vec.virginia.gov	DVOP	X		**Danville** 211 Nordan Shopping Center Danville, VA 24540	6/10/2019	6/21/2019
Barry Hairston barry.hairston@vec.virginia.gov	DVOP	X		**Danville** 211 Nordan Shopping Center Danville, VA 24540	6/10/2019	6/21/2019

Full Name	Position	Full Time	Part Time	Office Location	Hire Date	NVTI Training Completion Date
Ellsworth, Rex rex.ellsworth@vec.virginia.gov	DVOP	X		**Emporia** 1781 Greensville County Circle Suite 300 Emporia, VA 23847	5/10/2017	6/30/2017
Williams, Jason Jason.williams@vec.virginia.gov	LLVER	X		**Fredericksburg** 10304 Spotsylvania Avenue Suite 100 Fredericksburg, VA 22408	11/2/2016	6/16/2017
Singer, Robert robert.singer@vec.virginia.gov	DVOP	X		**Fredericksburg** 10304 Spotsylvania Avenue Suite 100 Fredericksburg, VA 22408	7/14/1999	6/10/2005
Downey, James james.downey@vec.virginia.gov	DVOP ISC	X		**Fredericksburg** 10304 Spotsylvania Avenue Suite 100 Fredericksburg, VA 22408	4/13/2014	9/18/2009
Bowersock, MaryAnn maryann.bowersock@vec.virginia.gov	DVOP	X		**Fredericksburg** 10304 Spotsylvania Avenue Suite 100 Fredericksburg, VA 22408	10/10/2016	5/19/2006
Venable, Laura laura.venable@vec.virginia.gov	DVOP	X		**Galax** 963 East Stuart Drive Galax, VA 24333	5/10/2017	6/30/2017
Glass, Paige paige.glass@vec.virginia.gov	LVER Regional Manager	X		**Hampton** Peninsula Workforce Development Center 600 Butler Farm Road, Suite B Hampton, VA 23666	6/10/2008	6/30/2017
Edmondson, Shawntez shawntez.edmondson@vec.virginia.gov	LLVER	X		**Hampton** Peninsula Workforce Development Center 600 Butler Farm Road, Suite B Hampton, VA 23666	10/25/2017	12/15/2017

Full Name	Position	Full Time	Part Time	Office Location	Hire Date	NVTI Training Completion Date
DeBose, David david.debose@vec.virginia.gov	LLVER	X		**Hampton** Peninsula Workforce Development Center 600 Butler Farm Road, Suite B Hampton, VA 23666	2/19/2013	6/21/2013
Clemons, Kurt melvin.clemons@vec.virginia.gov	LLVER	X		**Norfolk** 861 Glenrock Road Suite 100 Norfolk, VA 23502	3/16/2003	5/7/2010
LaRosee, Stephen stephen.larosee@vec.virginia.gov	DVOP ISC	X		**Hampton** Peninsula Workforce Development Center 600 Butler Farm Road, Suite B Hampton, VA 23666	10/10/2009	5/28/2010
McIntosh, Jessie jessie.mcintosh@vec.virginia.gov	DVOP	X		**Hampton** Peninsula Workforce Development Center 600 Butler Farm Road, Suite B Hampton, VA 23666	3/14/2016	6/30/2017
Hall, Tshambi tshambi.hall@vec.virginia.gov	DVOP	X		**Hampton** Peninsula Workforce Development Center 600 Butler Farm Road, Suite B Hampton, VA 23666	6/25/2017	7/18/2017
Brown, Willie willie.brown@vec.virginia.gov	DVOP	X		**Hampton** Peninsula Workforce Development Center 600 Butler Farm Road, Suite B Hampton, VA 23666	2/25/2019	6/21/2019
Caiecedo, Ruth ruth.caiecedo@vec.virginia.gov	DVOP	X		**Hampton** Peninsula Workforce Development Center 600 Butler Farm Road, Suite B Hampton, VA 23666	12/10/2019	

Full Name	Position	Full Time	Part Time	Office Location	Hire Date	NVTI Training Completion Date
Coffman, Kevin kevin.coffman@vec.virginia.gov	LLVER	X		**Harrisonburg** Valley Workforce Center 160 N. Mason St Harrisonburg, VA 22801	11/10/2018	6/30/2019
Walker, Christopher christopher.walker@vec.virginia.gov	DVOP	X		**Harrisonburg** Valley Workforce Center 160 N. Mason St Harrisonburg, VA 22801	2/25/2019	5/25/2012
Silcox, David david.silcox@vec.virginia.gov	LVER Regional Manager	X		**Harrisonburg** Valley Workforce Center 160 N. Mason St Harrisonburg, VA 22801	9/1/2016	6/30/2017
Ragland, Stanley stanley.ragland@vec.virginia.gov	LVER Regional Manager	X		**Lynchburg** 3125 Odd Fellows Road Lynchburg, VA 24501	10/25/2016	6/30/2017
Campbell, Joel joel.compbell@vec.virginia.gov	LLVER	X		**Lynchburg** 3125 Odd Fellows Road Lynchburg, VA 24501	11/1/2015	11/22/2013
Guerin, Charles charles.guerin@vec.virginia.gov	LLVER	X		**Lynchburg** 3125 Odd Fellows Road Lynchburg, VA 24501	10/2/2016	6/30/2017
Huggins, Lyndon lyndon.huggins@vec.virginia.gov	DVOP	X		**Lynchburg** 3125 Odd Fellows Road Lynchburg, VA 24501	12/8/2008	8/14/2009
Powell, Matt matt.powell@vec.virginia.gov	DVOP	X		**Martinsville** 223 W Commonwealth Blvd Martinsville, VA 24112	4/24/2001	9/18/2005
Sargent, Carl carl.sargent@vec.virginia.gov	DVOP	X		**Norfolk** **861 Glenrock Road** **Suite 100** **Norfolk, VA 23502**	6/10/2016	6/30/2017

Full Name	Position	Full Time	Part Time	Office Location	Hire Date	NVTI Training Completion Date
Hightower, Alexander alexander.hightower@vec.virginia.gov	DVOP	X		**Portsmouth** 4824 George Washington Highway Portsmouth, Va 23702	4/25/2017	6/30/2017
Bogoslawski, Micheal micheal.bogoslawski@vec.virginia.gov	LLVER	X		**Portsmouth** 4824 George Washington Highway Portsmouth, Va 23702	10/2/2009	7/29/2011
Hernandez, Ramon ramon.hernandez@vec.virginia.gov	DVOP	X		**Norfolk** 861 Glenrock Road Suite 100 Norfolk, VA 23502	11/25/2010	5/23/2011
Murray, Diane diane.murray@vec.virginia.gov	DVOP	X		**Norfolk** 861 Glenrock Road Suite 100 Norfolk, VA 23502	4/13/2014	7/18/2014
Britz, Allan allan.britz@vec.virginia.gov	DVOP	X		**Norfolk** 861 Glenrock Road Suite 100 Norfolk, VA 23502	11/10/2006	2/19/2010
Nicholas, Daniel Daniel.Nicholas@vec.virginia.gov	DVOP	X		**Norton** 1725 Park Ave. Norton, VA 24273	8/10/2017	6/20/2019
Vacant	DVOP	X		**Petersburg** 22 W. Washington Street Petersburg, VA, 23803		
Moore, Thomas thomas.moore@vec.virginia.gov	DVOP	X		**Petersburg** 22 W. Washington Street Petersburg, VA, 23803	10/10/2016	10/26/2007
Ollison, David david.ollison@vec.virginia.gov	DVOP	X		**Portsmouth** 4824 George Washington Highway Portsmouth, Va 23702	4/15/2002	9/18/2009
Babb-Bermudez, Serena serena.babb-bermudez@vec.virginia.gov	LLVER	X		**Prince William** 13370 Minnieville Rd Woodbridge, Va 22192	12/10/2015	6/16/2017

Full Name	Position	Full Time	Part Time	Office Location	Hire Date	NVTI Training Completion Date
Dupass, Edward edward.dupass@vec.virginia.gov	LLVER	X		**Prince William** 13370 Minnieville Rd Woodbridge, Va 22192	12/10/2015	7/1/2016
Graham, Lakia lakia.graham@vec.virginia.gov	DVOP	X		**Prince William** 13370 Minnieville Rd Woodbridge, Va 22192	1/10/2017	6/21/2019
Haro, Alex alex.haror@vec.virginia.gov	DVOP	X		**Prince William** 13370 Minnieville Rd Woodbridge, Va 22192	8/10/2017	6/21/2019
Kelley, Joseph Jr joseph.kelley@vec.virginia.gov	DVOP	X		**Prince William** 13370 Minnieville Rd Woodbridge, Va 22192	4/10/2018	6/21/2019
Jones, Timothy timothy.jones@vec.virginia.gov	DVOP	X		**Prince William** 13370 Minnieville Rd Woodbridge, Va 22192	4/10/2018	6/21/2019
Groseclose, Dawn R. dawn.groseclose@vec.virginia.gov	DVOP	X		**Radford** 206 Third Ave Radford, VA 24141	4/13/2014	1/28/2005
Surratt, Clay clay.surratt@vec.virginia.gov	DVOP	X		**Radford** 206 Third Ave Radford, VA 24141	12/29/2019	
Gagnon, Ingrid ingrid.gagnon@vec.virginia.gov	DVOP	X		**Richland** 761 Claypool Hill Mall Rd Cedar Bluff, VA 24609	3/10/2020	
Jones, Annissa annissa.jone@vec.virginia.gov	LLVER	X		**Richmond** 304 Turner Road Richmond, VA 23225	11/10/2018	6/21/2019
Cunningham, Jeffrey jeffrey.cunnignham@vec.virginia.gov	DVOP	X		**Richmond** 121 Cedar Fork Road Henrico, VA 23223	12/10/2019	
Rigney, Philip philip.rigney@vec.virginia.gov	LLVER	X		**Roanoke** 3601 Thirlane Rd. NW Suite 2 Roanoke, VA 24019-3079	6/18/2018	8/30/2019

