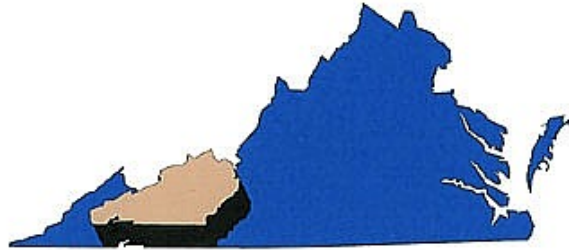


# New River/Mount Rogers



## Workforce Investment Board

**October 1, 2007 - September 30, 2008  
Operational Plan**

Submitted by:  
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## Part III – Operational Plan

*Note: If there are existing documents in place locally that address the items in this section, they may be submitted with a cross-walk outline that indicates for each item listed herein where the corresponding information exists, and attaching as appropriate. By incorporating such references with this submittal, the local area will be certifying that those documents reflect existing conditions as approved by the WIB and elected officials. This process allows the Governor's Office for Workforce Develop to establish a baseline of existing operational conditions for each WIB in a consistent format. This will in turn provide an easier mechanism for WIBs to submit updates only where changes have been made in subsequent years.*

### **Section A: Local Leadership – For each element, identify:**

1. How the WIB will coordinate and interact with the local elected officials regarding workforce investment activities. Include statement that CLEO Consortium Agreements and CLEO-LWIB agreements are executed and in place in the local area, with documentation of both available for state review upon request.

**The New River/Mount Rogers Workforce Investment Board and the Chief Local Elected Officials Consortium work very closely together in all workforce investment activities. This is achieved through open lines of communication between the two (2) organizations. In order to better achieve coordination and cooperation, the CLEO Vice-Chair sits on the WIB as a voting member. Also elected officials from both Planning Districts actively participate on both the WIB Strategic Planning Committee and the WIB One Stop Operations and Delivery System Committee. This allows the CLEO's direct input into discussions dealing with our Strategic Plan as well as our One Stop Service Delivery System, which includes our One Stop Operator, Comprehensive One Stop Centers and Programs Operators. WIB staff provides updates to each group concerning ongoing activities of both the WIB and CLEO's. Additionally, both the WIB and CLEO's actively participate in Economic Development initiatives that impact LWIA 2. A signed CLEO Consortium agreement and CLEO - LWIB agreement are available on site for State review upon request.**

2. How the Board will carry out its responsibilities for oversight, monitoring, and corrective action of the Title I program.

**All compliance monitoring is conducted on an annual basis by the Board's Assistant Director by way of on site visits and desk review. The compliance review consists of a sampling review of all program activities, services, administration, and management practices supported by funds provided under the Workforce Investment Act of 1998. The purpose of this review is to insure compliance with the Workforce Investment Act, applicable Federal/State regulations, State policies/procedures, and Workforce Investment Area policies and procedures. Monitoring findings and overall program concerns are reviewed with the WIB One Stop Operations and Delivery System Committee. All corrective action is directed by the WIB Executive Director and completion of approved corrective action measures are verified as a part of the next compliance monitoring review visit.**

3. How the Board will conduct business in accordance with the Sunshine Provisions of the Workforce Investment Act.

**In order to conduct business in accordance with the Sunshine Provisions of the Workforce Investment Act, a meeting notice is sent to all area newspapers and the date, time and agenda for the meeting is posted on the Board's website. The posting of date, time and agenda also applies to all WIB Committee meetings, CLEO meetings and Youth Council meetings. A public comment period is also designated during all Board meeting and all meetings are open to the public. Meeting minutes for all WIB, WIB Committees, CLEO and Youth Council meetings are also posted on the Board's website for public access and review.**

4. How the local board will be staffed. Include an organizational chart clearly demonstrating the separation of functions (board oversight functions vs. program administration) and that demonstrates the understanding that the board and its staff cannot provide direct services.

**The New River/Mount Rogers Workforce Investment Board Area's organizational chart is attached as Attachment A.**

5. Identify any WIB policies/procedures that have been developed in furtherance of the state economic development waiver. What efforts/activities have been undertaken to increase alignments with the economic development community, or what plans are underway for future activities?

**The New River/Mount Rogers Workforce Investment Board chose not to develop a policy/procedure in furtherance of the State Economic Development waiver at this time. Instead, the WIB decided to continue to partner on area Economic Development initiatives through use of WIB resources, which includes staff and information. Specific Economic Development Projects will be evaluated, approved and funded on a case by case basis. In order to increase alignment with Economic Development, the WIB Executive Director is an Ad Hoc, non-voting, member of the New River Valley Economic Development Alliance, while the Alliance Executive Director is an Ad Hoc, non-voting, member of the WIB. This connection provides for a very close working relationship between the two (2) organizations. The WIB Executive Director visits various local Economic Develop groups and makes presentations to increase awareness of the WIB and the services that are available. The WIB Executive Director also works with various Economic Development groups as well as regional initiatives to partner in Workforce Development initiatives. The WIB partners with Economic Development in joint initiatives such as local job fairs. The expertise of the two (2) Economic Development Representatives that sit on the Board is a valuable asset in the Board's coordination efforts with Economic Development. In the future, the WIB will provide support to all local Economic Development initiatives to the greatest degree possible based upon applicable regulations and requirements and available funding.**

**Section B: One-Stop Service Delivery System – for each element, indicate:**

1. How the services provided by each of the partners required by federal and state law and any other optional partners are being coordinated and/or integrated and made available through the centers that comprise the local workforce investment system. Describe how additional partners will be identified and added. Indicate any changes proposed for the coming program year to the participation of required or optional partners.

**Each of the five One Stop Centers has a partner schedule, which is posted in each of the Centers and includes scheduled presence or referral information, for all of the required partners. The list below briefly outlines the basic arrangements with the One Stops.**

- **Wagner-Peyser (WIA Title III Employment Service) – VEC provides service in each One Stop Center 5 days per week**
- **Adult Education and Literacy (WIA Title II) provided by Mt. Rogers Regional Adult Education Program, Smyth County Adult Literacy Enrichment (SCALE), Smyth County Schools’ Adult Education Program, Carroll County Adult Education, Project Talent Search from Wytheville Community College, New River Community College Adult Education and Montgomery County Adult Education. With GED classes offered in each of the five One Stop Centers.**
- **Vocational Rehabilitation (WIA Title IV) - The Department of Rehabilitative Services has an assigned counselor, who visits the centers on a regular basis, and who is available on an as needed or appointment basis.**
- **Senior Community Service Employment Programs (Title V Older Americans Act) - Services are provided by Goodwill Older Worker Program and District Three Governmental Cooperative and are scheduled on an as needed basis.**
- **Vocational education provided by Smyth County Technology Center and Washington County Adult Skill Center. Scheduled on an as needed basis.**
- **Trade Act/NAFTA – VEC provides 5 days per week.**
- **Veterans – VEC provides 5 days per week. A Disabled Veteran Outreach Person is scheduled in the each center a minimum of one day per week.**
- **Community Service Block Grants is the primary funding source for the community action programs in the area. Referrals are made on an as needed basis for services.**
- **HUD Employment and Training Programs - There are no HUD ET programs in Workforce Area II.**
- **Unemployment Insurance – VEC provides service 5 days per week.**
- **Title I Youth Program services, provided by People Incorporated of Southwest Virginia, Rooftop of VA – CAP, Giles County Partnership for Excellence and Goodwill Industries of the Valleys, Inc. have regularly scheduled presence in the One Stop Centers.**
- **Title I Adult Program services are provided by People Incorporated of Southwest Virginia , Goodwill Industries of the Valleys, Inc., Rooftop of VA - CAP and Giles County Partnership For Excellence Foundation. Each of the five One Stop Centers has an Adult representative with scheduled presence.**
- **Dislocated Worker Program, provided by VEC, has a representative present 5 days per week in each of the five offices.**
- **GED has been added, as a vital additional partner, and in cooperation with the Mount Rogers Regional Adult Education Program and the State Department of Education.**
- **FAMIS - Virginia’s Health Insurance Program, for children, is an extremely active additional partner. The One Stops’ are a major referral source for FAMIS customers.**

**Many of the above Services are available in the satellites and affiliate sites on a scheduled or appointment basis or as needed. New Partners or programs are made available as community needs/desires dictate and as new services, that could benefit our customers, come to our attention.**

2. Where the comprehensive, physical site(s) and any affiliates sites are located to meet customer needs, including employers, within the local area. If additional sites are contemplated for the plan year, describe how the locations will be determined and provide a timeline indicating when the new sites will become operational.

**A listing of approved comprehensive centers and satellite facilities is attached as attachment B.**

3. The process that is in place to select the Virginia Workforce Center Operator(s) within the local area.

**The Virginia Workforce Center Operator for PY'07 was selected utilizing competitive procurement as outlined in section F of this Operational Plan and approved by the Workforce Investment Board.**

4. Identify the Virginia Workforce Center Operator for each site within the local area. Provide a statement indicating that the WIB has all required MOUs with partner agencies executed and available for State review upon request, or identify what partner agreements are not in place and indicate reasons why as well as an expected date to have missing agreements in place. Identify any assistance needed from the State in securing such agreements.

**The Virginia Workforce Center Operator for all five (5) Comprehensive One Stop Centers in WIA 2 is the Virginia Employment Commission. Mr. William Webb, Galax Workforce Center Manager, is the local contact person representing the One Stop Operator.**

**All required MOU's with partner agencies have been executed and are available for State review upon request.**

5. What process is in place for one stop system and center partners to determine and reach consensus on joint goals?

**All centers have partner meetings to discuss and identify opportunities for improvement in service delivery and customer service. These meetings occur at least once per year.**

6. What employee development/capacity building strategies are in place, planned or needed?

**Staff meetings, partner meetings provide opportunities for input from partners and center staff to improve access to services and discuss opportunities to leverage community resources to serve customers. The VEC and other partner agencies have in place systems to identify training opportunities for professional development of staff. Center management tracks training activity for staff.**

7. Describe how local one stop system and center staff have been cross-trained in other partner programs and services.

**Cross training occurs through staff meeting where partner staff have the opportunity to share information on program offerings and activities relevant to customers. The One Stop Operator provides Orientation Training as required to train new Center staff on WIA and service delivery, including Partner agencies. This information is utilized to facilitate Partner referrals to ensure that Customers have access to all Partner services.**

**Section C: Adult and Dislocated Worker Services – for each element, describe:**

1. How customers will access WIA Title I B information and services.

**Customer will access Title I information through walk in, or appointment, at any of the Workforce Centers, Workforce Network Satellite offices or WIA Program Provider sites in the area, and through partner agency offices. Services are often provided at itinerate sites if there is customer demand or necessity. Through links with the Virginia Employment**

**Commission or the local Workforce Investment Board’s Website, presence at Job Fairs, participation in local recruiting or rapid response meetings, participation in Trade Act, Rapid Response meetings and any other opportunity to present program information to interested customers.**

2. How the Local Workforce Investment Board will ensure universal access to all core services in the local area.

**The local WIB contracts with the One Stop Operator, Virginia Employment Commission, to insure that Core Services are universally available to all members of the local community seeking employment and employment related information and services, educational information, training opportunities or supportive services. Core Services are available, as self-directed or staff assisted, depending on the needs and preferences of the customer. Core Services include outreach, intake and orientation to information; initial assessment of skill levels, aptitudes, abilities, and supportive service needs; provision of employment statistics information including job vacancy listings, information on job skills necessary to obtain the listed jobs; information relating to local occupations in demand and the earnings and skill requirements for such occupations; provision of performance information and program cost information on: eligible providers of WIA training services; eligible providers of WIA youth activities; providers of adult education and literacy described in Title II; provision of full services for filing claims for unemployment compensation; provision of accurate information relating to the availability of supportive services, including childcare and transportation available in the local area, and referral to such services, as appropriate; provision of information regarding how the local area is performing on the local performance measures and any additional performance information with respect to the One Stop Delivery System in the local area; Information and assistance in applying for DSS work activities and financial assistance; follow-up services, including counseling regarding the workplace, for a minimum of 12 months following the first day of employment. Each of the WIA mandated partner programs Core Services and activities are accessible through the One Stop Centers or one of the Satellite Centers in the area.**

**The five One Stop Centers in WIA 2 are full service VEC offices, funded by Wagner Peyser, for the Job Service functions and Unemployment Insurance Regulations. Wagner-Peyser mandates that “at a minimum each State shall administer a labor exchange system which has the capacity: to assist jobseekers in finding employment; to assist employers in filling jobs; to facilitate the match between jobseekers and employers; to participate in a system for clearing labor between the states, including the use of standardized classification systems issued by the Secretary, under section 15 of the Act; and to meet the work test requirements of the State Unemployment Compensation Act.” Labor Exchange services are delivered as Core Services in the following manner: self-service; facilitated self-help service; and staff assisted service.**

3. The type and availability of adult and dislocated worker employment and training activities and supportive services that will be available in the local area.

**The two major avenues for developing a well-prepared workforce are education (formal classroom instruction) and training (applied learning). The WIA staff will link individual needs to appropriate specific educational, occupational and technical skills programs. Increased emphasis will be placed on applied learning by combining classroom instruction with hands-on worksite based training. Training will be customer driven but relevant to future employment goals. The Board Approved Training Provider List will be used to determine where training would be appropriate.**

**Types of Training available as follows:**

- **Occupational Skills Training**
- **On-the-Job Training**
- **Skills upgrading and retraining**
- **Adult Literacy Activities**
- **Customized Training**

**Creating job linkages, geared to regional workforce needs, will be the primary focus of the intensive service components, assessment, education, and training functions. Customers will be referred at any stage to employer job openings as their assessment and training indicates.**

**The Adult Operators will have space and caseworkers present in each of the Virginia Workforce Centers. This arrangement, which is required by the Act, would be continued so that customers in all areas would have adult program access. Service to the customer and access to the programs is paramount concern. The One Stop Center Operator would be responsible to the Workforce Investment Board for fund accountability and attainment of performance goals. Rent will be charged to the Title I program partner/operators based on space used and resources required for operation of the Adult Programs in the One Stop Centers. The financial and record keeping capabilities of the Virginia Employment Commission ensure compliance with all fiscal and programmatic requirements. This will provide a more efficient arrangement than multiple contracts with the Workforce Investment Board. The Virginia Employment Commission maintains a physical presence, with five Virginia Workforce Centers, in the geographical boundaries of the Workforce Investment Area, in both planning districts, to provide a local point of contact for customers and agencies. Procedures for the referral of customers into the various programs are in place and working well in each of the five One Stop Centers. The referral process is providing the existing operators with sufficient referrals and documented access to core services.**

**The program operations are required to provide universal core services to all Adults and Dislocated Workers through a comprehensive system of service delivery. The following mandatory core services will be universally available:**

- **Outreach, intake, and orientation to information of all services and programs will be available through the One Stop Service Delivery System.**
- **Initial assessment of skill levels, aptitudes, abilities, and supportive service needs, and employment statistics information, including the provision of accurate information relating to local regional, and national labor market areas, including job vacancy listings in applicable labor market areas,**
- **Information on job skills, necessary to obtain listed jobs, and information relating to local occupations in demand and the earnings and skill requirements needed for such occupations will be made available.**
- **Information and program cost information will be made available on: eligible providers of WIA training services; eligible providers of WIA youth services; providers of adult education and literacy described in Title II; providers of post-secondary education activities and vocational education activities available to school dropouts under the Carl D. Perkins Vocational and Applied Technology Education Act; and providers of vocational rehabilitation program activities described in the Rehabilitation Act of 1973.**
- **Information regarding the filing of claims for unemployment insurance compensation will be available.**

- **Accurate information relating to the availability of supportive services, including child care, transportation, etc. available in the local area will be provided and referrals will be made, when appropriate.**
- **Also available will be information regarding how the local area is performing on the local performance measures and any other performance information with respect to the comprehensive service delivery system in the area. Information and assistance will be given when applying for DSS work activities, financial aid assistance for training and education that are not funded under the Workforce Investment Act and are available in the local area.**
- **Information about other resources, which would serve to improve service, will be made available to all customers. Self-help job search and job placement assistance will be provided to all customers and a log will be maintained in order to document the number of customers that avail themselves of this service.**

**Neither registration nor eligibility requirements will be required for any self-help job search activities at the Satellite Centers. One-on-one or group instruction will be available on how to conduct a job search using the self-service resources available. Informational job referrals or referrals to labor exchanges will be provided to all customers. Other core services which require registration will be:**

- **Follow-up services that include counseling regarding the workplace, for a maximum of 12 months following the first day of employment, individual job development, job clubs, and screened referrals such as testing and background checks.**
- **Case Managers will make available intensive services to eligible customers according to WIB established priorities of service. The following criteria will be used to determine who may receive intensive services:**
  1. **The WIA program requires the following: unemployed and unable to obtain employment through core services and it has been determined that the customer is in need of more intensive services beyond core services to find employment;**
  2. **Adults who are employed but in need of intensive services in order to retain employment that allows for greater self-sufficiency. Federal statutory priority of service guidelines will be adhered to in providing intensive services to adults.**
- **The following Intensive Services will be available to all eligible adults:**
- **Comprehensive Objective Assessments of skill levels and service needs of adults and dislocated workers may include: TABE, CAPS, COPS, Career Scope and other assessment tools as needed.**
- **In-depth interviewing by the case managers will help to identify employment barriers and appropriate employment goals.**
- **Individual Employment Plan will be developed by the Case Manager in conjunction with the participant to identify the employment goals, how the goals will be achieved, and what appropriate combination of services will be needed to help the participant achieve those goals. The Individual Employment Plan will be used to document all objective assessment results and support the program activities, supportive service needs, barriers to employment, and employment goals.**
- **On-going contact and participant progress will also be documented. Counseling and Career Planning Case Management will be an on-going process throughout participation in the program. Assistance will be provided to the participant in making career choices, overcoming barriers, achieving goals, etc. Contact will be**

documented in the Individual Employment Plan and in counseling logs. Literacy activities related to basic workforce readiness will be available, as needed, in combination with other services. Activities will be made available through local Adult Basic Education programs. Out of the area Job Search and Relocation assistance will be available, if needed.

- Internships and Work Experience activities may be utilized, if appropriate, based on the results of the objective assessment.
- Case Managers will provide, both in-group and individual sessions, Job Readiness Training, which will include topics such as: Resume development, how to complete job applications, interviewing techniques, etc. Workshops, and group activities will be utilized, whenever possible.

All activities and services will be based on the objective assessment and documented in the individual employment plan. Training Services for adults will be utilized when adults have already been found to be eligible and qualified for intensive service and meet all the following:

1. Intensive services have been provided and have not resulted in gainful employment. After interviews, evaluation, assessment, and case management, the counselor has determined that the participant is in need of training services, has the skills and qualifications to successfully participate in and complete the selected program of training services, and
2. Has applied for other grant assistance, including Federal Pell Grants established under Title IV of the Higher Education Act of 1965: and are unable to obtain other grant assistance or require assistance beyond the assistance made available under other grant assistance programs, including Federal Pell Grants; or are waiting for an application for a Federal Pell Grant to be processed, except that if such an individual is subsequently awarded a Federal Pell Grant, appropriate reimbursement shall be made to the local area from such Federal Pell Grant funds.
3. Since funds are limited, the WIB priority of service policy guidelines will be considered in the case of adults. The following training services may include, but not be limited to; On-The-Job-Training, Occupational Skills Training, including training for employment, short-term pre-vocational training, skills up-grading and retraining, Customized Training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of training, Entrepreneurial Training and Adult Education Literacy activities, in combination with other training components.

Supportive Services will be made available and will be based on in-depth assessment and counseling. These services may include, but not be limited to, transportation, childcare, meals, etc. All services will be documented in the Individual Employment Plan. On-the-Job Training, Customized Training, and training programs will be offered by approved training providers.

4. How local workforce investment activities will be coordinated with statewide rapid response activities.

**The Dislocated Worker Program serves customers who have been impacted by significant or substantial layoffs and/or are pending or have been certified as Trade eligible.**

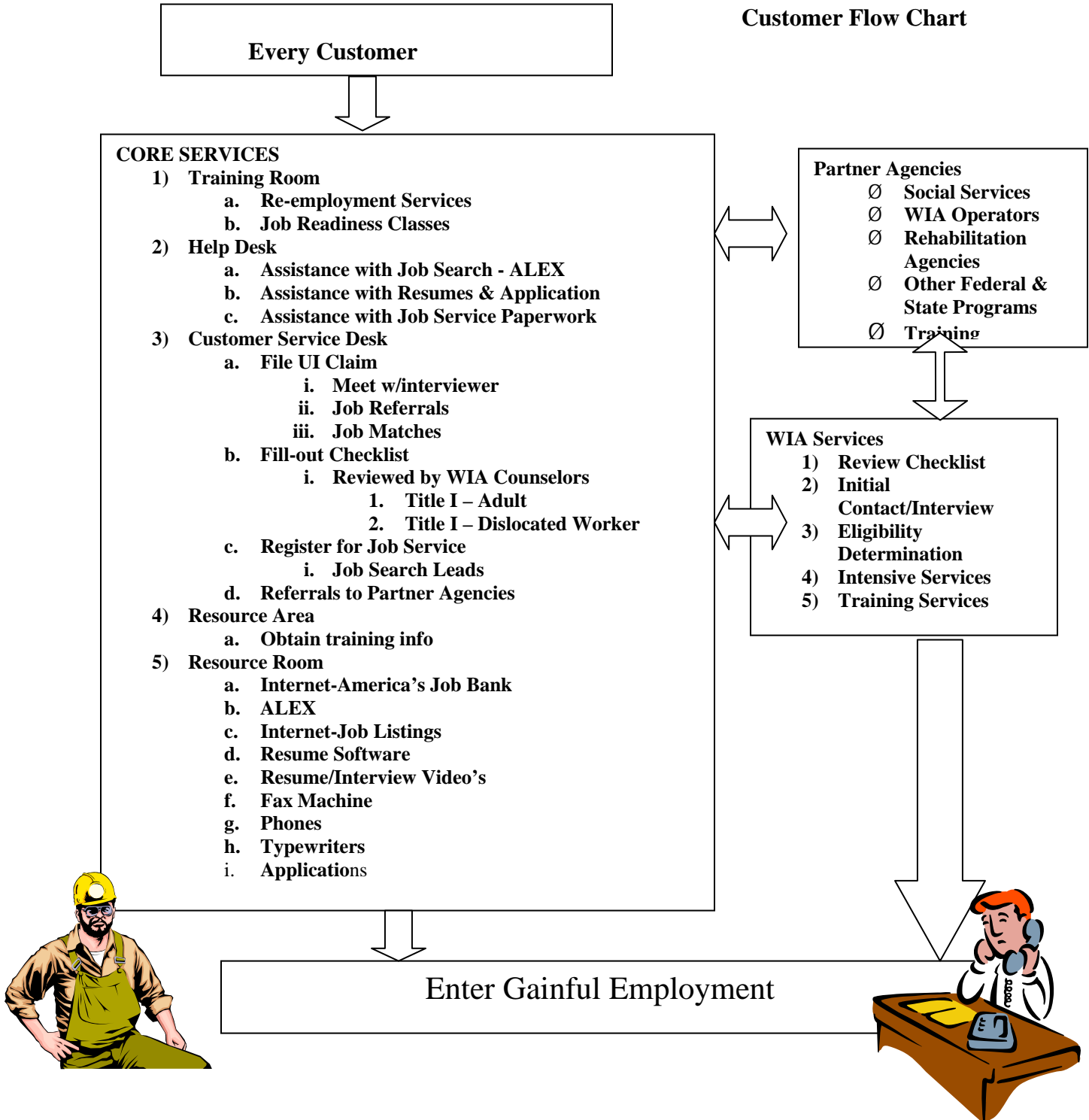
**The DLW Program has received Rapid Response Grants to serve specified companies impacted by significant layoffs. The services include orientation as a component of Rapid Response meetings conducted at the place of employment. Clients receive intensive services and may receive training funds, supportive services, or other funded activity, as a component of their overall training plan in partnership with TAA. As deemed appropriate, and subject to Program eligibility, the Program Operator determines whether to serve the client under DLW formula funds or Rapid Response Grant funds.**

**Trade clients are co-enrolled with the DLW Program to provide assessments and assist clients in determining if training is needed to obtain unsubsidized employment and what training is appropriate.**

**All clients receive equal treatment, regardless of their place of employment prior to dislocation**

5. How customers will move among the core, intensive and training services offered through the local One Stop system.

## FLOWCHART



6. How informed customer choice will be maximized for customers who need training.

**Each WIA One Stop Center and many of the satellite sites have extensive information on approved Training Providers, such as cost, performance, projected wage rates upon completion of training and requirements for completing training. This information is posted and available to the customers. The programs use extensive assessment to determine customer ability to complete training as well as an assessment of the job outlook projections for a given occupation. We want to make available to the customer all information possible to insure that the customer makes an informed and reasonable choice for training that will result in employment in an occupation leading to economic self-sufficiency for the customer.**

7. What policies and procedure are in place for follow-up to ensure a continuum of services that guarantees desired outcomes.

**“Adult and Dislocated Worker Employment Verification, Follow-up Services and Performance Accountability Policy” revision #1, effective 9/15/06 is attached as Attachment C.**

*For items 8 through 18 you may reference and attach or include by web link any existing local policies that address the requested information.*

8. The policy used by the local area to solicit and select training providers for the eligible provider list.

**Initially, the New River/Mount Rogers Workforce Investment Board advertised in all local newspapers seeking potential Training Providers and also letters were sent out to all known Training Providers in LWIA 2 based on an approved Training Provider listing that had been developed by the Private Industry Council under the JTPA program. Extensive efforts were made to establish a comprehensive Training Provider listing. All interested Training Providers were required to submit an application, which was considered by the WIB Training Provider Committee and approved by the full Board. Since the establishment of the initial approved Training Provider list, new Providers have been added based on local Program Operator contact with Training Providers as well as specific training courses and Providers being recruited to meet the training needs of our clients. Should the WIB desire to focus training efforts in specific occupations, Training Providers would be recruited by the WIB to provide any training required to meet needs of the specified occupation. All potential Training Providers are required to complete and submit an application, which is approved or rejected by the WIB. Training Providers receive notification of approval or rejection and are given an opportunity to appeal the decision and to provide additional information if deemed necessary.**

9. Describe the Individual Training Account policy used in the local area, including dollar limits, duration, referral to training, etc.

**The New River/Mount Rogers Workforce Investment Board’s Training Voucher Policy is attached as Attachment D.**

10. How the local area will ensure the continuous improvement of eligible providers of services and ensure that such providers meet the occupational demand, including employment and training needs of employers, workers and job seekers throughout the local area.

**The New River/Mount Rogers Workforce Investment Board will ensure the continuous improvement of eligible providers of services by the usage of customer satisfaction survey data from both employers and job seekers/workers that utilize the services offered by our Service Providers. The WIB will review customer satisfaction survey results on a regular basis and provide technical assistance to our Service Providers to implement processes and procedures to address any concerns expressed in the customer satisfaction surveys received. The WIB will also encourage all Service Providers to make frequent employer site visits to better understand the workforce needs of our employer community. Data gathered will be shared with WIB staff and will be used to improve the effectiveness of services provided by our Service Providers to all of our customers.**

11. Describe the local area's on-the-job training policy and process.

**The New River/Mount Rogers Workforce Investment Board's On-the-Job Training Policy is attached as Attachment E.**

12. Describe the local area's customized training policy and process.

**The New River/Mount Rogers Workforce Investment Board's Customized Training Policy is attached as Attachment F.**

13. Declare whether the local area has declared that funds available for adult workforce investment services are limited or unlimited. Provide the criteria used to determine the availability of funds. Such criteria may include the availability of other funds for providing employment and training-related services in the local area, the needs of the specific groups within the local area, and other appropriate factors.

**The New River/Mount Rogers Workforce Investment Board has declared that funds for Adult Workforce Investment Services are limited. This determination is based on our reduction of available Adult WIA funding from a PY'03 level of \$1,347,336 to a PY'07 level of \$751,426. This reduction of \$595,910 is a reduction of almost 44%. This significant reduction in WIA Adult funding levels combined with the increase in unemployment in several jurisdictions within LWIA 2 as well as several recent plant closings increases the projected number of eligible Adult clients that will be seeking services. Funding cuts have also been experienced by other workforce organizations, such as the Virginia Employment Commission, Employment Services unit. The reduction in available funding at a time of increased demand for services by our WIA Adult population results in insufficient available funding to meet local needs.**

14. Provide the local area's priority of service policy that will be implemented when adult funds are determined to be limited. The policy must specify how priority will be given for adult recipients of public assistance and other low income adults, but may enable the provision of services to other eligible individuals. Indicate how the local area will monitor the provision of services to ensure compliance with the priority policy.