Full Name	Position	Full Time	Part Time	Office Location	Hire Date	NVTI Training Completion Date
Kotz, Ronald ronald.kotz@vec.virginia.gov	DVOP	X		**Roanoke** 3601 Thirlane Rd. NW Suite 2 Roanoke, VA 24019-3079	10/25/2017	
Vacant	DVOP	X		**Roanoke** 3601 Thirlane Rd. NW Suite 2 Roanoke, VA 24019-3079		
Vacant	DVOP	X		**Roanoke** 3601 Thirlane Rd. NW Suite 2 Roanoke, VA 24019-3079		
Vacant	DVOP	X		**South Boston** 2506 Houghton Ave South Boston, VA 24592		
Mosak, Ashley ashley.mosak@vec.virginia.gov	LLVER	X		**Winchester** 419 North Cameron St Winchester, VA 22601	3/10/2016	2/1/2020
Basch, Christopher christopher.basch@vec.virginia.gov	DVOP	X		**Winchester** 419 North Cameron St Winchester, VA 22601	5/25/2019	
Jarrells, Jessica jessica.jarrells@vec.virginia.gov	LLVER	X		**Wytheville** 800 East Main St Wythville, VA 24382	3/25/2017	6/16/2017
Frye, James ISC james.frye@vec.virginia.gov	DVOP	X		**Wytheville** 800 East Main St Wythville, VA 24382	8/10/2009	12/12/2014
Myers, Charles charles.myers@vec.virginia.gov	DVOP	X		**Wytheville** 800 East Main St Wythville, VA 24382	10/25/2017	10/26/2018
Sellner, Alexander	LLVER	X		**Bristol** 200 Bob Morrison Blvd.	12/25/2017	9/14/2018

Full Name	Position	Full Time	Part Time	Office Location	Hire Date	NVTI Training Completion Date
alexander.sellner@vec.virginia.gov				Suite 100. Bristol, VA 24201		
Monterrozo, Estaban estaban.monterrozo@vec.virginia.gov	DVOP	X		**Fisherville** 1076 Jefferson Hwy Staunton, VA 24401	11/10/2018	6/21/2019
Pearson, Izel Izel.pearson@vec.virginia.gov	DVOP	X		**Norfolk** 861 Glenrock Road Suite 100 Norfolk, VA 23502	5/25/2019	

I. SUCH ADDITIONAL INFORMATION AS THE SECRETARY MAY REQUIRE.

"Per Grant Officer Memorandum 01-20, a response to this section is not required."

UNEMPLOYMENT INSURANCE (UI)

(OMB Control Number: 1205-0132)

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 15-19 for the FY 2020 SQSP. The Social Security Act (SSA) sections 302 and 303 authorize the Secretary of Labor to provide funds to administer the UI program and govern the expenditure of those funds. States that choose the option to include UI in a WIOA Combined State Plan will be required to submit their SQSP through the Combined State Plan process. The SQSP must be prepared in accordance to the instructions in ET Handbook 336, 18th Edition and there are no changes to the established SQSP cycle if a State chose to submit their SQSP through the Combined State Plan process.

A. CONTENTS OF A COMPLETE UI SQSP PACKAGE

A complete UI SQSP package includes the following documents, as described in Chapter 1, ETA Handbook 336, 18th Edition:

1. TRANSMITTAL LETTER

A cover letter to the appropriate Regional Office (RO) transmitting all the required SQSP documents.

COMMONWEALTH of VIRGINIA

Virginia Employment Commission

Ellen Marie Hess
Commissioner

Post Office Box 1358
703 East Main Street
Richmond, Virginia 23218-1358

September 6, 2019

Mr. Leo Miller, Regional Administrator
U. S. Department of Labor
Employment and Training Administration
170 South Independence Mall, West
Suite 825 East
Philadelphia, Pennsylvania 19106-3315

Dear Mr. Miller:

Enclosed is the Virginia Employment Commission's State Quality Service Plan (SQSP) for Fiscal Year 2020 Unemployment Insurance Operations. This plan is prepared in accordance with ET Handbook No. 336, 18th Edition, Change 3, Unemployment Insurance State Quality Services Plan (SQSP) Planning and Reporting Guidelines, and UIPL No. 15-19 for the Fiscal Year (FY) 2020 Unemployment Insurance State Quality Service Plan.

Please contact William O. Walton, Jr., Director, Division of Unemployment Insurance, at (804) 786-3004, or William.walton@vec.virginia.gov if any questions should arise.

Sincerely,

Ellen Marie Hess
Commissioner

Enclosures

C: William O. Walton

Toll Free: 1 (866) 832-2363
E-Mail: customerservice@vec.virginia.gov

VRC/TDD VA Relay 711
Equal Opportunity Employer/Program

OMMONWEALTH of VIRGINIA Virginia Employment Commission

September 6, 2019

Post Office Box 1358 703 East Main Street Richmond, Virginia 23218-1358

Mr. Leo Miller, Regional Administrator U.S. Department of Labor Employment and Training Administration 170 South Independence Mall West, Suite 825 East, Philadelphia, Pennsylvania 19106-3315

Dear Mr. Miller: Enclosed is the Virginia Employment Commission's State Quality Service Plan (SQSP) for Fiscal Year 2020 Unemployment Insurance Operations. This plan is prepared in accordance with ET Handbook No. 336, 18th Edition, Change 3, Unemployment Insurance State Quality Services Plan (SQSP) Planning and Reporting Guidelines, and UIPL No. 15-19 for the Fiscal Year (FY) 2020 Unemployment Insurance State Quality Service Plan.

Please contact William O. Walton, Jr., Director, Division of Unemployment, at (804) 786-3004, or william.walton@vec.virginia.gov if any questions should arise.

Sincerely, Ellen Marie Hess Commissioner

2. BUDGET WORKSHEETS/FORMS

Budget worksheets/forms and plan for program administration based on projected allocations received from the Federal partner. These forms include Worksheet UI-1 and SF 424, SF 424A and SF 424B. The SF 424A is only required if the State vary the quarterly distribution of base claims activity staff years.

OMB Number: 4040-0004
Expiration Date: 12/31/2019

Application for Federal Assistance SF-424

* 1. Type of Submission: ☐ Preapplication ☒ Application ☐ Changed/Corrected Application	* 2. Type of Application: ☒ New ☐ Continuation ☐ Revision; * If Revision, select appropriate letter(s): ; * Other (Specify):
* 3. Date Received: 08/19/2019	4. Applicant Identifier: VA-UI-SQSP-2020
5a. Federal Entity Identifier:	5b. Federal Award Identifier:
State Use Only:	
6. Date Received by State: 08/19/2019	7. State Application Identifier: VA-UI-SQSP-2020
8. APPLICANT INFORMATION:	
* a. Legal Name: Virginia Employment Commission	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 54-6001795	* c. Organizational DUNS: 1025001830000
d. Address:	
* Street1: 703 East Main Street, P.O. Box 1358	
Street2:	
* City: Richmond	
County/Parish:	
* State: VA: Virginia	
Province:	
* Country: USA: UNITED STATES	
* Zip / Postal Code: 23218-1358	
e. Organizational Unit:	
Department Name:	Division Name: Unemployment Insurance
f. Name and contact information of person to be contacted on matters involving this application:	
Prefix: Mr.	* First Name: William
Middle Name:	
* Last Name: Walton	
Suffix:	
Title: Unemployment Insurance Director	
Organizational Affiliation: Virginia Employment Commission	
* Telephone Number: (804) 786-3004	Fax Number: (804) 371-8697
* Email: William.Walton@vec.virginia.gov	

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Labor

11. Catalog of Federal Domestic Assistance Number:

17-225

CFDA Title:

Unemployment Insurance Operations

*** 12. Funding Opportunity Number:**

* Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

VA-003 VEC Unemployment Insurance State Quality Service Plan (SQSP)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: VA-003 * b. Program/Project: VA-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2019 * b. End Date: 09/30/2020

18. Estimated Funding ($):

* a. Federal	36,107,112.00
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	36,107,112.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. "By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: ELLEN MARIE

Middle Name:

* Last Name: HESS

Suffix:

* Title: COMMISSIONER

* Telephone Number: 804-786-3001 Fax Number: 804-225-3923

* Email: ellenmarie.hess@vec.virginia.gov

* Signature of Authorized Representative: Ellen Marie Hess * Date Signed: 09/06/2019

View Burden Statement 0MB Number 4040-0004 Expiration Date 8/31/2116

Applicatlon for Federal Assistance SF-424

1. Type of Submission: Application

2. Type of Application: New

3. Date Received: 08/19/2019

4. Application Identifier: VA-UI-SQSP 2020

5a. Federal Identifier:

5b. Federal Award Number:

State Use Only:

6. Date Received by State: 08/19/2019

7. State Application Number: VA-UI-SQSP-2020

8. APPLICANT INFORMATION:

a. Legal Name: Virginia Employment Commission

b. Employer/Taxpayer Identification Number (EIN/TIN): 54-6001795

c. Organizational DUNS: 1025001830000

d. Address:

Street1: 703 East Main Street

Street2:

City: Richmond

County/Parish:

State: VA: Virginia

Province:

Country: USA: United States

Zip/Postal Code: 23218-1358

e. Organizational Unit:

Department Name:

Division Name: Unemployment Insurance

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.

First Name: William

Middle Name: O

Last Name: Walton

Suffix:

Title: Unemployment Insurance Director

Organizational Affiliation: Virginia Employment Commission

Telephone Number: (804) 786-3004

Fax Number: (804) 371-8697

Email: william.walton@vec.virginia.gov

9. Type of Applicant 1: Select Applicant Type: A: State Government

10. Name of Federal Agency: U.S. Department of Labor

11. Catalog of Federal Domestic Assistance Number: 17-225

CFDA Title: Unemployment Insurance Operations

12. Funding Opportunity Number:

Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

15. Descriptive Title of Applicant's Project: VA-003 VEC Unemployment Insurance State Quality Service Plan (SQSP)

16. Congressional Districts of:

a. Applicant: VA-003

b. Program/Project: VA-ALL

17. Proposed Project:

a. Start Date: 10/01/2019

b. End Date: 09/30/2020

18. Estimated Funding ($): a. Federal: 36,107,112.00

b. Applicant:

c. State:

d. Local:

e. Other:

f. Program Income:

g. TOTAL: 36,107,112.00

19. Is Application Subject to Review by State under Executive Order 12372 Process? b. Program is subject to E.O. 12372 but has not been selected by the State for review.

20. Is the Applicant Delinquent on Any Federal Debt? (If "Yes," provide explanation in attachment.) No

21. By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) I AGREE **The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms.

First Name: Ellen Marie

Middle Name:

Last Name: Hess

Suffix:

Title: Commissioner

Telephone Number: 804-786-3001

Fax Number: 804-225-3923

Email: ellenmarie.hess@vec.virginia.gov

Signature of Authorized Representative: Ellen Marie Hess

Date Signed: 09/06/2019

H. Assurances

a. Assurance of Equal Opportunity (EO)

b. Assurance of Administrative Requirements and Allowable Cost Standards

c. Assurance of Management Systems, Reporting, and Recordkeeping

d. Assurance of Program Quality

e. Assurance on Use of Unobligated Funds

f. Assurance on Prohibition of Lobbying Costs (29 CFR Part 93)

g. Drug-Free Workplace (29 CFR Part 98)

h. Assurance of Contingency Planning

Provide the most recent dates for the following:

The latest IT Disaster Recovery Plan was created 04/2010

The latest IT Disaster Recovery Plan was reviewed/updated (and signed by the Commissioner) 05/2019

The latest IT test of the IT Disaster Recovery Plan

Mainframe 08/2019

Non-Mainframe 09/2018

(next planned test is 11/11/2019-11/15/2019)

i. Assurance of Conformity and Compliance

j. Assurance of Automated Information Systems Security

Provide the most recent dates for the following:

Risk Assessment Conducted4:

System Security Plan Reviewed/Updated5:

k. Assurance of Confidentiality

3. THE STATE PLAN NARRATIVE

State Plan Narrative is a vital element of the SQSP that provides a vehicle for sharing with the Federal partner State-specific efforts that affect the administration of the UI Program. The State Plan Narrative allows the State to describe in a single narrative: a) State performance in comparison to the Government Performance Review Act goals; b) actions planned to correct deficiencies regarding UI programs, UI program reviews and reporting requirements; and c) results of customer satisfaction surveys (optional).

Narrative

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Narrative Requirement 1 Incorrect Recording of Issue Detection Date. Completion Date: 9/30/2020

Quarter 1 status report (12/31/2018): We continue to maintain 93% or better accuracy on separation issues, but adjudicators continue to struggle with non-separation issues and whether they are detected at claim filing or after the actual affected week has been claimed. Managers and supervisors continue to work one-on-one with individuals who do not meet this requirement. Case failure summaries also include IDD errors and these are shared across the board as well.

Quarter 2 status report (3/31/2019): Management and QA staff are working together to determine cause for errors detected and to ensure that scoring and adjudication staff are following the same methodology.

Performance Narrative Requirement 2 UI Reporting. Completion Date: 12/31/2018

Quarter 1 status report (12/31/2018): We continue to ensure a timely submission of the ETA 581 by the established due dates.

4. 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.

LOWER AUTHORITY APPEALS PROMPTNESS

State: Virginia

Fderal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measures:

Average Age of Pending Lower Authority Appeals - ALP: Greater than or equal to 30 days

Lower Authority Appeals Time Lapse - 30 Days - ALP: Less than or equal to 60% - CAP Based on SQSP 2019 Performance Level: 73.28%

Lower Authority Appeals Time Lapse - 45 Days - ALP: Less than or equal to 80%

State's Target/Actual Performance: Target 12/31/2019 Quarter 5: Average Age of Pending Lower Authority Appeals - Pass; Lower Authority Appeals Time Lapse - 30 Days - Pass; Lower

Authority Appeals Time Lapse - 45 Days - Pass; 3/31/2020 Quarter 6: Average Age of Pending Lower Authority Appeals - Pass; Lower Authority Appeals Time Lapse - 30 Days - Pass; Lower Authority Appeals Time Lapse - 45 Days - Pass; 6/30/2020 Quarter 7: Average Age of Pending Lower Authority Appeals - Pass; Lower Authority Appeals Time Lapse - 30 Days - Pass; Lower Authority Appeals Time Lapse - 45 Days - Pass; 9/30/2020 Quarter 8: Average Age of Pending Lower Authority Appeals - Pass; Lower Authority Appeals Time Lapse - 30 Days - Pass; Lower Authority Appeals Time Lapse - 45 Days - Pass

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The reason for the deficiency. **The agency has already returned its performance to a level that exceeds the ALP.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

NONMONETARY DETERMINATION TIMELINESS

State: Virginia

Fderal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measure:

Nonmonetary Determination Timeliness

ALP: Greater than or equal to 80%

CAP Based on SQSP 2019 Performance Level: 83.50%

State's Target/Actual Performance: Target 12/31/2019 Quarter 5: 60.0%; 3/31/2020 Quarter 6: 55.0%; 6/30/2020 Quarter 7: 50.0%; 9/30/2020 Quarter 8: 55.0%

Actual 3/31/2019 Quarter 2: 68.4%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The reason for the deficiency. Current staffing levels have contributed to an inability to schedule and adjudicate seperation issues identified on claims in a timely manner. We are confident that this is not a training issue but purely a staffing resource issue. In addition, Central Office will be relocating this fall and the Agency has been notified that we will suspend recruitment for several months during the transition. This will contribute to a further decline in this area as it is expected that a loss of staff will occur through attrition.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan. We continue to attempt to obtain approval to fill vacancies and/or find qualified candidates to fill those approved. We have shifted job duties on 4 non-separation adjudicator positions as a temporary measure to assist with the backlog in separation issues until such time as recruitment can be successfully comepleted on vacant positions.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals. In our new UI Modernized System, issues that are not adjudicated timely will escalate to management for action. We will continue to monitor timeliness on a daily/weekly/monthly basis to determine staffing needs in this critical area.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. Continue recruitment for approved vacancies to a level that will sustain timeliness of separation issues. Completion Date: Multi-year.

2. We will utilize non-separation adjudication staff to assist with separation issues as long as those issue levels remain constant. Completion Date: 9/30/2020

NONMONETARY DETERMINATION QUALITY

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measures:

Nonmonetary Determination Quality - Separations

ALP: Greater than or equal to 75%

CAP Based on SQSP 2019 Performance Level: 52.52%

State's Target/Actual Performance : Target 12/31/2018 Quarter 1: 54.0% 3/31/2019 Quarter 2: 56.0% 6/30/2019 Quarter 3: 58.0% 9/30/2019 Quarter 4: 62.0% 12/31/2019 Quarter 5: 60.0% 3/31/2020 Quarter 6: 61.0% 6/30/2020 Quarter 7: 63.0% 9/30/2020 Quarter 8: 65.0%

Actual 12/31/2018 Quarter 1: 60.0% Actual 3/31/2019 Quarter 2: 60.0%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. The agency has lost experienced staff in both the areas of adjudication and BTQ.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful. Virginia is in a unique situation right now. While we have met with experts from the NASWA Integrity Team and acknowledge our willingness to accept many of the remedies they offered to assist our State in reaching the performance goals set out by DOL, it is prohibitive for us to implement any changes to our Legacy System that would have to be carried over to our new Modernized System at this time. We are getting ready to start final UAT in January, 2020, followed by staff training on our new system, and a firm "go live" date set for June 1, 2020. Our new system has more streamlined fact finding based on issue topic and will alert deputies to some erors in the adjudication process which will increase accuracy in many areas related to Non-Monetary Quality.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. Adjudication Managers utilize quality review of cases to provide feedback and training opportunities for staff. Completion Date 9/30/2020

Quarter 1 status report (12/31/2018): We are currently developing training on more common areas of failure and hope to be able to deliver the training in conjunction with training on the new system prior to "go live".

Quarter 2 status report (3/31/2019): Training is still under development and should be finalized prior to "go live" for our newly modernized system later this year.

2. Regional Adjudicaiton Managers will share case feedback from the decisions reviewed to identify common mistakes and areas where there are training needs. Completion Date 9/30/2020

Quarter 1 status report (12/31/2018): Quarterly and monthly case summaries of failed cases are being shared with all adjudication staff across the state until formal training can be developed and delivered.

Quarter 2 status report (3/31/2019): We continue to provide individual case feedback to all adjuducation staff for cases scored by BTQ staff and by Adjuducation Management staff.

3. Evaluate functionality of the Virginia Unemployment Insurance System (VUIS) and business improvement processeses within this new automated system after it is launched into production. Completion Date 9/30/2020

Quarter 1 status report (12/31/2018): Once we are in UAT we will be able to asseses the functionality of the adjudication process. We hope to be at that stage in late March or early April, 2019.

Quarter 2 status report (3/31/2019): Preliminary UAT is currently being conducted, but full scale UAT will not begin until November or December, 2019.

FIRST PAYMENT PROMPTNESS

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measures:

First Payment Promptness: % of all 1st payments within 14/21 days after the compensable week.

ALP: Greater than or equal to 87%

CAP Based on SQSP 2019 Performance Level: 86.98%

State's Target/Actual Performance: Target 12/31/2018 Quarter 1: 87.0% 3/31/2019 Quarter 2: 87.0% 6/30/2019 Quarter 3: 87.0% 9/30/2019 Quarter 4: 84.0% 12/31/2019 Quarter 5: 82.0% 3/31/2020 Quarter 6: 80.0% 6/30/2020 Quarter 7: 80.0% 9/30/2020 Quarter 8: 82.0%

Actual 12/31/2018 Quarter 1: 81.9% 3/31/2019 Quarter 2: 83.6%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. The biggest opportunities for improvement fall in the area of conforming our rules and regulation with the ALP in addition to staff training on the requirement. However, milestones have been adjusted over the next 5 quarterst to note what the Agency expects to see as a decline in performance due to UAT and staffing obligations geared toward completion of implementation of our new UI Modernized System. Once the new system is in place in June, 2020, we expect our performance to begin improvements toward reaching the established ALPs.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training,

implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful. Virginia is in a unique situation right now. While we have met with experts from the NASWA Integrity Team and acknowledge our willingness to accept many of the remedies they offered to assist our State in reaching the performance goals set out by DOL, it is prohibitive for us to implement any changes to our Legacy System that would have to be carried over to our new Modernized System at this time. We are getting ready to start final UAT in January, 2020, followed by staff training on our new system, and a firm "go live" date set for June 1, 2020. At present, asking for any additional programming or assigning additional staffing resources would only delay implementation of our new System and ultimately jeopardize the successful completion of this multi year project.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. The agency is evaluating changes to the general rules and regularions affecting unemployment insurance that directly affect this performance area. Completion Date 9/30/2020

Quarter 1 status report (12/31/2018): Updates to the general rules and regulations have been approved at the Agency level and are now out for public comment before being finalized.

Quarter 2 status report (3/31/2019): Updates to the general rules and regulations have been approved at the Agency level and this process is still ongoing before they can be finalized.

2. UI management will develop and deliver training for division staff and staff in other divisions that directly or indirectly affect this performance measure. The training will be focused on Timely filing of the first compensable week. Completion Date 6/30/2020

Quarter 1 status report (12/31/2018): Proposed training is being reviewed for approval and distribution.

Quarter 2 status report (3/31/2019): Final approval of proposed training is still under review at the management level. Training for customer contact center staff, adjudication staff, and first pay staff is ongoing during regular weekly/monthly staff meetings.