**The New River/Mount Rogers Workforce Investment Board's Priority of Service Policy is attached as Attachment G.**

15. Provide the local area's definition of self-sufficiency that will be utilized in determining eligibility for intensive and training services for employed workers.

**The New River/Mount Rogers Workforce Investment Board's Self-Sufficiency and Employed Worker Policy is attached as Attachment H.**

16. Describe the local area's policy on the provision of services to employed workers.

**The New River/Mount Rogers Workforce Investment Board's Self-Sufficiency and Employed Worker Policy is attached as Attachment H.**

17. Has the local Board developed an incumbent worker program/strategy in accordance with the waiver approval granted to the Commonwealth and described in State Policy 02-04? Describe if so.

**The New River/Mount Rogers Workforce Investment Board has decided not to develop an incumbent worker program/strategy at this time. The Board is strengthening its relationship and coordination with Department of Business Assistance local incumbent worker initiatives and will be partnering with them to leverage all available resources to meet the needs of our incumbent workers.**

18. Describe the board's process for determining use of the 100% transfer ability provision between adult and dislocated worker funds as outlined in State Field Guidance Memorandum 02-04.

**The New River /Mount Rogers Workforce Investment Board utilizes allowable transfer provisions between adult and dislocated worker funds only when determined to be in the best interest of the citizens in our service area. Needs and demands of individual program elements influences any transfer consideration by the Board.**

19. Describe the WIB policy for using WIA funds for basic education, literacy, English as a second language activities and for meeting WIA requirements that GED training be combined with job skills training, for among other reasons, to assist in meeting credentialing requirements.

**As a part of case management, Program Operators are required to conduct an in-depth assessment on all clients registered and receiving WIA intensive services. At the completion of the in-depth assessment, an individual employability plan/service strategy is developed by the Case Manager in conjunction with the WIA client. Should the in-depth assessment indicate that the client is basic skills deficient, lacks a GED or high school diploma, needs Adult literacy or is in need of English as a Second Language instruction, the Case Manager is required to offer the client instruction or assistance in the area(s) of need. This can be done by referral to an Adult Education, GED, Literacy program or referral to a provider of ESL instruction. The Case Manager is required to provide necessary assistance to the client to enable them to participate in and successfully complete the needed service(s). Case Managers must ensure that the client possesses the necessary literacy and ESL skills before proceeding to a training activity. The WIB Assistant Director annually monitors client files to insure that Case Managers are complying in this area. Any corrective action resulting from a noted deficiency is directed by the WIB Executive Director.**

**Section D: Youth – for each element indicate:**

1. The local area's strategy for providing comprehensive services to eligible youth.
2. How the local area will coordinate with Job Corps, youth opportunity grants, and other youth programs.

**The local Workforce Investment Area's strategy for the providing of comprehensive youth services evolves around meeting the developmental needs of youth beginning at age 14 and continuing to age 21. Youth Program design will incorporate all required program elements as outlined below and will include coordination with other youth programs such as foster care, education, welfare, Job Corps, and youth opportunity grants. Coordination and**

**utilization of all available resources will enable youth to receive the highest quality services at the lowest cost enabling the system to serve more youth. Program Operators will be required not only to coordinate all services utilizing available resources but will also be required to provide assistance to those youth with special needs or barriers to employment such as pregnancy, parenting, or disabilities. Additionally, the Youth Council, in its recommendation to the Workforce Investment Board, will strive to fund operators to insure the delivery of services to areas within the local Workforce Investment Area that have high concentrations of eligible youth. Because all program activities are individualized and based on client needs, the required coordination of available resources and the assistance with special needs of youth can be readily achieved.**

**Youth activities will be customized and individualized based upon individual youth client circumstances and needs. Utilization of all key youth program elements is essential for proper transition of our area youth from secondary education to postsecondary education and occupational skills training, to properly prepare youth to meet the existing needs of area employers and to be properly equipped to meet the needs of employers that may decide to establish facilities locally. All required program elements will be offered to all youth participants. Specific elements utilized by individual participants will be based upon the in-depth assessment completed by all youth. The subsequent individual service strategy that is developed in conjunction with eligible youth will properly determine individual needs. It will also outline an appropriate plan of action to ensure that needs are met and individual goals are achieved.**

**On going efforts will be made to identify and address family literacy issues that may directly or indirectly affect our youth customers.**

3. The measures taken by the local area to ensure compliance with applicable safety and child labor laws.

**Annual compliance monitoring reviews by WIB Staff will ensure compliance with applicable safety and child labor laws.**

4. How the local area will, in general, meet the WIA's requirements regarding youth program design, in particular:
  - a. Preparation for postsecondary educational opportunities:

**Youth enrolled in programs operated under WIA may participate in activities structured to help them determine their plans for postsecondary education. These activities may include, but are not limited to:**

**Career exploration through visits to businesses and industry, meetings with individuals representing various occupations, occupational assessments, videos, and computer programs;**

**Visits to area community colleges, universities, business and technical facilities;**

**Provision of information pertinent to the college admissions process;**

**Assistance in applying for admission and financial aid at postsecondary institutions;**

**Instruction in study skills, time management, goal setting, and other areas that will improve the academic performance of the participant; and**

**Academic support that is designed to help the participant with subjects with which he/she has the most difficulty.**

**When possible, tutoring should incorporate real-life situations. Examples: budgeting, reading comprehension related to job performance, math problems related to purchasing a car, insurance, interest rates, etc.**

**Programs serving youth should monitor the participants' SOL test scores. A youth who did not pass his/her most recent SOL test will be eligible to receive tutoring targeted to weaknesses identified on the test.**

- b. Strong linkages between academic and occupational learning:

**Youth programs may demonstrate creative ways to tie academic learning to real-world learning situations. Programs may provide opportunities for participants to be in activities that link academic and occupational learning.**

**Programs may develop work plans with several major employers in their area to identify their occupational needs. Based on the identified needs, programs may structure activities for youth that will help youth prepare for the world of work.**

**These activities may include, but are not limited to:**

**Job shadowing to help participants identify the skills needed for the job, particularly in relation to their school studies.**

**Site visits to various industries, businesses and meetings with employers to learn what employers expect of employees.**

**School-to-work activities as appropriate.**

**The business representatives on the local Workforce Investment Board and the Youth Council will ensure that youth activities are developed with and connected to occupational needs.**

- c: Preparation for unsubsidized employment opportunities

**Combining the benefits of strong linkages between academic and occupational learning and the acquisition of “soft skills” (e.g. problem-solving skills, conflict resolution skills, working as part of a team), youth participants are better positioned to use the services of the One Stop Center system to find and retain unsubsidized employment. The following activities are envisioned for the preparation of our youth for unsubsidized employment opportunities:**

**“Soft Skills” workshops that may be offered:**

**Self-concept/self-esteem: Increase client’s level of understanding about what makes each of them unique. Encourage clients to identify and cultivate their positive traits and skills.**

**Goal Setting: Encourage clients to plan for their future. Teach clients a structured model for setting long and short-term goals. Teach clients to differentiate between realistic and unrealistic goals.**

**Decision-making: Help clients recognize how and why they make the decisions they do. Provide clients with a value clarification assessment. Teach clients a structured decision-making model.**

**Relating to others/responding to conflict: Teach clients different styles of conflict resolution and the characteristics of each. Have clients identify which styles they tend to use and the results thereof. Describe pros and cons of each style. Provide assertiveness training and conflict resolution training.**

**Multiculturalism/diversity: Teach clients the benefits of a multicultural society and how to understand and accept different races and cultures in the workplace and life in general. Describe the privileges that are associated with different cultures. Explore how clients perceive their own cultures and other cultures.**

**Clients may participate in a personal hygiene and appearance workshop. This workshop may include personal grooming including showering, shaving, brushing teeth, etc., and clothing appearance and care including washing, ironing, sewing, etc. Clients may be provided with “goodie bags” containing personal care items such as shampoo, soap, toothpaste, razor, shaving cream, etc.**

**Comprehensive career exploration/preparation programs that may be offered:**

**Use previous value clarification assessment to help clients understand how personal values influence career choices and explain the relationship between personal interests and career goals.**

**Use tools such as the Virginia VIEW Career Search or the Career Direction Interest Inventory to match clients’ interest, values, and skills to groups of occupations. Make clients aware of other resources such as ExPAN, CHOICES, Occupational Outlook Handbook (OOH), and Dictionary of Occupational Titles (DOT).**

**Have clients research an occupation that is of interest to them using the preceding materials or by a career interview to obtain information from a person who has been employed for several years in the same field.**

**Provide information on how to find employment using various methods including using help wanted ads, utilizing Virginia Workforce Centers, using the VEC, using private employment agencies, and applying directly to companies.**

**Provide instruction in filling out job applications, writing a resume, and helping clients prepare for job interviews.**

**Provide instruction on job interview skills and techniques that include mock interviews.**

d. **Effective linkages with intermediaries with strong employer connections;**

**Develop effective linkages between operators and employers to give youth participants, who achieve personal goals through the local program, an advantage for unsubsidized employment. Participation in job fairs will allow opportunities for youth to meet perspective employers and show their eagerness to work. Tours of local employers will also allow the youth the opportunity to learn about job opportunities as well as skills they would need to meet the requirements for entry-level jobs. The operators should also develop a rapport with local employers and know the entry level requirements of**

**these employers so they can provide guidance to the youth to attain these necessary skills.**

- e. Alternative secondary school services;

**Strong ties to alternative secondary school services are a critical part of the youth program.**

**Programs serving youth may identify how they can help participants who have not been successful in the traditional school system achieve success in alternative programs.**

**Local alternative programs may be identified, and eligibility criteria for admission may be provided by the service provider.**

**Academic support may be provided for participants enrolled in alternative schools.**

**An emphasis on postsecondary educational opportunities as previously defined will be provided with participants enrolled in alternative schools since these participants may traditionally not be considered as candidates for postsecondary education.**

**On going efforts will be made to identify and address family literacy issues that may directly or indirectly affect our youth customers.**

- f. Summer employment opportunities;

**Summer employment opportunities may consist of an 8-week period of summer employment at paid work experience sites to include private for-profit employers and not-for-profit agencies. This program element will begin the week after school ends and conclude prior to youths' scheduled return to school in the fall. Youth will be placed in the summer employment program component only when shown as needed by the youth and based on an in-depth assessment and individual service strategy. This summer employment component will be utilized as one element in the overall, year around program design for area youth and will not be viewed as stand-alone. During the last six weeks of the school year, the students will begin the application and interview process with employers who have agreed to the linkage terms of the program operator. During the last six weeks of school, educators, counselors and parents may assist the students with these processes so they may have some guidance and direction with applications, resumes and interview skills. The possibility of a workshop may also be offered during this time on completing applications, writing resumes and interviewing, since there is limited time for educators, counselors and parents during this time period.**

**At unpaid work experience worksites, the work experience may be a shorter time period. Students may use these sites for mentoring, job shadowing, or volunteer services.**

**Throughout the 8-week period, workshops may be provided regarding the following topics:**

- **Financial Planning**
- **Computer Basics**
- **Employability Skills**
- **Independent Living Skills**

**There may also be other workshops added into the summer program to assist in career development among youth.**

**The Financial Planning and Independent Living Skills workshops outlined above will include budgeting for our summer youth as a part of the workshop design.**

**During the 8-week period the following assessment tools may be used, but are not limited to:**

- **4-week Mid-term Evaluation**
- **8-week Final Evaluation**
- **Student Self-assessment**
- **Student Evaluation of Worksite**

**Copies of the evaluations will be sent to appropriate parties involved.**

- g. **Paid and unpaid work experiences;**

**Program Operators will utilize both paid and unpaid work experience sites to meet the work needs of eligible youth. These sites, which will be developed individually and customized to each youth, will consist of private for-profit employers, not-for-profit employers, community-based organizations, and volunteer assignments. A worksite agreement will be required to be completed between the Program Operator and the applicable work experience worksite. This agreement will outline the following at a minimum:**

- **Length of assignment**
- **Statement of work**
- **Job description**
- **Supervision requirements**
- **Worksite requirements**
- **Other conditions as deemed necessary**

**This initiative is designed to provide work-based learning experiences for youth throughout the year.**

**Student/worksite responsibilities, hours of work, special needs, etc. will be coordinated with the student and the worksite by the Program Operator.**

**The work experience program element will be offered and made available only when documented as needed by the youth based on an in-depth assessment and the individual service strategy. Sites will also be developed based upon individual youth needs such as type of work, transportation barriers from home/school, and child labor law regulations based on the age of the youth. This component is also designed to be used as one element among required program elements that youth need to achieve established goals.**

The following tools may be used:

- Employer worksite evaluation
- Regular contact among the Program Operator, educators and parents is encouraged during the work experience to provide good communication between all parties.
- Written record of contact with the participant documenting their progress or lack of progress.

h. Occupational skill training;

The level of occupational skills training provided to youth participants may vary from person to person based on specific needs identified by local program staff through an in-depth assessment and in consultation with other local partners. This should include guidance and counseling for educational qualifications, career development, leadership skills assessment and training as a precursor to teaching a variety of occupational skills that may be required as part of work experience. The operator should provide tutoring to obtain educational requirements to match job skills for entry-level employment opportunities. Youth who are in need of occupational skills training will utilize customer choice to select an appropriate training provider from the approved certified training providers.

Eligible youth attending secondary education may be referred to the Magnet School for Technology or Community Colleges to take college courses in technology-based curriculum resulting in certification in a technology related area. This would result in youth leaving school with not only a high school diploma but also a technology certificate that could mean immediate employment at a substantial wage rate. The costs associated with the curriculum would be funded through the WIA Youth Program.

i. Leadership development opportunities;

Local Program Operators may provide a wide array of leadership development opportunities for youth participants or may refer youth to leadership activities offered in the community. Community service projects may be organized to provide the youth with opportunities to build self-esteem and a more favorable attitude towards their education and future career goals. This can also be accomplished through training on developing positive social skills and by mentoring or shadowing leaders in the community. Establishment of internships or apprenticeship programs with local employers can provide an avenue to achieve these criteria.

j. Comprehensive guidance and counseling;;

Through personal interviews with the youth and parents/guardians, the Program Operator serving the youth can determine interests, goals and attitudes of youth. This information can be used in conjunction with information obtained from school guidance counselors, public and private agencies and community-based organizations to help the operating agency explore all possible avenues to assist the youth. Ways to achieve these goals may include, but are not limited to: letters, telephone contacts, personal contacts and interviews. After all options are considered by the involved agencies, the operating agency in conjunction with the youth should document a plan of action with realistic timeframes and goals. Comprehensive guidance and counseling will be utilized to identify and address issues that interfere with a youth being able to compete in the

**workforce or interrupting their academic process such as mental health and personal relationship issues.**

k. Supportive services;

**The local operators can ensure effective utilization of available supportive services by collaborating and coordinating services with all youth service agencies to help meet the needs of the youth involved. A list of system partners and agencies that are willing to participate in providing support should be kept by the local program operators.**

**The supportive services that may be made available include, but not be limited to the following:**

- **Emergency housing costs**
- **Transportation for youth**
- **Childcare and dependent care costs**
- **Assistance for clothing and tool costs**
- **Eyeglasses and protective eye wear**
- **Referrals to medical services**
- **Other as appropriate and required**

l. Follow-up services.

**Local operators will contact terminated participants after completing the Title I Youth Program. Follow-up services may include, but are not limited to:**

- **Citizenship training**
- **Life skills training (parenting, budgeting, self-esteem, cultural diversity, etc.)**
- **Mentoring**
- **Social skills training**
- **Conflict resolution**
- **Additional job search initiatives if required**
- **Regular employer contacts**
- **Assistance in career development**

**A tracking system may be developed by the operator to track progress of the youth for at least one year. Accomplishments, problems, and other needed services are examples of information that may be used to adjust program effectiveness in the tracking mechanism. Follow-up services will be provided to all youth clients after termination for twelve (12) months to measure progress and assess additional needs.**

5. The criteria used in awarding grants, contracts or agreements for youth activities.

**All proposals received as a result of a competitive procurement are evaluated using the following evaluation and scoring criteria:**

### **PROPOSAL EVALUATION CRITERIA**

- A. The experience and evident capability of the Offeror to perform the work required, the ability to meet the program design specifications, and a satisfactory record of past performance. Must also have technical skills to perform work. 15 points**
- B. Demonstrated success:**
- Ø Previous demonstrated success in working with out-of-school youth, including dropouts, with indicators of outcomes that include successful return to and/or completion of education activities, vocational skills training, and entry into unsubsidized employment;**
  - Ø Previous documented success in providing services to targeted youth groups, including high school dropouts, individuals with disabilities, homeless and runaway youth, youth offenders, and other eligible youth who face serious barriers to employment;**
  - Ø Returning dropouts to education programs and the level of success of high school completion;**
  - Ø Documented improvements in reading, writing, and/or math skills by basic skill deficient youth;**
  - Ø Returning youth who were behind grade level to grade level and/or preventing them from dropping out of the education program;**
  - Ø Provision of education and support services to pregnant and/or parenting youth to allow for school completion;**
  - Ø School and work-based learning, including school transition activities that successfully address youth disabilities, including learning disabilities;**
  - Ø Programs and activities that have been successful at finding shelter and other support for homeless and runaway youth, while simultaneously providing education and workforce training activities that facilitate return to school or unsubsidized employment, as appropriate;**
  - Ø Programs that successfully provided transition activities to youth offenders, including basic education, job specific skills, work prerequisite skills, counseling, and other services necessary to effectively transition youth from institutions to community life and further education or unsubsidized employment. 15 points**
- C. Proposal presentation and the degree to which the offeror demonstrates an understanding of the objectives of the RFP, based**

<b>on the description of program design, implementation, and flow. The creativity, practicality, and probable effectiveness of the program.</b>	<b>15 points</b>
<b>D. Planned program outcome, performance standards, accomplishments, and qualitative content of the program design, including significant segments/target group work and adequate financial resources. The degree to which the proposal attempts to secure additional funding/resources in the community to increase service levels.</b>	<b>15 points</b>
<b>E. Administration, staffing, and the necessary organization, experience, accounting, and operational controls.</b>	<b>5 points</b>
<b>F. Reasonableness of proposal cost.</b>	<b>15 points</b>
<b>G. Reasonableness of planned program goals as a result of program design and the ability to provide services that can lead to the achievement of competency by the clients.</b>	<b>10 points</b>
<b>H. A satisfactory record of integrity, business ethics, and fiscal accountability.</b>	<b>10 points</b>
<hr/>	
<b>TOTAL</b>	<b>100 points</b>

6. The eligibility assessment tool, individualized training plan, and case management system for the youth program.

**All Program Operators receiving Title I WIA Youth funding from the LWIB will be required to provide comprehensive case management services to youth on a year-round basis.**

**Initially, youth recruited by or referred to the Program Operator will be screened to determine the youth’s eligibility to receive WIA Youth Services. All eligibility requirements as contained in State Policy #00-5 will be adhered to, and documentation of individual program eligibility will be maintained in each individual client’s file. Once eligibility determination has been completed, the client will receive an in-depth objective assessment to measure aptitudes, abilities, interests and educational levels. Some assessment instruments that may be used are the CAPS, COPS, Vocational Choice Index, Virginia VIEW, CareerScope and TABE. Once the objective assessment process has been completed, the Case Manager, working in conjunction with the client, will develop the Individual Service Strategy (ISS). The ISS is designed to capture pertinent client data such as work history, educational history, barriers, assessment results, etc. and is used to develop a comprehensive plan of action and program goals for the client utilizing all available and allowable Title I Youth Services. Once completed, the ISS will map out a sequence of youth activities that the client will participate in and a projected duration of each to achieve planned program goals that have been developed on each client. The Case Manager will have frequent contact with the client as he/she progresses through program activities. Any assistance needed by the client to achieve program goals will be provided by the Case Manager.**

7. Describe how the Local Workforce Investment Board will identify existing providers of youth services through other funding sources for the purpose of leveraging WIA funds for the delivery of the youth program in the local area.

**The New River/Mount Rogers Workforce Investment Board requires each Youth Program Operator to identify all local youth service providers in their service area, their funding source(s), services available and any eligibility requirements to access services. Each Youth Program Operator is also required to utilize and coordinate available youth services and funding streams to maximize the leveraging of WIA funds to achieve the highest level of service delivery to youth in the local area. All coordination efforts are monitored by WIB staff during annual compliance monitoring reviews.**

8. Outline the strategies to be implemented in the local area to support USDOL’s new strategic vision for the delivery of youth services as described in TEGL 3-04, found at: <http://wdr.doleta.gov/directives/attach/TEGL3-04.pdf>

**In reviewing TEGL 3-04, ETA’s new vision for serving youth appears to have four major focal points:**

- Ø **Focus on Alternative Education**
- Ø **Meeting the Demands of Business, Especially in High-Growth Industries and Occupations**
- Ø **Focus on the Neediest Youth**
- Ø **Focus on Improved Performance.**

**Please note that, the strategies being proposed by the New River/Mount Rogers Workforce Investment Board are largely contingent on the passage of Reauthorization of the Workforce Investment Act. Only with the passage of the Reauthorization of the Workforce Investment Act will “common measures” be implemented for the Youth Program. Since one of TEGL 3-04’s main premises is that common measures will be in place for the youth program, implementation of any strategies proposed will be delayed until common measures go into affect.**

**Focus on Alternative Education**

**Youth Program Operators in the New River/Mount Rogers WIB Service Area will be implementing the following strategies.**

- Ø **Work closer with the Middle College Program, which provides high school dropouts between the ages of 18 and 24 an opportunity to attain a GED. In addition, participants can enroll in a variety of quality, proven courses that will (1) enhance basic workforce skills through engagement in project-based learning, (2) participate in remedial courses (when necessary), (3) accumulate community college credits applicable towards a degree or certificate and (4) attain an ACT Work Keys Career Readiness Certificate.**
- Ø **Develop in-house programs or use outside vendors to work with Out-of –School Youth who are dropouts or basic skills deficient. The program will be designed to provide tutoring assistance that will lead to a high school diploma/ equivalent or increase reading and math skills levels. In addition, these programs will be linked with work readiness and occupational skills learning services. Students will be provided Work Experiences, Summer Employment Opportunities in high demand occupations, and other incentives for attending classes. Not only will Out-of –School Youth be**

encouraged to stay committed to raising their educational levels but they will also gain valuable work readiness and occupational skills training in the process.

### **Meeting the Demands of Business, Especially in High-Growth Industries and Occupations**

The New River/Mount Roger Workforce Investment Board will implement the following strategies to help meet the demands of business.

- Ø The New River/Mount Rogers WIB will host an annual Youth Forum designed to bring the following groups together:
  - § Regional educators (secondary & post secondary and "other"),
  - § Youth service providers (juvenile justice, WIA programs, DSS programs, DRS programs and other),
  - § Youth organization leaders (scouts, religious, community groups, school groups, FBLA, FAA, Civic, etc),
  - § Representatives from local and state government, and
  - § Youth representatives (clients of youth service providers, student governments, secondary & post-secondary, reps from local youth organizations, etc.

The purpose of the Youth Form is to:

- § Address issues and trends affecting youth in our region and how they impact success in education and employment,
  - § Learn about the Agencies & Organizations serving our area youth in order to connect and align resources,
  - § Bring Local Business and Local Youth Organizations together to help develop employer driven youth development programs, and
  - § Building Partnerships for future initiatives for youth to:
    - Generate public awareness
    - Influence programmatic, local and state policies
    - Promote a long term commitment to education
- Ø Occupational Training Service will concentrate on high-growth industries and occupations. Participants will be assessed and provided career counseling on what industries and occupations have the greatest potential for growth in the New River/Mount Rogers Workforce Investment Area. In addition, participants will be provided information on what training providers in the area can provide them the necessary training to obtain a job in that industry.
  - Ø The New River/Mount Rogers WIB will provide training to all Youth Program Operators to ensure that they are knowledgeable about youth assessment, development of individual service strategies, integration of needed services, provision of follow-up services, and detailed documentation of services and outcomes.
  - Ø Out-of- School youth will be encouraged to take the Career Readiness Certificate (CRC) test.

### **Focus on the Neediest Youth**

Currently, Youth Program Operators in the New River/Mount Rogers Workforce Investment Area are following all WIA youth eligibility requirements, which require that all participants must have at minimum of one youth barrier. In addition, in a recent compliance review of all youth programs operating in the New River/Mount Roger WIA it

was observed that over 75% of the participants served for PY'06 had multiple youth barriers. We will continue to encourage Youth Program Operators to continue working with multiple barrier youth. To further assist our Youth Program Operators in focusing on serving the neediest youth in our area, the following strategies will be pursued.

### Strategies

- Ø Forge a closer relationship with each of our Department of Social Services and their Foster Care Programs by jurisdiction and develop a referral process by which youth who are aging out of foster care will be referred to their local WIA Youth Operator.
- Ø Forge a closer relationship with Juvenile Corrections and develop a referral process in which youth who are being released from correctional institutions will be referred to their local WIA Youth Operator.

### Focus on Improved Performance

The New River/Mount Rogers Workforce Investment Board has, from the very beginning, put great emphasis on improving performance. Over the course of the last six years, Area 2 has implemented numerous strategies to improve performance, which lead to the New River/Mount Rogers Workforce Investment Board meeting or exceeding all WIA Youth Performance Standards for PY'04 and PY'05. The New River/Mount Rogers WIB will begin implementing the following strategies, however, full implementation will only occur once WIA Reauthorization is complete and "common measures" go into affect.

- Ø Work closer with the Middle College Program (See Focus on Alternative Education)
  - Ø Develop in-house programs or use outside vendors to work with Out-of-School Youth who are dropouts or basic skills deficient. (See Focus on Alternative Education)
  - Ø Continue tracking all youth performance locally on a quarterly basis.
  - Ø The WIB will provide continual training and technical assistance on the common measures.
9. Describe any procedures the local area developed to utilize the state waiver that allows use of ITAs for older and out-of-school youth. Include any estimates on potential numbers of participants to be served as a result.

**Addendum #1 to the New River/Mount Rogers Workforce Investment Board's Training Voucher System Policy, attached as Attachment I, was developed to address the State's Waiver that allows use of ITA's for older and out-of-school youth.**

### Section E: Budget and Finance

1. Attach anticipated levels of service and budgets planned by the Local Workforce Investment Board for PY07.

**Anticipated levels of service and budgets planned by the Workforce Investment Board for PY'07 are as follows:**

#### Dislocated Worker Program

**Anticipated funding for Service Delivery - \$410,000**

**Projected clients to be served – 135**

**Adult Program**

**Anticipated funding for Service Delivery - \$640,000**

**Projected clients to be served – 200**

**Youth Program**

**Anticipated funding for Service Delivery - \$690,000**

**Projected clients to be served - 250**

2. Describe how the Local Workforce Investment Board will use the funds it receives to leverage other Federal, State, local, and other resources in order to maximize the effectiveness of such resources and to expand the participation of businesses, employees, and individuals in the workforce investment system.

**The New River/Mount Rogers Workforce Investment Board has utilized WIA funding to leverage other resources and to partner with local businesses and organizations in such efforts as job fairs, co-enrollment of WIA clients in non-WIA programs, coordination of resources to maximize available services to clients, providing WIA resources in partnership with Economic Development initiatives as allowable and partnering with the Department of Business Assistance to coordinate and maximize resources available to our business community.**

3. Indicate the methods and practices employed locally to assure timely expenditure of WIA funds to reduce the ratio between obligation and expenditure rates.

**Program Operators are required to submit monthly expenditure reports to the Workforce Investment Board for approval and payment. Board staff monitor the overall percentages expended on a monthly basis to insure that Program Operators are expending funds in a timely manner. Expenditures are also monitored against the cumulative monthly expenditure plan contained in each contract approved by the Workforce Investment Board. Both the Workforce Investment Board and the Chief Local Elected Officials Consortium receive Program Operator expenditure updates at every meeting. Should a Program Operator be excessively behind in expenditures, Board staff will meet with the Operator to monitor the situation and require a written expenditure plan of action from the Operator to meet expenditure goals. Should the Operator not be able to expend awarded funds, the Board may take action to de-obligated excess funds and award these funds to another Program Operator in an area with greater need for service to our customers. The New River/Mount Rogers Workforce Investment Board consistently has high expenditure levels. Typically in the first year of program funding, the Board will actually expend approximately 90% of available funds, with the balance obligated and carried over into the second year.**

4. Describe the Local Workforce Investment Board's efforts in developing and implementing an equitable Cost Allocation Plan/Resource Sharing Agreement for the funding of the local workforce investment system among all required and optional partners.

**The One Stop Centers continually strive to involve partners in the day-to-day operation of the One Stop Centers. All required partners have a scheduled presence or a referral**

**mechanism in place to insure that appropriate services can be offered to the customers. The WIA funded partners provide funds to the One Stop Centers to help with their individual share to help provide Workforce Network services. Other partners provide staff assistance to help operate the Center. An example would be Experience Works providing part time staff to Centers requesting the help. Other Partners provide various in kind contributions not just to the centers but to the Workforce Network for the entire service area.**

5. Describe the WIBs budgetary considerations and procedures for assuring at least 30% of youth funds are expended on the out-of-school population.