EFFECTIVE AUDIT MEASURE (EAM) - Score greater than or equal to 7; exceed all 4 factors

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measure: EAM - Factor 3 (Total Wages Audited)

ALP: Score Greater than or equal to 1

CAP Based on SQSP 2019 Performance Level: 0.6

State's Target/Actual Performance: Target 12/31/2018 Quarter 1: Fail 3/31/2019 Quarter 2: Fail 6/30/2019 Quarter 3: Fail 9/30/2019 Quarter 4: Fail 12/31/2019 Quarter 5: Fail 3/31/2020 Quarter 6: Fail 6/30/2020 Quarter 7: Fail 9/30/2020 Quarter 8: Pass

Actual 12/31/2018 Quarter 1: 0.0 3/31/2019 Quarter 2: 0.2 6/30/2019 Quarter 3: 0.4

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. Virginia has historically been challenged to meet this ALP. In the current environment we have added thousands of employers to our Tax rolls but continued to be challenged with finding and keeping qualified staff.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan. Evalute staffing levels, training needs, target number of audits

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful. Our previous plan did yield positive results but it did not get us to the ALP. We also note significant challenges for the agency over the next several quarters. The first is the fact that our central office (administrative) will be relocating. Secondly, we are scheduled to implement a new UI benefits system which will have toughpoints with the UI Tax system.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. Tax management staff to meet and assess the efforts that have been made to increase the percentage of audits performed on total wages. Completion Date 12/31/2019

Quarter 1 status report (12/31/2018): Meeting will be scheduled in 1st quarter 2019 to develop a plan to target this area.

Quarter 2 status report (3/31/2019): Meeting scheduled for 1st quarter postponed due to scheduling conflicts. Rescheduled for June 2019.

Quarter 3 status report (6/30/2019): Meeting held with Tax Rep Managers to determine best course of action. We have filled majority of the vacant tax rep positions which should aid in our overall audit measures.

2. Evaluate the size of audits selected for review. Completion Date 12/31/2019

Quarter 1 status report (12/31/2018): This step will be conducted during the meeting scheduled for 1st quarter 2019.

Quarter 2 status report (3/31/2019): Meeting scheduled for 1st quarter postponed due to scheduling conflicts. Rescheduled for June 2019.

Quarter 3 status report (6/30/2019): We are still reviewing the size of our audits and exploring options to get our penetration up.

IMPROPER PAYMENTS MEASURE

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measure: Improper Payments Measure

ALP:

CAP Based on SQSP 2019 Performance Level: 12.09%

State's Target/Actual Performance: Target 12/31/2018 Quarter 1: 12.09% 3/31/2019 Quarter 2: 12.09% 6/30/2019 Quarter 3: 11.50% 9/30/2019 Quarter 4: 11.50% 12/31/2019 Quarter 5: 11.50% 3/31/2020 Quarter 6: 10.50% 6/30/2020 Quarter 7: 10.50% 9/30/2020 Quarter 8: 10.00%

Actual 12/31/2018 Quarter 1: 12.09% 3/31/2019 Quarter 2: 7.90%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. The three root causes that contributed the most to our improper payments are Work Search, Benefit Year Earnings & Separation Issues.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful. We feel our current efforts have and will continue to improve performance in this area. Virginia is in a unique situation right now. While we have met with experts from the NASWA Integrity Team and acknowledge our willingness to accept many of the remedies they offered to assist our State in reaching the performance goals set out by DOL, it is prohibitive for us to implement any changes to our Legacy System that would have to be carried over to our new Modernized System at this time. We are getting ready to start final UAT in January, 2020, followed by staff training on our new system, and firm "go live" date set for June 1, 2020.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. UI management will continue to provide ongoing training for division staff and staff in other divisions that directly or indirectly affect this performance measure. The training will be focused on Work Search, Benefit Year Earnings, and failure to report seperations. Completion Date 9/30/2020

2. UI management will analyze business process flows after "go live" of VUIS andre-allocate resources as appropriate, to include increased efforts in verifying work search. Completion Date 9/30/2020

3. Continue to seek out best practices to communicate new hire reporting requirements to employers. Completion Date 9/30/2020

Quarter 1 status report (12/31/2018): Other states in our region have been contacted and no new avenues have been discovered as yet. Efforts will be made to reach out to states in other Regions.

Quarter 2 status report (3/31/2019): We are currently working with DOL staff to schedule a visit to assist us with how we can improve employer communications on this requirment with the assistance of DOL.

4. Review and update documents mailed to claimants as well as automated system messaging designed to highlight integrity issues. Completion Date 9/30/2020

Quarter 1 status report (12/31/2018): We have added messaging to our new Internet on line application and are exploring the possibility of sending out a third warning letter for individuals who claim a 9th week of benefits.

Quarter 2 status report (3/31/2019): We continue to provide weekly messaging to claimant, along with mailing out Benefit Rights Information and 2 additional letters focusing on root causes for improper payments.

5. Evaluate functionality of the Virginia Unemployment Insurance System (VUIS) and business improvement processes within this new automated system after it is launched into production. Completion Date 6/30/2020

Quarter 1 status report (12/31/2018); VUIS is not yet live.

Quarter 2 status report (3/31/2019): VUIS is not yet live.

DETECTION OF OVERPAYMENTS

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measure: Detection of Overpayments - Core Measure - greater than or equal to 50% & less than or equal to 95% of Detectable/Recoverable Ops are Established for Recovery

ALP: Greater than or equal to 50% & Less than or equal to 95%

CAP Based on SQSP 2019 Performance Level: 40.81%

State's Target/Actual Performance: Target 12/31/2018 Quarter 1: 40.81% 3/31/2019 Quarter 2: 41.50% 6/30/2019 Quarter 3: 42.50% 9/30/2019 Quarter 4: 44.00% 12/31/2019 Quarter 5: 35.00% 3/31/2020 Quarter 6: 37.00% 6/30/2020 Quarter 7: 37.00% 9/30/2020 Quarter 8: 40.00%

Actual 12/31/2018 Quarter 1: 40.02% 3/31/2019 Quarter 2: 38.73%

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. The average amount of overpayments has decreased requiring more cases to be established in order to meet the ALP. During this performance period the agency has lost key resources that have not yet been replaced making it difficult to increase case output.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. Evaluate business processes to identify potentially higher dollar amount cases for expedited assignment and resolution. Completion Date 9/30/2019

Quarter 1 status report (12/31/2018): We are targeting referrals from field sources and elevating assignments to expedite processing of these overpayments.

Quarter 2 status report (3/31/2019): We continue to target above cases and are seeing some improvements and will continue to focus in this area to determine if this is the most effective course of action for us to take.

2. The Virginia Unemployment Insurance System (VUIS) will incorporate an additional cross match against data received from the department of vital records. Completion Date 6/30/2020

Quarter 1 status report (12/31/2018): VUIS has not yet gone live.

Quarter 2 status report (3/31/2019): VUIS has not yet gone live.

3. UI management will analyze business process flows after "go live" of VUIS and re-allocate resources as appropriate, to include increased efforts in verifying new hire reports and work search errors. Completion Date 9/30/2020

4. Review other state best practices concerning the detection of overpayments and incorporate those practices where feasible. Completion Date 3/31/2020

Quarter 1 status report (12/31/2018): Surveys of other states in our region has determined that our processes continue to be significantly more effective than theirs which hurts our operational rate, however, we cannot justify decreasing our efficiency in this effort just to increase our percentages. We will look to states outside our Region to determine if there are any other best practices that we can incorporate.

Quarter 2 status report (3/31/2019): A meeting was scheduled in conjunction with Regional Office, but it had to be postponed to a date yet to be determined.

BENEFITS DATA VALIDATION

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measure: Data Validation Benefits - All Submitted and Passing

ALP: Submitted & Passing

CAP Based on SQSP 2019 Performance Level: Population 3 - Failed; Population 4 - Failed; Population 15 - Failed

State's Target/Actual Performance: Target 12/31/2018 Quarter 1: Population 3 - Fail Population 4 - Pass Population 15 - Pass; 3/31/2019 Quarter 2: Population 3 - Fail Population 4 - Pass Population 15 - Pass; 6/30/2019 Quarter 3: Population 3 - Pass Population 4 - Pass Population 15 - Pass; 12/31/2019 Quarter 5: Population 3 - Pass Population 4 - Pass Population 15 - Pass; 3/31/2020 Quarter 6: Population 3 -Pass Population 4 - Pass Population 15 - Pass; 6/30/2020 Quarter 7: Population 3 -Pass Population 4 - Pass Population 15 - Pass; 9/30/2020 Quarter 8: Population 3 -Pass Population 4 - Pass Population 15 - Pass

Actual 12/31/2018 Quarter 1: Population 3 - Fail Population 4 - Pass Population15 -Pass; 3/31/2019 Quarter 2: Population 3 - Fail Population 4 - Pass Population 15 -Pass; 6/30/2019 Quarter 3: Population 3 - Pass Population 4 - Pass Population 15 -Pass.

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. Inconsistencies in federal reporting vs. validation data.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan. Partner with IT to raise confidence in data accuracy by evaluating sources for flaws to determine root cause for failure. Detect inaccuracies on quarterly basis by reviewing detailed DV reports via SUN System.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful. Plan was not entirely unsuccessful as the number of failing

populations has decreased over previous years. Past learnings will contribute to success in correcting the remaining populations. Pops 4 and 15 are currently passing.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals. Continue existing partnership with IT resources. Programmer tentatively scheduled to attend DV Training (ITSC) to increase subject knowledge from the validator perspective. Enlist NO SME assistance as appropriate.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. Detect and resolve inconsistencies in Report and Sample Validation for Population 4 & 15. Completion Date 12/31/2018

Quarter 1 status report (12/31/2018): Populations 4 and 15 passed.

Quarter 2 status report (3/31/2019): Populations 4 and 15 passed.

Quarter 3 status report (6/30/2019): Populations 4 and 15 passed.

2. Identify the primary causes for failure of Population 3. Completion Date 12/31/2018

Quarter 1 status report (12/31/2018): Primary cause found related to combined wage claims.

Quarter 2 status report (3/31/2019): Passed

Quarter 3 status report (6/30/2019): Passed

3. Implement necessary changes needed for testing of Population 3. Completion Date 3/31/2020

Quarter 1 status report (12/31/2018): Changes under investigation to determine appropriate action.

Quarter 2 status report (3/31/2019): Passed

Quarter 3 status report (6/30/2019): Passed

4. Test and analyze results of changes made to Population 3. Completion Date 6/30/2019

Quarter 1 status report (12/31/2018): Changes under investigation to determine appropriate action.