**All Youth contracts executed by the Workforce Investment Board requires that 40% of all Youth served must be out of school. Additionally, monthly expenditure reports submitted to the Board for payment are required to be broken down between in school expenditures and out of school expenditures. All expenditure reports are monitored by Board staff tracking the overall expenditures for out of school youth to insure compliance with the 30% expenditure requirement. Source documentation for expenditures is reviewed and verified as a part of the annual compliance monitoring conducted by the WIB Assistant Director. The Fiscal Agent provides the WIB Executive Director with detailed Youth expenditure information broken down between in school and out of school on a monthly basis. Should a problem be encountered, the WIB Executive Director will work with the Youth Operator to bring expenditures for out of school youth in compliance. Additionally, in school expenditures and out of school expenditures are submitted to the State as a part of the required quarterly reports.**

#### **Section F: Procurement**

Describe or reference (i.e. cite use of local government process) the local area's competitive and non-competitive procurement policies that will be used to award grants, contracts, and agreements for activities under Title I of WIA not covered by Individual Training Accounts.

**All local contracts for activities under Title I of WIA as well as the selection of our One Stop Operator and Comprehensive One Stop Centers are awarded utilizing a competitive procurement process. A Request for Proposals process, approved by the Workforce Investment Board, is utilized in this endeavor. A non-mandatory bidders conference is advertised in local newspapers for three (3) consecutive days. All potential bidders contained on our local bidders list are sent a written notice of the date and time of the bidders conference. The Request for Proposals package is reviewed, explained and distributed during the bidders conference. Those prospective bidders that do not attend the bidders conference may request a RFP package, which will be provided after the bidders conference.**

**The competitive procurement process initially starts with the development of a written Request for Proposals package approved by the Workforce Investment Board. A bidders conference is scheduled for the issuance of the RFP. Thirty (30) days prior to the bidders conference, all potential bidders contained on the Board's bidders list are sent a letter notifying them of the bidders conference. Also, the non-mandatory bidders conference is advertised in local newspapers for a minimum of three (3) consecutive days. Any prospective bidder that did not attend the bidders conference can request a RFP package by phone, e-mail, fax, mail or in person. The entire RFP package is reviewed in detail during the bidders conference and attendees are allowed to ask questions. Once the RFP package has been issued all potential bidders are provided a minimum of thirty (30) days in which to complete the proposal and send it in. Once all proposals are received, they are reviewed by a panel of individuals, either WIB members or Youth Council members, depending upon the specific proposals being reviewed, who do not have a vested interest in the process. All proposals are evaluated using an evaluation criteria contained in the RFP package.**

Scores are tabulated, averaged, and proposals are ranked based on their average proposal evaluation score. Once the evaluation process has been completed, negotiations begin with the proposer with the highest ranking in order to negotiate an acceptable contract, which will be approved by the Workforce Investment Board. This negotiation process is utilized for all bidders proposing to deliver services in the same jurisdictional area(s). If an acceptable contract cannot be negotiated with the highest ranking proposer, efforts will then be made to enter into negotiations with the second highest ranking proposer. All proposed contracts and funding levels resulting from procurement negotiations are subject to final approval by the Workforce Investment Board.

**Section G: Equal Opportunity (EO), Affirmative Action and Grievance Procedures – for each element, indicate:**

1. The EO policy statement regarding WIA Title I funded staff and customers.

**The New River/Mount Rogers Workforce Investment Board’s EO Policy Statement is attached as Attachment J.**

2. The name, title, telephone number, and job description of the Equal Opportunity Officer for Title I funded activities in the local area.

**The Equal Opportunity Officer for Title I funded activities is:**

**Mr. Ronnie Martin, Executive Director  
(540) 633-6764**

**Job Description is attached as Attachment K.**

3. The name, title, telephone number, and job description of the Virginia Workforce site Equal Opportunity Liaison for each Virginia Workforce site within the local area, if different than above.

**Betty J. Keith, Manager  
Marion One Stop  
276-781-7442**

**Perry Cole, Manager  
Radford One Stop  
540-831-5980**

**Danny Bartlett, Supervisor  
Bristol One Stop  
276-642-7350**

**Roger Frye, Manager  
Wytheville One Stop  
276-228-4051**

**William Webb, Manager  
Galax One Stop  
276-236-5105**

**Job Duties of each One Stop Center Manager is as follows:**

**Represent/provide/promote VEC services and programs for respective areas. Direct local office operations and manage/supervise day-to-day office operations. Responsible for maintaining adequate staffing. Plan and direct the delivery of all programs and services offered by the VEC. Responsible for overall function and Service Delivery System of One Stop Center. Responsible for compliance of One Stop with WIA. Serve as the local Equal Opportunity Liaison in the One Stop Center.**

4. The efforts that have been and will be made to ensure that the recruiting and hiring of Title I funded staff will be done in such a manner as to reflect the available workforce of the labor

market area within your jurisdiction without regard to race, color, religion, sex, national origin, age, disability, political affiliation, or belief and for the beneficiaries only, citizenship or participation in a WIA Title I financially assisted program or activity.

**All vacancies are posted and recruited with the VEC Job Service, which insures wide publication of the vacancies. All applications are screened for qualifications by the VEC Central Office Human Resources Department. The VEC is an Equal Employment and Equal Opportunity employer.**

5. The system of monitoring used to review equal opportunity performance.

**Equal Opportunity (EO) performance is monitored and reviewed as follows. The WIB's Assistant Director annually monitors client files for all required documentation, which includes a signed copy of the Equal Opportunity Notification Form. Each contracted WIA Program Operator has a custom Equal Opportunity Notification Form for their organization (a sample copy is attached as Attachment L). EO performance is also monitored through the collection of annual EO Logs from each WIA Program Operator. Mr. Ronnie Martin, EO Officer, monitors all satellite facilities for EO compliance once every three years. A copy of the report is provided to Ms. Shirley Bray-Sledge, VEC Human Relations Manager. All Comprehensive One Stop Centers are monitored by the VEC – EO representative, Brenda Holloway.**

6. Describe the area's grievance procedures for participants, employees, vendors and other potential aggrieved parties. (You may reference and attach an exiting WIB policy that addresses these items).

**The New River/Mount Rogers Workforce Investment Board's Non Discrimination and Equal Opportunity Policy is attached as Attachment J.**

#### **Section H: Performance Management**

1. Describe the steps that will be taken to achieve success against the Virginia Workforce Council System measures for the adult, dislocated worker and youth programs under the purview of the local workforce board.

**To achieve the five Virginia Workforce Council System performance measures, the New River/Mount Rogers Workforce Investment Board will incorporate these measures into the processes that are currently in place to achieve the required seventeen WIA performance measures. The Board will provide training on each of the five Virginia Workforce Council System performance measures including strategies on how to exceed each of the standards. In addition, the Board will track each of the measures internally using a Board developed tracking sheet by which each participant's performance is individually tracked to ensure that both human and system errors are minimized or eliminated. Lastly, performance will be tracked and data will be collected and entered into the VWNIS during participant follow-up. At the end of each year, those Program Operators who met or exceed all performance standards will be recognized by the Board and presented with performance plaques.**

2. Describe the effectiveness of the local area's ability to meet the prior year's WIA negotiated performance standards. Indicate reasons for the local area's failure to meet any of the performance measurements in the prior program year, identify plans for making improvements to correct those deficiencies and what assistance might be needed from the State.

**During the most recently completed performance year (PY'05), the New River/Mount Rogers Workforce Investment Board exceeded sixteen (16) standards and met one (1).**

3. Provide the local area's negotiated standards for PY07 WIA performance measures.

**WIA 2 will utilize approved PY'06 negotiated performance measures for PY'07 until such time as negotiations can be completed for PY'07 performance measures.**

### **Section I: Customer Satisfaction**

1. Describe any locally developed measurement methods, and data that the local area will use to determine customer satisfaction and dissatisfaction.
  - **Center staff distributes surveys to walk-in job seeker customers one day per week. Signs are posted in the center directing job seekers to the survey collection boxes. In addition, surveys are made available in the general seating area of the Center.**
  - **A member of the marketing team collects the surveys and enters the results into a database.**
  - **A report is then generated detailing overall ratings in each category along with a listing of customer comments.**
  - **The monthly report is forwarded to the Center Manager, who then reviews the results with the staff during weekly staff meetings.**
  - **Suggestions for improvement opportunities are forwarded to the Marketing team, who then generate action plans for areas of improvement.**
  - **Minutes from the staff meeting are distributed to staff via email. These minutes outline new procedures and implementation plans.**
  - **The Center Manager follows up in subsequent weekly staff meetings to ensure procedures are being implemented and are working.**
  - **Customer satisfaction survey results are posted on the bulletin board located in the customer seating area of the center.**
  - **The One Stop Operator presents results of the survey to the local WIB on an annual basis.**
2. Describe how the local area will utilize customer satisfaction information for the continuous improvement of the local workforce investment system.

#### **Job Seeker Satisfaction:**

**The Center has conducted job seeker surveying since February 2002. The One Stop Operator compiled results of surveys conducted in February 2002 – July 2002. The One Stop Operator generated one report on these surveys in August 2002. The Operator reported these results to the Workforce Investment Board and to the Center leaders. Leaders indicated some problem areas with consistent surveying processes and redundant survey questions. Thus, the survey was revised and the new survey process as listed above was implemented in April 2003 and is currently the basis for the surveying in each of the One Stop Centers.**

**In addition, counselors for Intensive/Training services send out a WIB staff-developed customer satisfaction survey when the customer exits Intensive/Training services. These surveys are collected and compiled by WIB Staff and results are distributed back to the One-Stop Operator.**

**The Program Monitor meets with Program Operator staff to discuss survey results and make suggestions for improvement. The Center can demonstrate improvements implemented as a result of survey results. Forms and processes are refined through the process and field tested for positive acceptance and benefit.**

**One Stop Operator reports results of the customer surveys to the LWIB. Copies of the surveys are also received by the One-Stop Operator Program Monitor and distributed back to the Intensive/Training Program Operator in a timely manner so that action plans can be developed where necessary. The Internal Customer Satisfaction team posts information on staff e-mails after formal meetings or events. The State also holds a contract with Virginia Commonwealth University to conduct an after termination customer survey and reports results back to the State Workforce Council and LWIB. Customer survey results are posted in the center for customer review. Each Center collects information on customer satisfaction to support and improve customer choice.**

**Surveys, statistical results and comments are posted in the Center and Case Managers use this information and provider performance data, provided by the Board, in providing options to assist in customer choice for intensive services or training.**

**Program Provider information is reported through the Centers customer and fiscal database. The Board evaluates the Program Provider's' performance through the "Training Provider Committee" and the committee reports to the Board for approval of the recommendations. Reports are then provided to the Centers in the area on specific provider statistics. The Center posts the information for customer use and makes it available to the case managers and front line staff. As a result of customer input, a drop box has been put into place for the deposit of UI claims and correspondence for the Center during times when the Center is closed.**

**Statement of Compliance and Plan Signatures**

*For:*

<b>Local Area #2</b>	<b>Area Name: New River/Mount Rogers</b>
<b>Plan Point of Contact:</b>	<b>Ronnie Martin</b>
<b>Address:</b>	<b>6580 Valley Center Drive, Suite 119, Radford, Virginia 24141</b>
<b>Phone/e-mail:</b>	<b>(540) 633-6764 / <a href="mailto:rmartin@nrvdc.org">rmartin@nrvdc.org</a></b>

*This is to certify that this plan was developed in accordance with the State guidelines and that local board activities will be conducted in accordance with this plan and the provisions of the Workforce Investment Act of 1998, its attendant regulations and the applicable state laws and policies. The Plan was developed by the local workforce investment board in partnership with the local elected officials with the benefit of an open and inclusive plan development process and a public comment period.*

<b>Martha Samples</b>	
<i>Signature, Typed Name of LWIB Chair</i>	<i>Date</i>

<b>Joseph L. Sheffey</b>	
<i>Signature, Typed Name of CLEO and/or Consortium Chair</i>	<i>Date</i>

*The Chief Local Elected Official(s) designate(s) the following entity as the fiscal agent:*

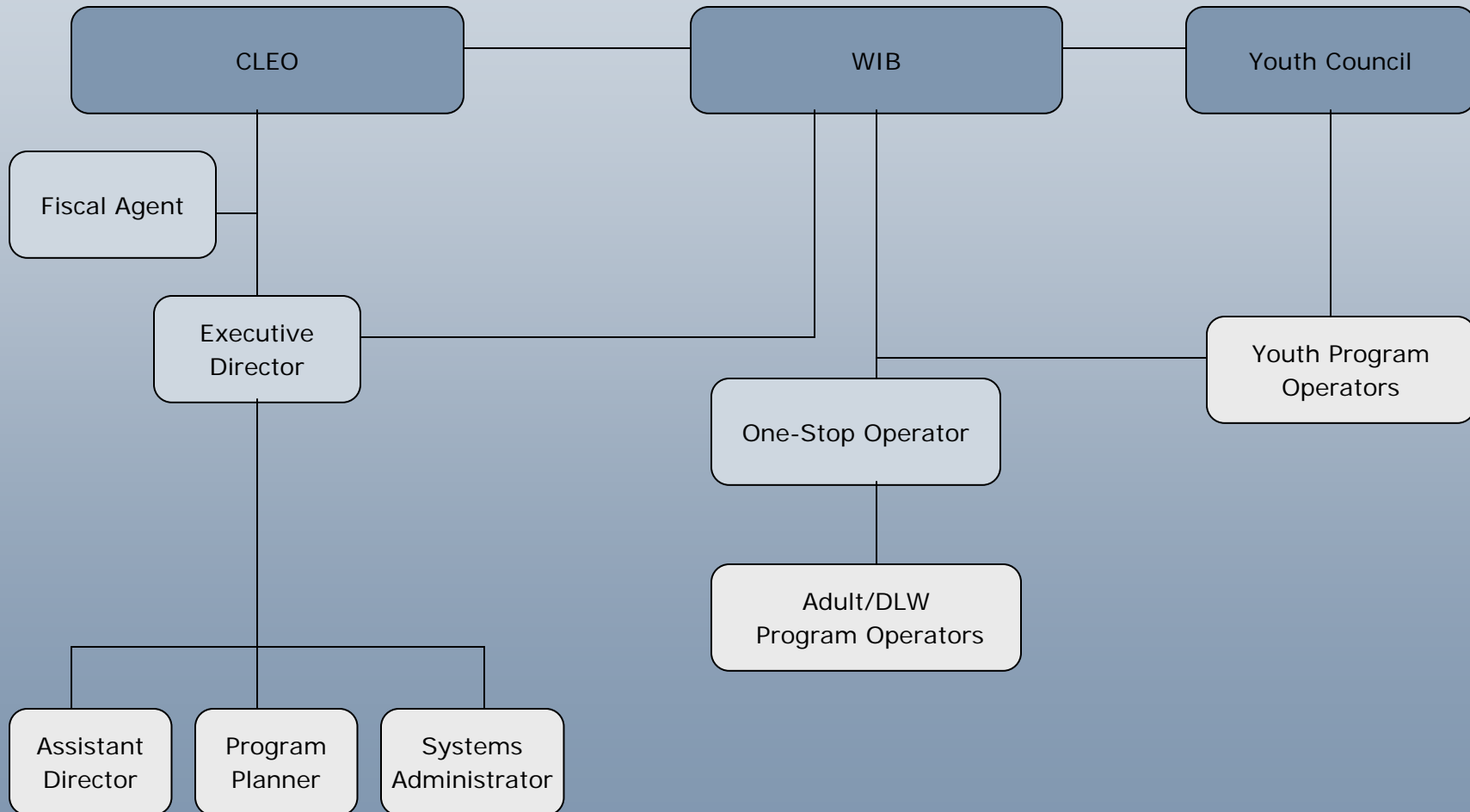
Entity: **New River Valley Planning District Commission**

Contact: **David Rundgren, Executive Director**

Address: **6580 Valley Center Drive, Suite 124, Radford, Virginia 24141**

Phone/Email: **(540) 639-9313/ [dave.nrvpdc.@nrvdc.org](mailto:dave.nrvpdc.@nrvdc.org)**

# New River / Mount Rogers Workforce Investment Board Administration - Operations Flowchart



## WIA #2 Certified Comprehensive One-Stop Centers

### **Bristol Workforce Center**

192 Bristol East Road  
P.O. Box 16129  
Bristol, Virginia 24209-6129  
Phone: (276) 642-7350  
Fax: (276) 642-7361/(276) 642-7362  
[Gerald.Smith@vec.virginia.gov](mailto:Gerald.Smith@vec.virginia.gov)  
Mr. Gerald Smith, Manager

### **Wytheville Workforce Center**

800 East Main Street, Suite 200  
P.O. Box 673  
Wytheville, Virginia 24382  
Phone: (276) 228-4051  
Fax: (276) 228-7399  
[Roger.Frye@vec.virginia.gov](mailto:Roger.Frye@vec.virginia.gov)  
*Mr. Roger Frye, Manager*

### **Radford Workforce Center**

206 Third Avenue  
Radford, Virginia 24141  
Phone: (540) 831-5980  
Fax: (540) 831-6137  
[Perry.Cole@vec.virginia.gov](mailto:Perry.Cole@vec.virginia.gov)  
*Mr. Perry Cole, Manager*

### **Marion Workforce Center**

1590 North Main Street  
P. O. Box 1650  
Marion, Virginia 24354  
Phone: (276) 781-7431  
Fax: (276) 781-7438  
[Betty.Keith@vec.virginia.gov](mailto:Betty.Keith@vec.virginia.gov)  
*Ms. Betty Keith, Manager*

### **Galax Workforce Center**

963 East Stuart Drive  
P.O. Box 1398  
Galax, Virginia 24333  
Phone: (276) 236-5105  
Fax: (276) 236-6119  
[William.Webb@vec.virginia.gov](mailto:William.Webb@vec.virginia.gov)  
*Mr. William Webb, Manager*

## WIA #2 Satellite Offices

### **Giles County Partnerships for Excellence**

211 Main Street, Suite 101

Narrows, VA 24124

(540) 726-8201/726-8202

Fax: (540) 726-8203

[pamelad@suddenlinkmail.com](mailto:pamelad@suddenlinkmail.com)

*Mr. Howard Spencer, Executive Director*

### **Goodwill Industries of the Valleys Workforce Development Center**

106 Town Center Drive

P.O. Box 1412

Dublin, VA 24084

(540) 674-1721

Fax: (540) 674-2691

[lmattews@workforce-development.org](mailto:lmattews@workforce-development.org)

*Ms. Linda Matthews, Vice President of Workforce Development*

### **People Incorporated of SW Virginia**

800 Martin Luther King Jr. Blvd.

Bristol, VA 24201

(276) 466-5587, 466-0374, 466-

0596, & 1-866-676-0281

Fax: (276) 466-0728

[browe@peopleinc.net](mailto:browe@peopleinc.net)

*Ms. Betty Rowe, Director of Workforce Development Programs*

### **Rooftop of Virginia CAP**

205 N. Main Street

P.O. Box 853

Galax, VA 24333

(276) 236-7131

Fax: (276) 236-7134

[cebedsau@rooftopofvirginia.com](mailto:cebedsau@rooftopofvirginia.com)

*Ms. Christine Bedsaul, Executive Director*

## **New River/Mount Rogers Workforce Investment Board** **Training Voucher System Policy**

### **Policy Statement**

Individual empowerment through informed customer choice is one of seven principles that guided the authors of the Workforce Investment Act. A key tool to actualize this principle is the use of individual training accounts, or vouchers, which give adults the power to choose eligible training programs and qualified training institutions as a means of accomplishing their training and employment goals.

The New River/Mount Rogers Workforce Investment Board training voucher system supports a “work first” philosophy, so that those who cannot find employment through core and intensive services will logically be those with substantial barriers to employment and to self-sufficiency. As such, vouchers for job training shall be accompanied by a strong case management system that provides the counseling assistance and the supportive services necessary for the success of those individuals.

The New River/Mount Rogers Workforce Investment Board training voucher system is also designed to support incumbent worker training, so that citizens have the opportunity to develop enhanced work skills that are in demand by local employers and that will lead to better wages and self-sufficiency for the individual.

Each local Virginia Workforce Comprehensive One-Stop Center must serve as a point of access to vouchers for WIA Title I training services. All WIA Title I training services, except as noted in Attachment A, “Exceptions to the Use of Vouchers,” of State Policy 00-8, must be purchased by adults or dislocated workers using a locally approved voucher. Without exception, WIA training vouchers may be used only for the purchase of training from certified training providers.

Vouchers are intended for use by adults only. The use of vouchers shall not be used for customers enrolled in WIA Youth Programs, except those 18 years and older that are concurrently enrolled as an adult.

**New River/Mount Rogers Workforce Investment Board**  
**Training Voucher System**

A. Vouchers are to be provided through local comprehensive one-stop service delivery centers in the New River/Mount Rogers area to purchase the following training services for eligible and qualified adults and dislocated workers:

1. Occupational skills training;
2. Programs that combine workplace training with related instruction, which may include cooperative education programs;
3. Training programs operated by the private sector;
4. Skill upgrading and retraining;
5. Entrepreneurial training;
6. Job readiness training that leads to employment;

Job readiness training that is pre-vocational (not intended to result in employment) would be considered an intensive service, which can be contracted.

7. Adult education and literacy activities provided in combination with training services listed above that lead to employment.

Stand-alone adult literacy, basic skills education, and English as a second language classes and rudimentary computer lessons that prepare adults to enter occupational skills training may be considered pre-vocational services and may be provided as intensive services.

**Eligible Adult and Dislocated Worker Criteria**

I. Adult Eligibility Criteria

A. To be an eligible adult under Title I of the Workforce Investment Act (WIA), an individual must meet all three of the following criteria:

1. Be 18 years of age or over;
2. Comply with the provisions of the Military Selective Service;  
and
3. Be lawfully eligible to work in the United States.

II. Dislocated Worker Eligibility Criteria

A. In addition to meeting the requirements listed above for eligible adults, an individual must meet any one of the four following categories of eligibility:

1. (a) Has been terminated or laid off or has received a notice of termination or layoff from employment; and  
(b) Is eligible for or has exhausted entitlement to unemployment compensation, or has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center, attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that was not covered under a State unemployment compensation law; and  
(c) Is unlikely to return to a previous industry or occupation.
2. Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; or is employed at a facility where the employer has made a general announcement that such facility will close within 180 days.
3. (a) Was self-employed (including employment as a farmer, a rancher, or a fisherman); and  
(b) Is unemployed as a result of natural disasters or general economic conditions in the community where the individual resides.
4. (a) Is a displaced homemaker who has been providing unpaid services to family members in the home; and  
(b) Who has been dependent on the income of another family member but is no longer supported by that income; and  
(c) Is unemployed or underemployed; and  
(d) Is experiencing difficulty upgrading or obtaining employment.

B. Eligibility of the dislocated worker is determined at the time of application. If served by the dislocated worker program, this determination remains intact for the period of program participation.

III. Priority of Service

Due to the fact that funds allocated to this area for adult employment and training activities are limited priority shall be given to recipients of public assistance and other low-income individuals for training services.

- B. Training vouchers must be used only to procure training from local and/or statewide certified training providers. Initially, all training providers must be certified locally; however, at a later date, vouchers will only be used to procure training from training providers included on the statewide list.

~~Costs associated with the certified training such as books, supplies, tools and uniforms may also be purchased using vouchers.~~ **Only approved training costs of tuitions and fees may be paid using vouchers.**

- C. The use of vouchers must be linked to occupations that are in demand in the local area or to sectors of the economy that have a high potential for sustained demand or growth in the local area.

Individuals willing to relocate may receive training in occupations in demand in another area.

The deliverer of Title I Adult/Dislocated Worker services must document in the client file that the following has been complied with:

1. A representative listing of companies in the area in which the client desires to be employed, that employ individuals with the training that the client is seeking; and
  2. Range of starting wages for the companies listed in 1 above; and
  3. Labor market analysis of growth/demand for positions in the training area.
- D. Training vouchers shall be issued only after an individual receives core and intensive services and continues to be unsuccessful in finding employment and in consultation with a skilled and knowledgeable case manager. Personnel responsible for providing career counseling and assessment to WIA customers, either employed by the partners or the One-Stop Operator, shall have the appropriate training to provide such services.
1. The case manager determines after an interview and individual in-depth objective assessment that the customer is in need of training. Individual assessment shall identify barriers to successful employment, including the need for training, and to the completion of training and shall identify and need for support services.
  2. The case manager shall assist with the development of a training plan and employment goals. Individual assessment shall also be used to indicate appropriateness of training and employment goals based on skills, abilities and

interests. The case manager shall provide appropriate career counseling to ensure that training and employment goals are realistic and achievable. In addition, the case manager shall provide labor market information, including current information on employment and wage trends and projections, to ensure that vouchers are used to purchase training that is directly linked to employment opportunities in the local area or in an area to which the customer is willing to relocate.

3. The case manager shall assist the customer to objectively compare and evaluate consumer reports of training providers.
  4. The case manager shall ensure that necessary support services, such as childcare or reliable transportation, are in place through referral to partners, community services or funded by WIA.
  5. The case manager shall coordinate WIA vouchers with all other sources of financial aid available to the customer so that duplication does not occur. WIA requires the coordination of training costs with funds available under other Federal programs. To avoid duplicate payment of costs when a customer is eligible for both WIA and other assistance, including a Pell Grant, case managers shall consider all available sources of funds, excluding loans, in determining a customer's overall need for WIA funds. The exact mix of funds shall be determined based on the availability of funding for either training costs or supportive services, with the goal of ensuring that the costs of the training program the customer selects are fully paid and that necessary supportive services are available so that the training can be completed successfully. The case manager shall also verify that there is no duplication of training vouchers provided by other local workforce areas in Virginia.
  4. The case manager shall follow-up on a regular basis (once monthly) with customers that are in training programs, to develop retention strategies, if necessary, and to authorize or cancel continued training vouchers as appropriate. Payments may be made incrementally, through payment of a portion of the costs at different points in the training course.
- E. Training services must be provided in a manner that maximizes informed consumer choice in selecting an eligible provider.
1. The One-Stop Operator and deliverers of Title I Adult/Dislocated Worker services must make available to customers the listing of locally approved training providers. Once the statewide system is operational, the customer must have access to this statewide listing. Additionally, the following information must be made available to all customers:
    - (a) Information on programs of training services that are linked to occupations in demand in the local area;

- (b) Performance and cost information, including program-specific performance and cost information, for the local outlet(s) of multi-site eligible providers; and
  - (c) Performance for significant customer groups, performance at specific training sites, and wage and employment trends as related to training.
2. Each One-Stop Operator must make available the information identifying eligible local providers of on-the-job training and customized training, and the expected outcomes, performance and cost information of that training.
  3. Each One-Stop Operator must make available the consumer reports of any other adult training that is provided under contract in the local area. The adult and dislocated worker customers must have enough information to fully understand all of the options available to them. Program-specific factors must include expected outcomes, expected wages for target job, overall performance, performance for significant customer groups (including wage replacement rates for dislocated workers), special accommodations or support services available and duration of training programs.
  4. If all the requirements for eligibility, qualification, priority of service, and case management are met, and if the program has not exhausted funds for the program year, the Operator must refer the customer to his/her selected certified provider, and provide a voucher in accordance with local policy for the individual to pay for training.

F. Payments of Vouchers

The payment of all training vouchers is the responsibility of the deliverer of WIA Title I Adult/Dislocated Worker services. Payment of vouchers may be made utilizing any of the following methods:

1. Electronic transfer of funds through financial institutions;
2. Vendor accounts with the program operator;
3. Payment of invoices submitted to program operator based on vouchers received by training providers;
4. Payment of actual documented billed cost **for training tuition and fees** which is less than the level of the voucher provided. ~~This could be used for the purchase of books, supplies, etc. when the voucher is used as a "cap" and all actual expenditures up to the "cap" will be paid by the Program Operator.~~
5. Any other appropriate method approved by WIB staff.

G. Limitations on Voucher Usage

The following limitations and restrictions apply to the usage of vouchers to purchase training through selection of approved training providers:

1. All vouchers must be based on the needs of the individual customer as identified in the individual employment plan or service strategy; and
2. Each voucher cannot exceed the sum of \$4,000; and
3. Each customer cannot utilize more than \$4,000 of total vouchers in a twelve month period; and
4. Total customer participation in training utilizing vouchers cannot exceed a total of 36 months; and
5. Vouchers must be directly linked to occupations that are currently in demand in the local area or to occupations determined to be in sectors of the economy that have a high potential for sustained growth in the local area; and
6. Vouchers may only be used at approved, certified training providers as certified by the WIB and/or on the approved statewide list of training providers. Eligible providers may change year-to-year as performance data is collected and evaluated. Approved training provider listings will be updated regularly at the local level.