Quarter 2 status report (3/31/2019): Passed

Quarter 3 status report (6/30/2019): Passed

5. Implement proven changes into production for Population 3 to pass. Completion Date 9/30/2019

Quarter 1 status report (12/31/2018): Changes under investigation to determine appropriate action

Quarter 2 status report (3/31/2019): Passed

Quarter 3 status report (6/30/2019): Passed

TAX DATA VALIDATION

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measure: Data Validation Tax - All Submitted and Passing

ALP: Submitted & Passing

CAP Based on SQSP 2019 Performance Level: Population 1 - Not Submitted Population 2 - Not Submitted Population 3 - Not Submitted Population 4 - Not Submitted Population 5 - Not Submitted Mod 3 Tax - Not Submitted Mod 4 Status New - Not Submitted Mod 4 Successor - Not Submitted Mod 4 Terminate - Not Submitted Mod 4 Field Audit - Not Submitted Mod 5 Wage Item - Not Submitted

State's Target/Actual Performance: Target 12/31/2018 Quarter 1: Population 1 Not Submitted - Fail; Population 2 Not Submitted - Fail; Population 3 Not Submitted - Fail; Population 4 Not Submitted - Fail; Population 5 Not Submitted - Fail; Mod 3 Tax Not Submitted - Fail; Mod 4 Status New Not Submitted - Fail; Mod 4 Successor Not Submitted - Fail; Mod 4 Terminate Not Submitted - Fail; Mod 4 Field Audit Not Submitted - Fail; Mod 5 Wage Item Not Submitted - Fail; Target 3/31/2019 Quarter 2: Population 1 Not Submitted - Fail; Population 2 Not Submitted - Fail; Population 3 Not Submitted - Fail; Population 4 Not Submitted - Fail; Population 5 Not Submitted - Fail; Mod 3 Tax Not Submitted - Fail; Mod 4 Status New Not Submitted - Fail; Mod 4 Successor Not Submitted - Fail; Mod 4 Terminate Not Submitted - Fail; Mod 4 Field Audit Not Submitted - Fail; Mod 5 Wage Item Not Submitted - Fail; Target 6/30/2019 Quarter 3: Population 1 Not Submitted - Fail; Population 2 Not Submitted - Fail; Population 3 Not Submitted - Fail; Population 4 Not Submitted - Fail; Population 5 Not Submitted - Fail; Mod 3 Tax Not Submitted - Fail; Mod 4 Status New Not Submitted - Fail; Mod 4 Successor Not Submitted - Fail; Mod 4 Terminate Not Submitted - Fail; Mod 4 Field Audit Not Submitted - Fail; Mod 5 Wage Item Not Submitted - Fail; Target 9/30/2020 Quarter 8: Population 1 Not Submitted - Pass; Population 2 Not Submitted - Pass; Population 3 Not Submitted - Pass; Population 4 Not Submitted - Pass; Population 5 Not Submitted - Pass; Mod 3 Tax Not Submitted - Pass; Mod 4 Status New Not Submitted - Pass; Mod 4 Successor Not Submitted - Pass; Mod 4 Terminate Not Submitted - Pass; Mod 4 Field Audit Not Submitted - Pass; Mod 5 Wage Item Not Submitted - Pass

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. Lack of viable extract file from which to produce validation data.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan. 1. Work with Vendor and IT staff to produce DV extract files per DOL Requirements. 2. Identify and correct any errors detected during testing. 3. Modify Module 3 to correspond with new system.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful. Virginia is currently in a tenuous situation where available systems resources are concerned. All available personnel are focused on completion of our UI modernization project, scheduled to go live in June of 2020. User acceptance testing will begin in January of 2020. The vendor and agency must complete the project on schedule. Other initiatives are seen as vital but secondary in order of priority. VEC will make every effort to continue Tax DV development and improvement wherever possible in this environment.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals. When extracts become available and the data validation process can begin, schedule quarterly meetings with subject matter expert supervisors to discuss findings and recommendations to correct any shortcomings as they are discovered.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. Resolve outstanding change request with vendor to produce required extract file. Completion Date 9/30/2019

Quarter 1 status report (12/31/2018): Pending final corrections from vendor (HCLA) for Population (1, 2, & 5) to be deployed in test environment pending delivery. Population 3 & 4 awaiting preliminary release from vendor (HCLA).

Quarter 2 status report (3/31/2019): Pending final corrections from vendor (HCLA) for Population (1, 2, & 5) to be deployed in test environment pending delivery. Population 3 & 4 awaiting preliminary release from vendor (HCLA).

Quarter 3 status report (6/30/2019): Complete

2. Test extract file for adequacy and accuracy. Completion Date 3/31/2020

Quarter 1 status report (12/31/2018): No extract file available at this time.

Quarter 2 status report (3/31/2019): Latest round of corrections have been deployed into the test environment and are undergoing review for validity. Defects recorded and returned to vendor for correction.

Quarter 3 status report (6/30/2019): Latest round of corrections have been deployed into the test environment and are undergoing review for validity. Defects recorded and returned to vendor for correction.

3. Amend Module 3 for alignment with new Tax system Completion Date 6/30/2020

Quarter 1 status report (12/31/2018): In progress

Quarter 2 status report (3/31/2019): In progress

Quarter 3 status report (6/30/2019): In progress

4. Successfully perform Tax DV Completion Date 9/30/2020

Quarter 1 status report (12/31/2018): Currently unable to successfully perform Tax DV

Quarter 2 status report (3/31/2019): Currently unable to successfully perform Tax DV.

Quarter 3 status report (6/30/2019): Currently unable to successfully perform Tax DV.

BENEFIT ACCURACY MEASUREMENT (BAM)

State: Virginia

Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report

Performance Measures:

BAM Operations Compliant - Nonseparation Comparison Reports

ALP: ± 15%

CAP Based on SQSP 2019 Performance Level: N/A

State's Target/Actual Performance: Target 12/31/2018 Quarter 1: Fail; 3/31/2019 Quarter 2: Fail; 6/30/2019 Quarter 3: Fail; 9/30/2019 Quarter 4: Fail; 12/31/2019 Quarter 5: Fail; 3/31/2020 Quarter 6: Fail; 6/30/2020 Quarter 7: Fail; 9/30/2020 Quarter 8: Pass

Actual 12/31/2018 Quarter 1: Fail; 3/31/2019 Quarter 2: Fail; 6/30/2019 Quarter 3: Fail

Regional Office Comments in cell below:

Corrective Action Plan Summary:

The Summary must provide:

A. The Reason for the deficiency. Apparent disconnect between data used to generate BAM samples vs. data used to generate Federal Reports.

B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan. IT will evaluate current data structures and make necessary adjustments to assure alignment of data pools for both BAM and Federal Reporting. Adjust any irregularities in issue codes handling between the two databases. Run quarterly sample from both databases to compare for success. Investigate variances and adjust programming as necessary.

C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals. Continue quarterly analysis to guard against further inaccuracies.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.)

Milestones 1. Determine root cause of data inaccuracies between federal reports and BAM data. Completion Date 12/31/2019

Quarter 1 status report (12/31/2018): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

Quarter 2 status report (3/31/2019): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

Quarter 3 status report (6/30/2019): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

2. Determine correct issue codes and count vs. no count to be included into BAM data pool as well as for federal reporting. Completion Date 3/31/2020

Quarter 1 status report (12/31/2018): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

Quarter 2 status report (3/31/2019): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

Quarter 3 status report (6/30/2019): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

3. Implement and review findings for testing based upon determination of correct issue codes and countability and make adjustments as necessary until successful result is achieved. Completion Date 6/30/2020

Quarter 1 status report (12/31/2018): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

Quarter 2 status report (3/31/2019): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

Quarter 3 status report (6/30/2019): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

4. Move changes to production and monitor for accuracy. Completion Date 9/30/2020

Quarter 1 status report (12/31/2018): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

Quarter 2 status report (3/31/2019): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

Quarter 3 status report (6/30/2019): Root cause(s) are under investigation. DOL has been contacted for assistance by SME.

5. UI PROGRAM INTEGRITY ACTION PLAN (UI IAP)

The UI IAP outlines the strategies the State will undertake during the planning period regarding the prevention reduction and recovery of UI improper payments.

UI Integrity Action Plan (IAP)

State: Virginia

Federal Fiscal Year: 2019

Accountable Agency Official(s): William O. Walton

Top Three Root Causes (Calendar Year 2017) https://www.dol.gov/general/maps/data

Calendar Year 2016 (% of $ Overpaid)

Calendar Year 2017 (% of $ Overpaid)

ROOT CAUSE 1: WORK SEARCH CY2016: 25.72% CY 2017: 30.79%

ROOT CAUSE 2: BENEFIT YEAR EARNINGS CY 2016: 26.69% CY 2017: 29.61%

ROOT CAUSE 3: SEPARATION ISSUES CY 2016: 29.86% CY 2017: 16.95%

Summary: (Provide a summary of the plan that the state has designed. The summary should include outreach efforts planned by the agency to inform all UI and workforce staff, and employers of the strategic plan to ensure everyone understands the importance of maintaining program integrity.)

We will deploy basic UI training to UI division staff as well as workforce staff. A basic understanding of the UI requirements and the ability to communicate it to the general public is the best way to combat the three root causes of improper payments. We will also seek improvements in the mailed communications and automated messaging for claimants and employers re: reporting earnings, separations, new hires, work search/fraud. We will investigate innovative methods of reaching out to claimants regarding integrity issues/root cause issues. Research feasibility of having a vendor reach out to employers regarding new hire requirements. Provide training to all VEC staff on what they can do to improve improper payments. Identify resources available within agency to conduct work search verifications.

Instructions for the following section: In each individual section below, enter a Root Cause, from above, and the top three focused Strategies that will be employed to correct or reduce this cause of overpayments. An additional line is available in each section to include other significant strategies that target the root cause.

ROOT CAUSE 1: WORK SEARCH

1st Strategy: Improve Communication of Work Search requirements

Action: Review and update documents mailed to claimants as well as automated system messaging designed to highlight integrity issues.

Targets & Milestones: Complete review and update information by 9-30-19

Resources: UI staff, IT staff, Vendors

2nd Strategy: Staff Training

Actions: Training will be developed so that regardless of job function all staff are aware of the work search requirement and the need to emphasize this requirement to those seeking unemployment insurance.

Targets & Milestones: Complete training by 3-31-19

Resources: UI staff, HR, Other Division leads

3rd Strategy: Increase Work Search verification efforts

Actions: Management will identify resources that can be utilized for the purpose of job search verification. Develop a plan of how best to use those identified resources. Implement the plan.

Targets & Milestones: Identify resources by 3-31-19. Develop and deploy our plan by 9-30-19

Resources: UI staff, Other Division leads

ROOT CAUSE 2: BENEFIT YEAR EARNINGS

1st Strategy: Improve Communication of Benefit Year Earnings reporting requirement

Actions: Review and update documents mailed to claimants as well as automated system messaging designed to highlight integrity issues.