## **Exceptions to the Use of Vouchers for Training Services**

In the limited cases where contracts are used rather than vouchers, the contracts negotiated by the one-stop center must prohibit training institutions or organizations from holding the student liable for outstanding charges.

### A. On-the-job Training

1. The term “on-the-job training” (OJT) means:
  - (a) training that is provided to a paid employee while engaged in productive work in a job;
  - (b) knowledge or skills training that is essential to the full and adequate performance of the job; and
  - (c) training that provides reimbursement to the employer of up to 50 percent of the wage rate of the customer, of the extraordinary costs of providing the training and additional supervision related to the training.
  
2. OJT contracts may be written for eligible employed workers when:
  - (a) the employee is not earning a self-sufficient wage;
  - (b) the OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that required additional skills, workplace literacy, or other appropriate purposes identified by the WIB; and
  - (c) the OJT meets the identified training needs of the customer, according to an individual employment plan.
  
3. Eligible employers:
  - (a) may be in the public, private non-profit, or private sector;
  - (b) must have the personnel to provide adequate supervision and training;  
A training plan signed by the employer must describe the skills to be learned and the responsibilities of the supervisor or trainer.
  - (c) must provide a minimum of 50% of the employee’s wages throughout the training;  
Customers in on-the-job training must be compensated at the same rates, including periodic increases, as trainees or employees who are similarly situated in similar occupations by the same employer and who have similar training, experience and skills. Such rates must be in accordance with

applicable law, but may not be less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 or the applicable State or local minimum wage law.

- (d) must provide benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of work;
- (e) must not have a history or pattern of failing to provide OJT customers with continued long-term employment with wages, benefits, and working conditions that are equal to those provided to regular employees who have worked a similar length of time and are doing the same type of work;
- (f) must not have relocated from any location in the United States within 120 days, if the relocation resulted in any employee losing his or her job at the original location;
- (g) must not use OJT assignments to displace regular employees, or to replace any employee on layoff.

4. Payments to employers:

- (a) are deemed to be compensation for the extraordinary training costs associated with training customers including additional supervision and the costs associated with the lower productivity of the customers, and those extraordinary costs need not be documented by the employer; and
- (b) must not be in excess of 50 percent of the wage rate of the OJT customer.

5. Duration:

An OJT contract must be limited to the period of time required for a customer to become proficient in the job for which the training is designed. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the job, the academic and occupation skill level of the customer, prior work experience, and the customer's individual employment plan. The specific Vocational Preparation Code of the Dictionary of Occupational Titles must be used in determining the appropriate length of on-the-job training. The training plan shall describe a timeline for completion of the training.

6. One-Stop Operators in a local area shall collect the performance information for each OJT customer.

7. Consumer reports:

All OJT performance information, along with the other relevant information, must be made available by the One-Stop Operator through the one-stop delivery system.

B. Customized Training

1. Customized training is defined as training

- (a) that is designed to meet the special requirements of an employer or a group of employers; and

Customized training must not be provided to employers that have relocated from any location in the United States within 120 days, if the relocation resulted in any employee losing his or her job at the original location.

- (b) that is conducted with a commitment by the employer(s) to employ, or in the case of incumbent workers, continue to employ, a customer on successful completion of the training; and

Customized training of an eligible employed customer may be provided when the employee is not earning a self-sufficient wage. In that case, the training should lead to the potential for increased wages.

- (c) for which the employer pays for not less than 50 percent of the cost of the training.

2. One-stop operators in a local area shall collect the performance information for customized training programs in their areas.

3. Consumer reports

All customized training performance information, along with the other relevant consumer information, must be made available by the One-Stop Operator through the one-stop delivery system.

C. Training for Special Populations

Contracts for training may be utilized if it is determined that there is a training services program of demonstrated effectiveness offered to serve targeted low-income special customer populations that face multiple barriers to employment. Prior approval must be received from WIB staff prior to utilization.

1. "Special customer population that faces multiple barriers to employment" means:

- (a) low-income individuals with substantial language or cultural barriers;

- (b) low-income individuals who are offenders;
  - (c) low-income individuals who are homeless; or
  - (d) other low-income hard-to-serve populations with special needs.
2. An eligible provider is:
- (a) a community-based organization (CBO);
  - (b) other private organizations.
3. Demonstrated effectiveness of the training provider is determined by application of the following criteria:
- (a) financial stability of the organization;
  - (b) demonstrated performance in measures appropriate to the program including participant completion rate, attainment of skills, certificates or degrees the program is designed to provide, placement after training in unsubsidized employment, and retention in employment; and
  - (c) how the specific program relates to the Workforce Investment needs as specified in the Strategic Plan.

Note: Demonstrated effectiveness is in addition to meeting the requirements for qualifying as an eligible training provider.

- D. All training providers operating under the voucher exceptions still must qualify as eligible providers.
- E. Performance data for all WIA Title I funded customers participating in any program of contracted training services must be tracked and submitted to the WIB. The following data must be tracked on all participants:
- 1. The percentage of adult WIA customers who have completed the applicable training program and enter unsubsidized employment generally related to the training and for which there are jobs in the community;
  - 2. The percentage of dislocated workers who have completed the applicable program and who are placed in unsubsidized employment related to training;
  - 3. The retention rates in unsubsidized employment of customers who have completed the applicable program, 6 months after the first day of the employment;
  - 4. The wages received by customers who have completed the applicable program, 6 months after the first day of the employment involved;

## **Attachment D**

Revised January 1, 2004

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5. Where applicable, the rates of licensure or certification, attainment of academic degrees or equivalents, or attainment of other measures of skills, of the WIA graduates of the training services program; and
6. The measure of customer satisfaction of all WIA customers who are enrolled in or have completed the applicable training services program.

## **WIB On-the-job Training Policy**

### A. On-the-job Training

#### 1. The term “on-the-job training” (OJT) means:

- (a) training that is provided to a paid employee while engaged in productive work in a job;
- (b) knowledge or skills training that is essential to the full and adequate performance of the job; and
- (c) training that provides reimbursement to the employer of up to 50 percent of the wage rate of the customer, of the extraordinary costs of providing the training and additional supervision related to the training.

#### 2. OJT contracts may be written for eligible employed workers when:

- (a) the employee is not earning a self-sufficient wage;
- (b) the OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that required additional skills, workplace literacy, or other appropriate purposes identified by the LWIB; and
- (c) the OJT meets the identified training needs of the customer, according to an individual employment plan.

#### 3. Eligible employers:

- (a) may be in the public, private non-profit, or private sector;
- (b) must have the personnel to provide adequate supervision and training;  
A training plan signed by the employer must describe the skills to be learned and the responsibilities of the supervisor or trainer.
- (c) must provide a minimum of 50% of the employee’s wages throughout the training;

Customers in on-the-job training must be compensated at the same rates, including periodic increases, as trainees or employees who are similarly situated in similar occupations by the same employer and who have similar training, experience and skills. Such rates must be in accordance with applicable law, but may not be less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 or the applicable State or local minimum wage law.

- (d) must provide benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of work;
  - (e) must not have a history or pattern of failing to provide OJT customers with continued long-term employment with wages, benefits, and working conditions that are equal to those provided to regular employees who have worked a similar length of time and are doing the same type of work;
  - (f) must not have relocated from any location in the United States within 120 days, if the relocation resulted in any employee losing his or her job at the original location;
  - (g) must not use OJT assignments to displace regular employees, or to replace any employee on layoff.
4. Payments to employers:
- (a) are deemed to be compensation for the extraordinary training costs associated with training customers including additional supervision and the costs associated with the lower productivity of the customers, and those extraordinary costs need not be documented by the employer; and
  - (b) must not be in excess of 50 percent of the wage rate of the OJT customer.
5. Duration:
- An OJT contract must be limited to the period of time required for a customer to become proficient in the job for which the training is designed. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the job, the academic and occupation skill level of the customer, prior work experience, and the customer's individual employment plan. The specific Vocational Preparation Code of the Dictionary of Occupational Titles must be used in determining the appropriate length of on-the-job training. The training plan shall describe a timeline for completion of the training.
6. One-Stop Operators in a local area shall collect the performance information for each OJT customer.
7. Consumer reports:
- All OJT performance information, along with the other relevant information, must be made available by the One-Stop Operator through the one-stop delivery system.

## **New River/Mount Rogers Workforce Investment Boards Customized Training Policy**

The New River/Mount Rogers Workforce Investment Board, in compliance with Workforce Investment Act (WIA), will provide customized training for eligible adults and dislocated workers in Area II.

Customized training is designed to meet the special requirements of an employer or group of employers. The training is conducted with a commitment by the employer(s) to employ, or in the case of those who are currently employed, to continue to employ participants after successful completion of the training program.

The New River/Mount Rogers Workforce Investment Board customized training program extends education and training resources to the private sector for the development of a well-trained and skilled workforce.

### **Employer Commitment**

WIA funded customized training requires the employer(s) to pay for not less than 50% of the cost of the training. Commitment must be included with the employer's request for customized training.

Participating employers must commit to employ, or in the case of those who are currently employed, to continue to employ participants after successful completion of the program.

Participating employers must commit to paying wages at a minimum of \$8.00 per hour (not including incentive or benefit packages) for participants employed after successful completion of the program.

### **Participant/Eligibility**

WIA funded customized training programs are to provide training to those individuals who have been determined eligible for adult or dislocated worker training services. Training for an individual who is currently employed may be provided when: the employee is not earning a self-sufficient wage, as determined by the WIB, and the training relates to the introduction of new technologies, introduction of new production or service procedures, upgrade to new jobs that require additional skills, workplace literacy, or other appropriate training approved by the WIB Director.

### **Materials and Equipment**

Approval to purchase any materials, equipment, property, etc. must be received from the New River/ Mount Rogers Workforce Investment Board prior to purchase being made. All materials, equipment and other property purchased with WIA funds shall remain the property of the New River/ Mount Rogers Workforce Investment Board.

### **Customized Training Agreement**

All customized training agreements must be approved by the New River/ Mount Rogers Workforce Investment Board staff prior to the commencement of the customized training Activity.

**The following information must be provided to the New River/Mount Rogers Workforce Investment Board for customized training funding considerations under WIA.**

1. Name and address of requesting organization, business, or agency.
2. Contact official, title, and telephone number (include fax number and e-mail address)
3. Cost of the proposed training
  - Ø Total cost of the training
  - Ø Total WIA funds requested
  - Ø Total employer contribution (describe in detail)
4. Description of proposed training
  - Ø Need for training
  - Ø Occupational demand for trained individuals
  - Ø Type of training to be provided
  - Ø Length of proposed training
  - Ø Location of training site
  - Ø Target group for training
  - Ø Number of individuals to receive training
5. Training Plan
  - Ø Objectives of the training
  - Ø Specific skills to be learned
  - Ø Method of Instruction
  - Ø Measurement of objectives and skill attainment for trainees
6. Qualifications of training staff
7. Employer involvement and commitment
  - Ø Curriculum design meeting needs of the employer
  - Ø Commitment of the employer to employ participants who successfully complete the training.
8. Budget
  - Ø Provide a narrative explaining how the funds will be utilized
  - Ø Provide an itemized budget.



## **Priority of Service Policy**

Pursuant to Field Guidance Memorandum #02-05 dating “each LWIB should develop and implement a policy for prioritizing provision of intensive and training services to both adults and dislocated workers in the event that funds are determined to be limited in that local area”, the following policy is established.

*Definition of limited funds:* The One-Stop Operator has determined that the term “limited funds” for the Adult and Dislocated Worker Programs will apply when 75% of contract funds for the program year have been **obligated**. At the point that the 75% **obligation** mark is reached, clients will be served based on the following priority ranking system:

### Adults

First priority for intensive and training services will be given to those clients who are receiving food stamps, TANF, or living at or below the OMB Poverty Guidelines or at or below 70% of the Lower Living Standard Income Level (LLSIL) guidelines.

Second priority for intensive and training services will be given to those clients who are determined to meet the Self-Sufficiency and Employed Worker Policy income guidelines.

### Dislocated Worker

First priority for intensive and training services will be given to those clients who lack a High School Diploma or GED, those clients laid off from dying occupations, and/or those clients whose spouse is unemployed. As a point of clarification, a dying occupation is one in which labor market information available from the VELMA system indicates a declining number of positions available in the Southwest Region (less than 0% growth rate for the occupation).

Second priority of service will be given to those clients who lack credentials, including trade licenses/certificates or a degree (either two or four-year). Additionally, second priority of service will be given to those clients who have exhausted their unemployment benefits and who do not qualify for the Adult Program.

This priority of service policy begins upon notification from the One-Stop Operator that obligations have reached 75% of total contract funds and remain in effect until the next program year’s funding is made available for obligation.

## Self-Sufficiency and Employed Worker Policy

Federal law stipulates that in the event that funds allocated to a local area for adult employment and training activities are limited, priority shall be given to recipients of public assistance and other low-income individuals for intensive services and training services. The Local Workforce Investment Board has declared that WIA funds are limited in Workforce Investment Area II and thus priority service should take place when working with adult funds.

The federal law also states that local WIB's may consider developing priority of service guidelines that reflect the special needs of their local area, as long as those guidelines do not outweigh the federal mandate to serve public assistance recipients and other low-income populations. In the spirit of the law, the Workforce Investment Board has determined that there exists in our local area a sizeable group of individuals that lacking economic self-sufficiency, commonly referred to as the working poor. The working poor earn just enough to be above the federal poverty guidelines, public assistance requirements or any other financial assistance; however, they do not earn enough to achieve economic self-sufficiency.

To better serve the total adult population in Area 2, the Workforce Investment Board has determined that individuals who are a member of a family that is above the Lower Living Standard Income Level (LLSIL) guidelines but not in excess of 125% of current guidelines may receive WIA intensive services/training as an established priority service group. The Workforce Investment Board will allow all adult participants, who are employed be determined eligible under this condition.