Targets & Milestones: Complete review and update information by 9-30-19

Resources: UI staff, IT staff, Vendors

2nd Strategy: Staff Training

Actions: Training will be developed so that regardless of job function all staff are aware of the importance of reporting earnings during any week claimed for benefits and the need to emphasize this requirement to those seeking unemployment insurance.

Targets & Milestones: Complete training by 3-31-19

Resources: UI staff, HR, Other Division leads

3rd Strategy: Promote New Hire reporting to Employers

Actions: Attend employer centered conferences/meetings to educate the employer community of the New Hire Reporting Requirements. Include New Hire information in employer communications.

Targets & Milestones: Outreach to employers will be on going.

Resources: UI staff, IT staff, Vendors

ROOT CAUSE 3: SEPARATION ISSUES

1st Strategy: Improve Communication of the requirement to report complete employment history including the reason for separation while in continued claim status.

Actions: Review and update documents mailed to claimants as well as automated system messaging designed to highlight integrity issues.

Targets and Milestones: Complete review and update information by 9-30-19

Resources: UI staff, IT staff, Vendors

2nd Strategy: Staff Training

Actions: Training will be developed so that regardless of job function all staff are aware of the requirement to report all periods of employment and separation to those seeking unemployment insurance.

Targets & Milestones: Complete training by 3-31-19

Resources: UI staff, HR, Other Division leads

3rd Strategy: Capture all employment and separation information.

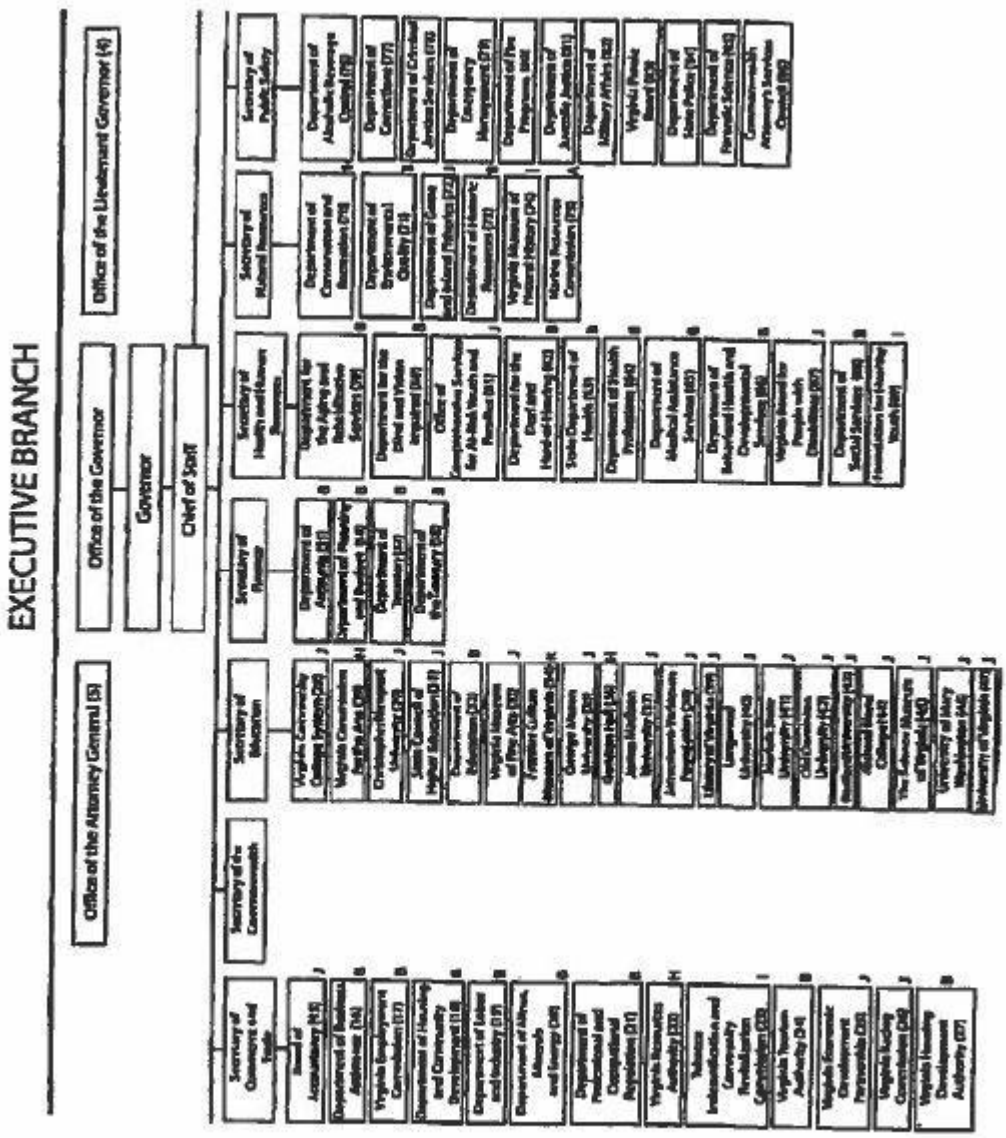
Actions: Test functionality of VUIS to insure all separation information is captured in continued claim status.

Targets and Milestones: Complete testing in new system (VUIS) by 6-30-19

Resources: UI staff, IT staff, Vendors

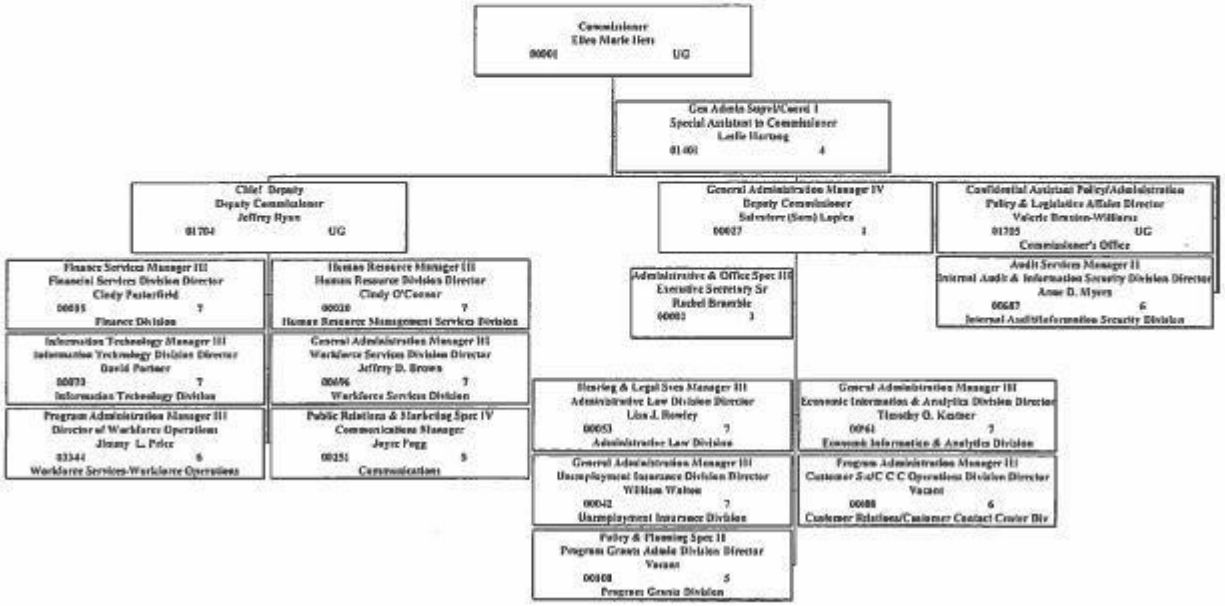
6. ORGANIZATIONAL CHART

The organization chart must conform to the requirement for delivery of service through public employment offices, or such other designated providers as the Secretary may authorize; show the State's configuration from the Governor of the State down to the point of Employment Service and UI customer service delivery; and provide sufficient detail to show each organizational unit involved and the title of the unit manager.



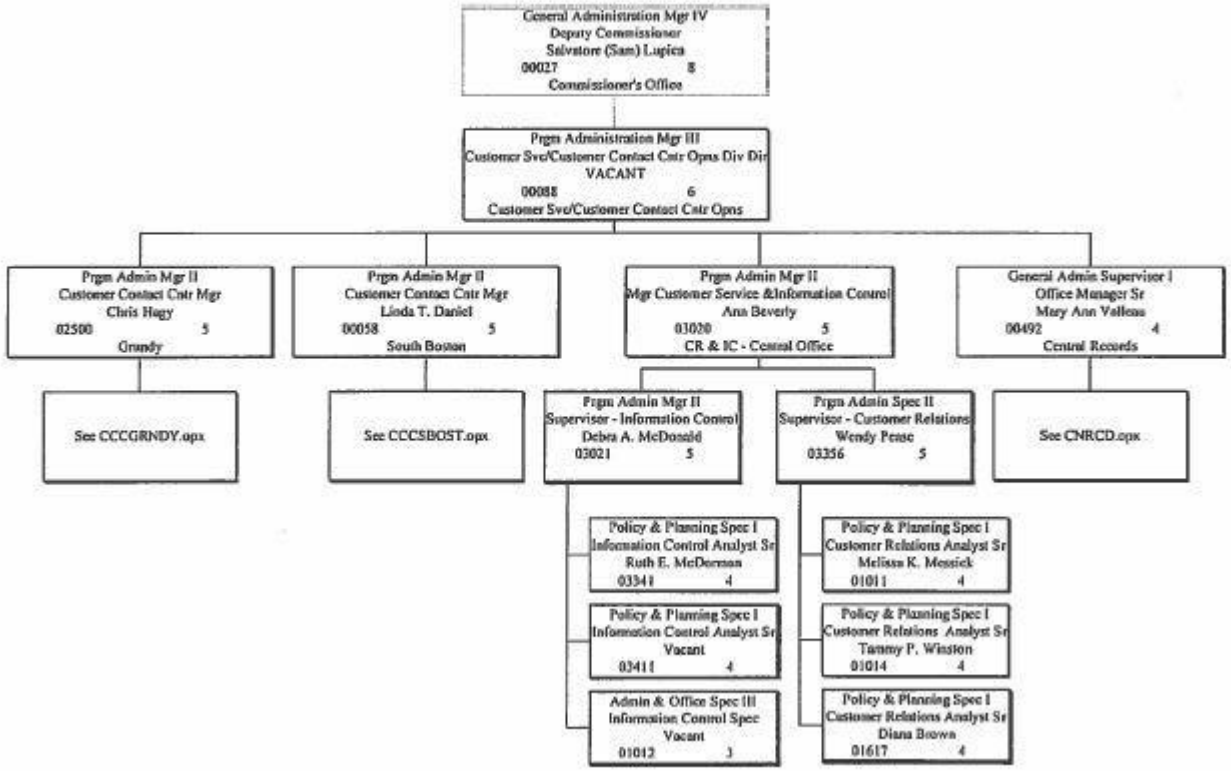
Virginia Employment Commission
Central Office
Commissioner's Office

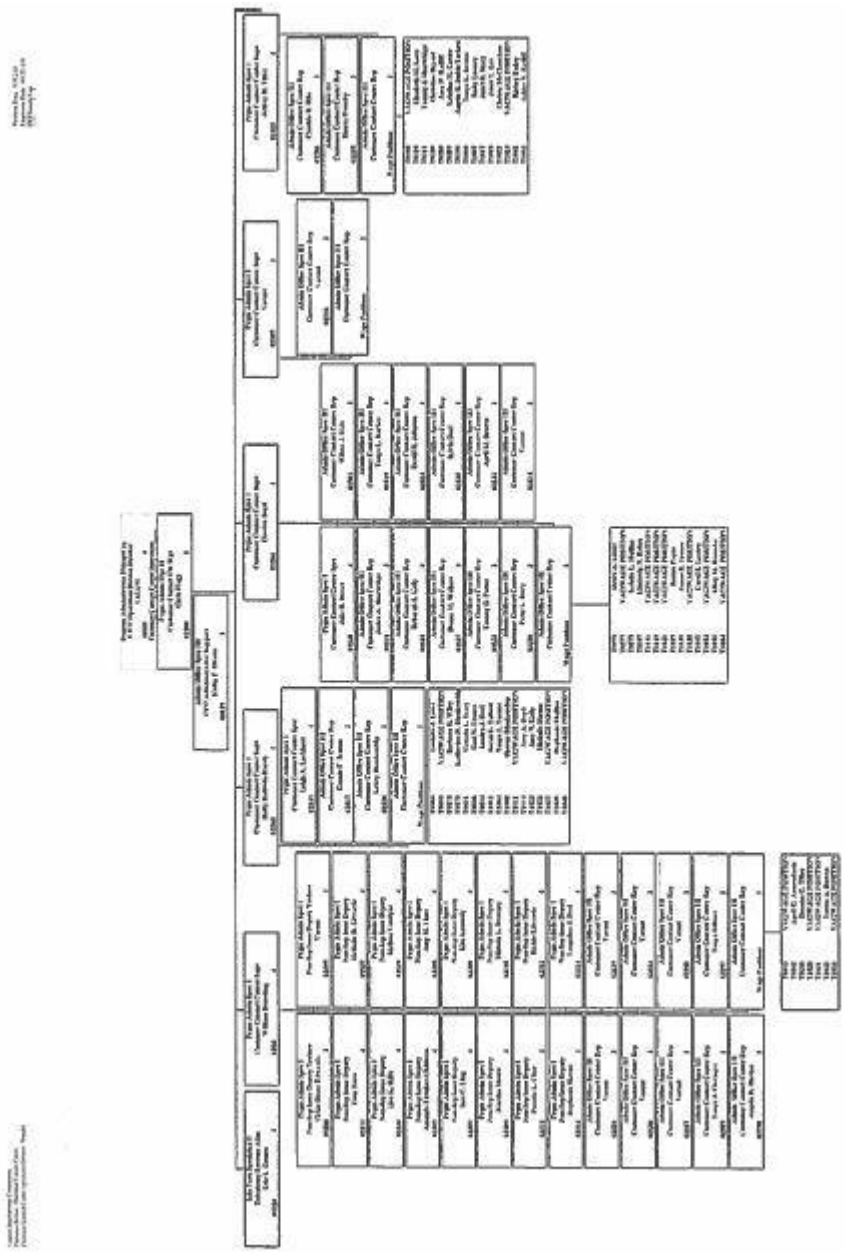
Position date 05/25/18
Employee date 02/08/18
COComm.opx



Virginia Employment Commission
Customer Svc/Customer Contact Center
Operations Division - Central Office

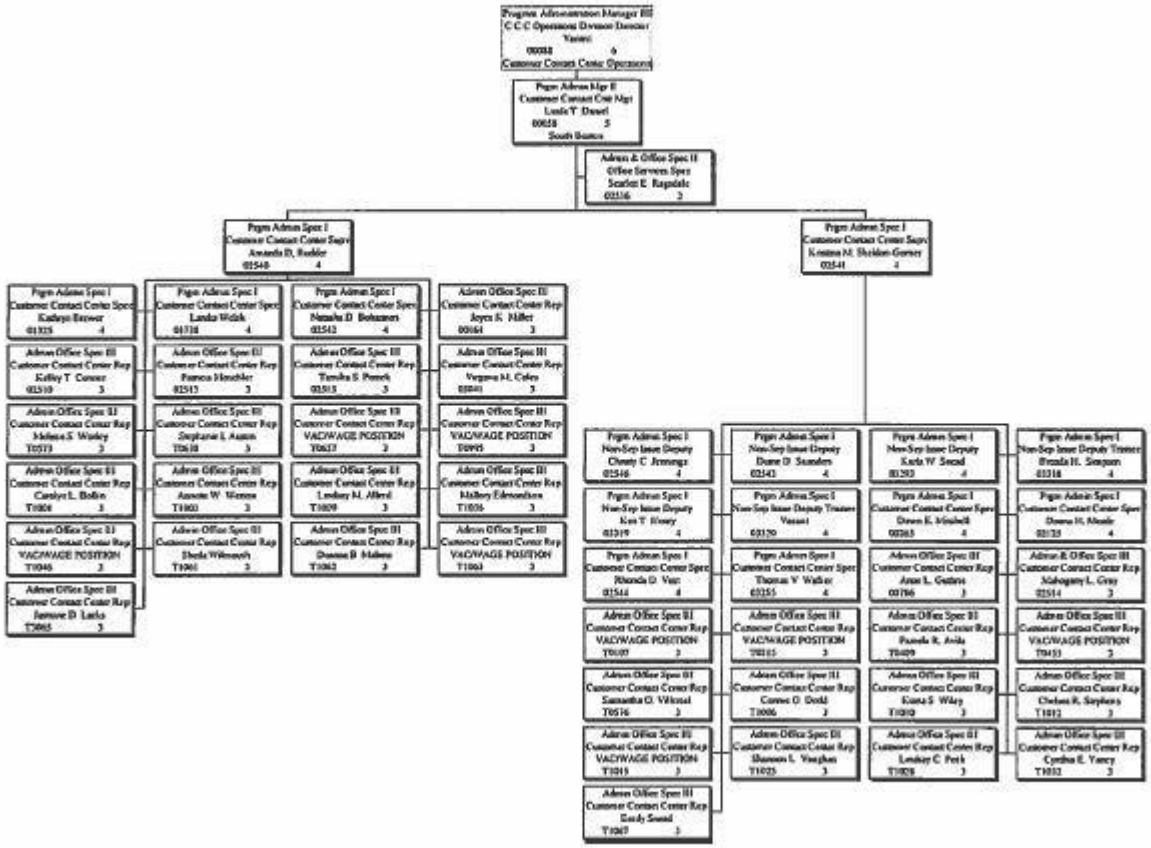
Position Data: 03/13/18
Employee Data: 06/29/18
CS/CCO2.opx.





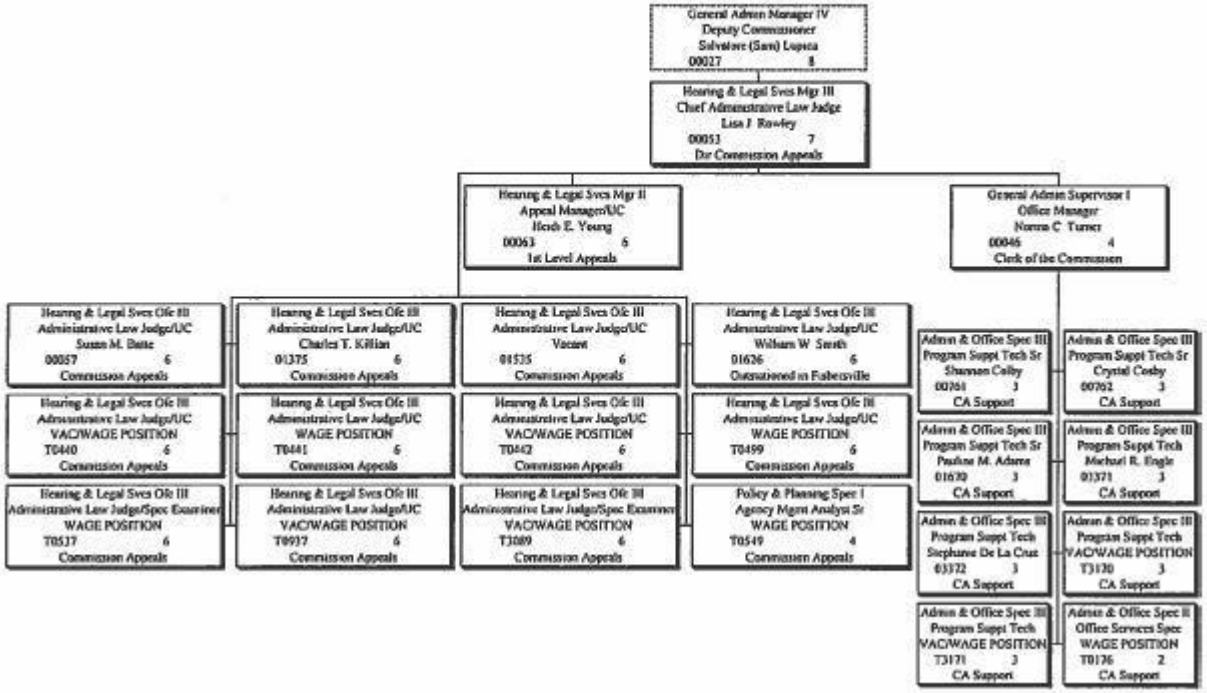
Virginia Employment Commission
Customer Service - Customer Contact Center Operations -
Customer Contact Center Division - South Boston

Position Date: 03/19/18
Employee Date: 06/15/18*
CCCSMon1.vpo



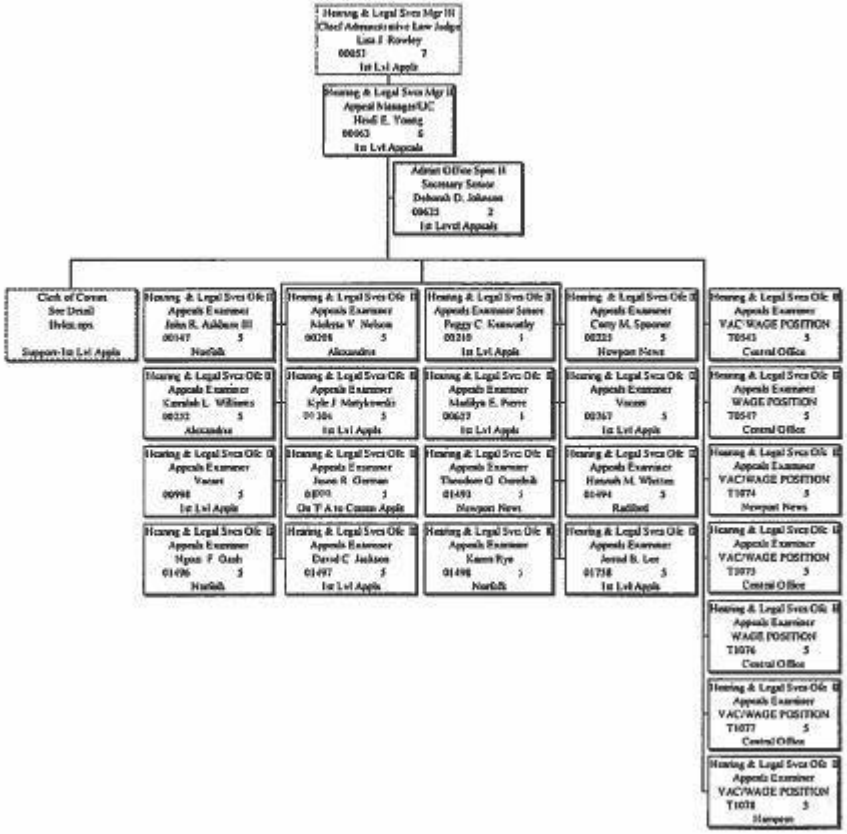
Virginia Employment Commission
Central Office
Administrative Law

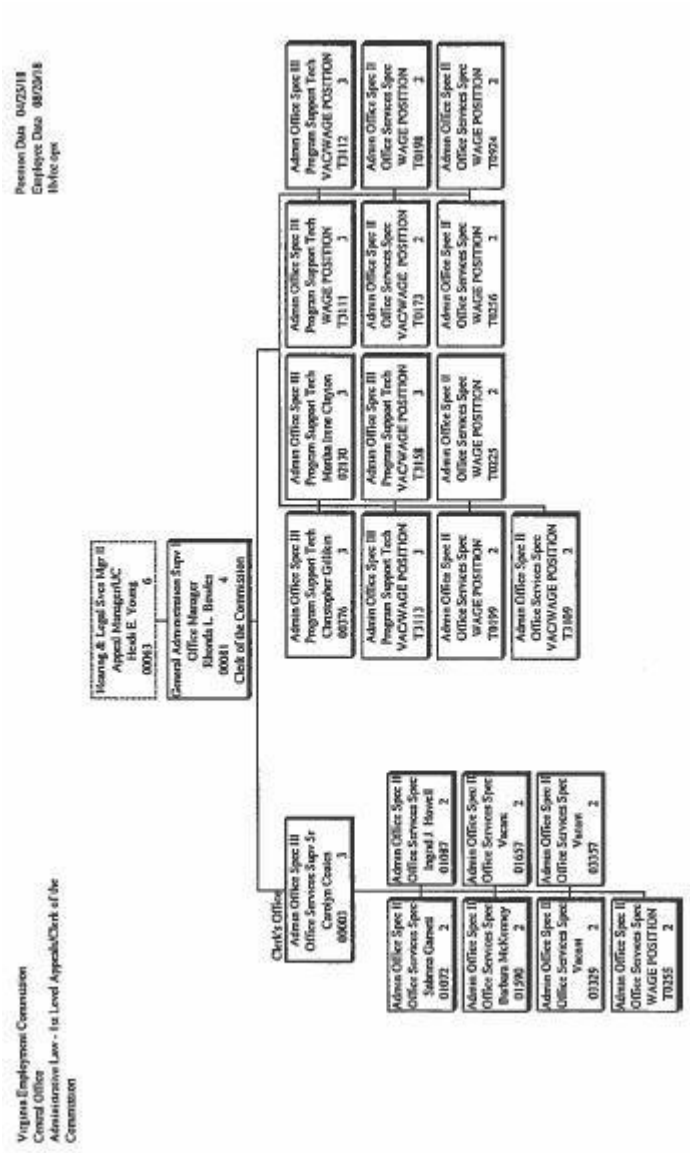
Position data 12/28/17
Employee data: 07/12/18
Adlw3.cpx



Virginia Employment Commission
Central Office
Administrative Law - 1st Level Appeals

Position Date 12/12/17
Employee Date 01/24/08
ILVL3 ops





Organization Chart is maintained within the Virginia Employment Commission and the USDOL Region II Office.

7. SQSP SIGNATURE PAGE

The State administrator must sign and date the SQSP Signature Page. By signing the Signature Page, the State administrator certifies that the State will comply with all the assurances and activities contained in the SQSP guidelines.

Though a State needs to submit the complete SQSP package on a 2-year cycle, there are certain documents contained in the SQSP package which are required to be submitted by States annually as part of the off-year submission. The documents which are required to be submitted annually are considered a modification to the complete SQSP submitted the previous year. Since funds for State UI operations are appropriated each year, each State is required to annually submit the transmittal letter, budget worksheets, organizational chart and the signature page. The modification may also include CAPs for new identified performance deficiencies, and any required modifications to existing CAPs.

Since the UI program is a required one-stop partner, States have the option of including UI in the Combined State Plan authorized by WIOA sec. 103.

U.S. Department of Labor
SQSP SIGNATURE PAGE

OMB Control No.: 1205-0132 Expiration Date: 02/28/2021

U.S. DEPARTMENT OF LABOR Employment and Training Administration	FEDERAL FISCAL YEAR 2020	STATE VA

UNEMPLOYMENT INSURANCE STATE QUALITY SERVICE PLAN SIGNATURE PAGE

This Unemployment Insurance State Quality Service Plan (SQSP) is entered into between the Department of Labor, Employment and Training Administration, and

Virginia Employment Commission
(NAME OF STATE AGENCY)

The Unemployment Insurance SQSP is part of the State's overall operating plan and, during this Federal fiscal year, the State agency will adhere to and carry out the standards set forth in Federal UI Law as interpreted by the DOL, and adhere to the Federal requirements related to the use of granted funds.

All work performed under this agreement will be in accordance with the assurances and descriptions of activities as identified in the SQSP Handbook and will be subject to its terms.

TYPED NAME AND TITLE	SIGNATURE	DATE
Ellen Marie Hess, Commissioner Printed Name of STATE ADMINISTRATOR	Ellen Marie Hess	09/06/2019
Leo Miller, Administrator Printed Name of DOL APPROVING OFFICIAL (Regional Office)		
Printed Name of DOL APPROVING OFFICIAL (National Office) (if required)		

U.S. Department of Labor Employment and Training Administration

FEDERAL FISCAL YEAR 2020

STATE VA

UNEMPLOYMENT INSURANCE STATE QUALITY SERVICE PLAN SIGNATURE PAGE

This Unemployment Insurance State Quality Service Plan (SQSP) is entered into between the Department of Labor, Employment and Training Administration, and Virginia Employment Commission.

The Unemployment Insurance SQSP is part of the Commonwealth's overall operating plan and, during this Federal fiscal year, the State agency will adhere to and carry out the standards set forth in Federal UI Law as interpreted by the DOL, and adhere to the Federal requirements related to the use of granted funds.

All work performed under this agreement will be in accordance with the assurances and descriptions of activities as identified in the SQSP Handbook and will be subject to its terms.

TYPED NAME AND TITLE

STATE ADMINISTRATOR Ellen Marie Hess, Commissioner

SIGNATURE

DATE 09/06/19

DOL APPROVING OFFICIAL Leo Miller, Regional Administrator

SIGNATURE

DATE

B. REQUIREMENTS FOR STATES ELECTING TO INCLUDE UI IN THE COMBINED STATE PLAN

States that elect to include UI in the Combined State Plan must:

1. SUBMIT AN SQSP IN THE FOLLOWING MANNER DEPENDING ON THEIR TIMING IN THE SQSP CYCLE:

A. IF A STATE IS IN THE FIRST YEAR OF THEIR 2-YEAR CYCLE, THE STATE IS REQUIRED TO SUBMIT THE MOST RECENTLY APPROVED COMPLETE SQSP PACKAGE. 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

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

Appendix 1: Performance Goals for the Core Programs

Employment (Second Quarter after Exit)				
Program	PY 2020 Proposed/ Expected Level	PY 2020 Negotiated / Adjusted Level	PY 2021 Proposed/ Expected Level	PY 2021 Negotiated/ Adjusted Level
Adults	77%		77%	
Dislocated Workers	85%		85%	
Youth	66%		66%	
Adult Education	22%		23%	
Wagner-Peyser	75%		75%	
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter after Exit)				
Program	PY 2020 Proposed/ Expected Level	PY 2020 Negotiated / Adjusted Level	PY 2021 Proposed/ Expected Level	PY 2021 Negotiated / Adjusted Level
Adults	85%		85%	

Employment (Second Quarter after Exit)				
Dislocated Workers	90%		90%	
Youth	62.8%		62.8%	
Adult Education	25%		26%	
Wagner-Peyser	75%		75%	
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter after Exit)				
Program	PY 2020 Proposed/ Expected Level	PY 2020 Negotiated / Adjusted Level	PY 2021 Proposed/ Expected Level	PY 2021 Negotiated / Adjusted Level
Adults	$6,000		$6,000	
Dislocated Workers	$8,700		$8,700	
Youth	$3,500		$3,500	
Adult Education	$4,725		$4,750	
Wagner-Peyser	$5,650		$5,650	
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate				

Employment (Second Quarter after Exit)				
Program	PY 2020 Proposed/ Expected Level	PY 2020 Negotiated / Adjusted Level	PY 2021 Proposed/ Expected Level	PY 2021 Negotiated/ Adjusted Level
Adults	70%		70%	
Dislocated Workers	70%		70%	
Youth	70%		70%	
Adult Education	27%		28%	
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains				
Program	PY 2020 Proposed/ Expected Level	PY 2020 Negotiated / Adjusted Level	PY 2021 Proposed/ Expected Level	PY 2021 Negotiated/ Adjusted Level
Adults	55%		55%	
Dislocated Workers	55%		55%	
Youth	55%		55%	
Adult Education	35%		36%	
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	41.5%		38.7%	

ADDITIONAL INDICATORS OF PERFORMANCE

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

OTHER APPENDICES

None.