Household Size	<b>Metro 125% LLSIL</b>
1	\$ 13,537
2	\$ 22,175
3	\$ 30,437
4	\$ 37,575
5	\$ 44,350
6	\$ 51,862
7	\$ 59,375
8	\$ 66,887
9	\$ 74,400

\* 100% Lower Living Standard Income Level (LLSIL) is the minimum figure States must set for determining whether employment leads to self-sufficiency under WIA programs

Effective Policy Date 7/1/02

Revised Date 6/12/06

# **Training Voucher System Policy-Addendum #1**

Individual Training Accounts (Vouchers) For Out-of-School and/or Older Youth

## **Policy Statement**

The New River/Mount Rogers Workforce Investment Board, in an effort to better serve WIA participants, will adopt Field Guidance Memorandum #05-08 which permits Individual Training Accounts to be used when serving Out-of-School and/or Older Youth. This addendum will cover only program years 2005 and 2006.

## **Background**

Recently, the Virginia Employment Commission, WIA Division, requested a waiver of the prohibition on the use of Individual Training Accounts (ITA's) for out-of-school and/or older youth participants. The U.S. Department of Labor Employment & Training Administration has granted the waiver, under which local workforce boards can use the State's Certified Training Provider List to secure training for out-of-school and/or older youth participants as appropriate.

This waiver enhances customer choice and allows out-of-school and/or older youth participants to benefit from services provided by Virginia's certified training providers without requiring One-Stop Operators to register participants in the adult program and track resources separately for each funding stream. It also permits out-of-school and/or older youth participants to select approved ITA programs from the eligible training provider list while retaining their youth classification.

## **Guidance**

- 1) Youth must meet criteria specified in the **Virginia Workforce Investment Act Policy Number 00-8, "Virginia's Training Voucher System under WIA and Exceptions"**, emphasizing the following:
  - Training must be in an occupation for which there is a demand,
  - An individual must have the qualifications to succeed in the program,
  - Funding must be available, and
  - The case manager must have determined that occupational skills training through the ITA system is necessary in order for the youth to secure fulltime employment that leads to self-sufficiency.
- 2) The New River/Mount Rogers WIB shall include a description in the local area plan outlining the utilization of ITA's in service delivery.
- 3) Use of an ITA does not affect any other allowable WIA activities. Out-of-school youth and/or older youth will still fall into the youth performance measures as appropriate.

## Attachment I

- 4) The New River/Mount Rogers WIB will incorporate, within their compliance review, a review of the utilization of ITA's for out-of-school and/or older youth and submit a copy of the review annually to the VEC by July 31, 2006 and July 31, 2007. The VEC will incorporate this information in a report to ETA to annually describe the impact on outcomes for out-of-school and/or older youth that use ITA's in their service strategy.
- 5) ITA's will be used to expand options for customer choice and shall not be used as an enticement to terminate current service delivery programs/contracts.
- 6) The use of ITA's shall enhance, not replace, current delivery systems and the implementation of the ten WIA youth program elements for out-of-school and/or older youth participants.
- 7) The requirement of WIA Section 129(c) relating to the provision of services to eligible youth remains applicable. Thus, determination to use an ITA must be based upon the development of an objective assessment and youth service strategy. In addition, the ten program elements outlined in WIA Section 129(c)(2) must be made available to those youth for whom ITA's are not deemed suitable or who require additional comprehensive services.

**NEW RIVER / MOUNT ROGERS WORKFORCE INVESTMENT BOARD  
NONDISCRIMINATION AND EQUAL OPPORTUNITY POLICY**

**Policy**

It is the policy of the New River / Mount Rogers Workforce Investment Board (NR/MR WIB) to provide equal opportunity in employment to all employees and applicants for employment without regard to race, color, religion, gender, national origin, age, disability, or political affiliation.

This policy applies to all terms, conditions, and privileges of employment, including: hiring, compensation, benefits, work assignments, evaluations, promotion, disciplinary actions, educational assistance, training, social and recreational programs, and use of NR/MR WIB facilities. This policy prohibits the lowering of bona fide job requirements and qualification standards to give preference to any applicant.

In addition to its equal opportunity commitment in employment, NR/MR WIB shall provide equal opportunity in accordance with Title VI of the Civil Rights Act of 1964, Title II of the Americans with Disabilities Act, 29 CFR Part 37, and other pertinent directives. To that end, no person shall, on the basis of race, color, religion, gender, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participations in Workforce Investment Act programs, be excluded from participation in, be denied the benefits of, or otherwise subjected to discrimination in any NR/MR WIB program or activity.

**Background**

1. Title VI and Title VII, Civil Rights Act of 1964
2. Civil Rights Act of 1991
3. 29 CFR Part 37
4. Section 504 of the Rehabilitation Act
5. Title I and Title II, Americans with Disabilities Act

Programs and activities funded by the United States Department of Labor under the Workforce Investment Act (WIA), are subject to federal equal opportunity laws and regulation. The NR/MR WIB, as a recipient of federal funds, is obligated to comply with the nondiscrimination and equal opportunity provisions of the Workforce Investment Act.

Section 188 of the WIA describes the prohibition against discrimination on the basis of race, color, religion, gender, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship and participation in WIA programs.

## Procedures

### A. Notification

1. All employees, applicants for employment, potential vendors and customers should be notified of this policy.
  - a. Customers should be notified of this policy by posting the Equal Opportunity is the Law posters all NR/MR WIB facilities.
  - b. New Employees should be given a copy upon employment
  - c. Current employee should be informed of changes to the policy
  - d. Potential vendors should be notified of this policy by statements in contracts and MOUs.

### B. Complaints of Discrimination

1. Employees and applicants may file discrimination complaints with the NR/MR WIB EO Officer. Employees and applicants may also file discrimination complaints with the U. S. Equal Employment Opportunity Commission. Customers and vendors may file discrimination complaints with the NR/MR WIB EO Officer or with the Director, Civil Rights Center of the U. S. Department of Labor. Retaliatory action shall not be taken by agency management against any person for filing a complaint of discrimination.

### C. Violations

1. Any NR/MR WIB employee found in violation of this policy shall be subject to appropriate disciplinary action.

## Agency Right

The New River / Mount Rogers Workforce Investment Board reserves the right to revise or eliminate this policy.

**NEW RIVER/MOUNT ROGERS WORKFORCE INVESTMENT BOARD  
- GRIEVANCES AND COMPLAINTS PROCESSING**

The grievance and complaint review procedures for the local level apply to alleged violations of the requirements of WIA and/or provisions of a related agreement. These grievances or complaints may be submitted by participants and other interested parties affected by the local workforce investment system, including one-stop partners and service providers.

**Filing A Grievance or Complaint**

The One-Stop Center, Service or Training Provider shall provide participants with the name, address and telephone number of the agency's official and the NR/MR WIB Executive Director to whom grievances and complaints can be directed. Examples of who may file a grievance or complaint include the following:

1. Applicants and/or registrants for aid, benefits, services or training,
2. Eligible applicants/registrants,
3. Participants,
4. Employers,
5. Applicants for employment under WIA,
6. Service providers or
7. Eligible service providers.

Each grievance or complaint must be filed, in writing, within 30 calendar days of the alleged situation and must contain the following information:

1. The name, address and phone number of the person filing the grievance or complaint;
2. The date of the alleged situation and the date the grievance or complaint was filed;
3. The identity of the respondent (i.e. the individual or entity against whom the grievance or complaint is alleged);
4. A description of the allegation(s). This description must include enough detail to allow the reviewer to decide whether the allegation(s), if true, would violate any of the provisions of WIA; and

5. The signature of the person filing the grievance or complaint.

### **Methods of Resolution/Disposition of Complaints**

Upon receipt of the grievance or complaint, the reviewer will provide written notice to the grievant or complainant. This correspondence will be sent within five (5) business days and must include the following:

1. A summary of the allegation(s) submitted;
2. The date, time and place of the meeting or hearing with the reviewer;
3. A notice that the NR/MR WIB Executive Director may arrange for an informal resolution to the complaint prior to the official meeting or hearing;
4. A notice that the grievant or complainant may be represented by an attorney; and
5. A notice that the grievant or complainant may present witnesses and documentary evidence.

Each One-Stop Center, Service or Training provider must notify the NR/MR WIB Executive Director, in writing, of the complaint within 48 hours of receiving the complaint. The NR/MR WIB Executive Director has a maximum of 30 calendar days to conduct an investigation of the allegations and offer a resolution.

### **Notice of Final Action**

Once the investigation is complete and a decision has been reached, a Notice of Final Action must be sent to the grievant or complainant with a copy to the agency. If an informal resolution was provided, the Notice of Final Action must summarize the resolution agreed upon. If no informal resolution was provided, the Notice of Final Action must contain the following information:

1. The reviewer's decision and the reasons supporting the decision;
2. A brief description of the investigation process implored to reach the decision;
3. A notice that, if no decision is reached within 60 days or if dissatisfied with the decision, the grievant or complainant may appeal to the Commonwealth of Virginia within 10 business days of receipt of the Notice of Final Action; and
4. A notice that the grievant or complainant may seek a remedy authorized under another Federal, State or local law.

## Record Keeping Requirements

Records regarding grievances and complaints must be maintained for at least three years from the date of resolution of the grievance or complaint. All records must include the following:

1. The name and address of the grievant or complainant;
2. A description of the grievance or complaint;
3. The date the grievance or complaint was filed;
4. The disposition (final action);
5. The date of disposition of the grievance or complaint; and
6. Any other pertinent information

To the maximum extent possible, the identity of any person who has furnished information relating to, or assisting in, an investigation of a possible violation of the WIA shall be kept confidential. The information may only be used for purposes of:

1. Record keeping and reporting;
2. Determining the extent to which an entity is operating its WIA funded programs or activities in a nondiscriminatory manner; or
3. Other use authorized by the nondiscrimination and equal opportunity provisions of WIA.

**JOB DESCRIPTION**

**POSITION:** WIA Director/Local EO Officer

**RESPONSIBLE TO:** LWIB Chairman, CLEO Chairman, and Youth Council Chairman

**PAY GRADE:**

**DUTIES:**

1. Act as primary contact between LWIB/CLEO and outside agencies/entities.
2. Assist the LWIB with the preparation and development of the five- (5) year strategic plan.
3. Supervise the preparation and submission of all necessary plan and grant modifications.
4. Supervise the collection of data and assimilate it to the LWIB/CLEO throughout the year on needs, labor supply, shortages, demographics data, etc.
5. Coordinate local level WIA EO activities, which include, overseeing the monitoring of local recipients' compliance, reviews written EO policies, investigates and rules on EO complaints to ensure compliance under WIA and 29CFR part 37, is primary contact between LWIA and CRC and undergoes regular training to maintain competency in EO activities.
6. Assist the LWIB/CLEO in its oversight areas of performance, evaluation, etc.
7. Make recommendations on the One-Stop Operator(s) and services to be delivered in the area.
8. Assist the LWIB in the development of MOUs with the One-Stop Partners.
9. Prepare, develop, and implement a contracting/procurement system of policies and procedures.
10. Prepare and develop a monitoring and evaluation system for the LWIB/CLEO.
11. Overall responsibility for all contracting, monitoring, and evaluation of One-Stop operations for the LWIB/CLEO.
12. Provide technical assistance to One-Stop Operator(s).
13. Assist the LWIB in the preparation of their annual budget.

Job Description  
WIA Director/Local EO Officer

14. Ensure that property records are maintained and make recommendations on issuance and utilization of WIA property.
15. Work with LWIB/CLEO on arranging meetings, issuing notices, keeping track of appointments and terms in office of LWIB/CLEO members.
16. Assist the LWIB/CLEO with performance standards negotiations with the Governor.
17. Provide periodic reports on fund utilization, program performance, and performance standards accomplishments; this includes One-Stop Operator(s), financial, and management information.
18. Supervise the Public Relations efforts for the LWIB/CLEO.
19. Primary contact point for WIA with other agencies, such as VEC and other agencies working with and coordinating with the WIA.
20. Supervise the management information system for the WIA following state standards and procedures.
21. Responsible for submission of all reports as required by federal or state policy.
22. Manage all related administrative duties related to the above-listed tasks.
23. Perform any other duties as assigned or requested by the LWIB/CLEO.

**KNOWLEDGE, SKILLS, AND REQUIREMENTS:**

Comprehensive knowledge of the principles and practices of public administration and business management; knowledge of federal and state regulations; knowledge of techniques of managing professional and technical staff and providing personnel evaluations; ability to work with professional staff in an acceptable manner; ability to communicate with citizen boards and the public at large; ability to work as leader of an administrative team and to provide required direction and oversight.

**EDUCATION AND EXPERIENCE:**

Any combination of education and experience equivalent to graduation of an accredited college or university with an emphasis in management, administration, government, or business activities, and at least five (5) years experience in positions of responsibility in programs.

## EQUAL OPPORTUNITY (EO) RIGHTS NOTIFICATION

### Equal Opportunity Is The Law

The recipient\* is prohibited from discriminating on the ground of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in programs funded under the Workforce Investment Act (WIA) Grant in admission or access to, opportunity or treatment in, or employment in the administration of or in connection with, any WIA-funded program or activity. If you think that you have been subjected to discrimination under a WIA-funded program or activity, you may file a complaint within 180 days from the date of the alleged violation with the recipient=s Equal Opportunity Officer: **Name, Equal Opportunity Officer/Liaison, Agency Name, Street Address, City, Virginia Zip, or Ronnie Martin, Equal Opportunity Office for New River / Mount Rogers Workforce Investment Board, 6580 Valley Center Drive, Radford VA 24141, or you may file a complaint directly with the Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue N.W., Room N-4123, Washington, D.C. 20210.** If you elect to file your complaint with the recipient, you must wait until the recipient issues a decision or until 60 days have passed, whichever is sooner, before filing with DCR (see address above). If the recipient has not provided you with a written decision within 60 days of the filing of the complaint, you need not wait for a decision to be issued, but may file a complaint with CRC within 30 days of the expiration of the 60-day period. If you are dissatisfied with the recipient=s resolution of your complaint, you may file a complaint with CRC. Such complaint must be filed within 30 days of the date you received notice of the recipient=s proposed resolution.

\*Recipient - means any entity to which Federal financial assistance under the Workforce Investment Act Grant is extended, either directly or through the Governor or through another recipient (including any successor, assignee, or transferee of a recipient), but excluding the ultimate beneficiaries of the WIA-funded program or activity and the Governor. Recipient includes, but is not limited to: State Employment Security Agencies, State-level agencies that administer Workforce Investment Act funds, WIA grant recipients, Sub-state grant recipients and service providers, as well as National Program recipients.

### Equal Employment Opportunity Policy Statement For WIA Participants

Agency Name is committed to those policies and programs that permit and contribute to equal opportunity for all persons. No individual will be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in connection with any WIA program because of race, color, religion, sex, national origin, age, disability, limited English-speaking ability, or political affiliation or belief.

To deny one's contribution to our effort because he or she is a member of a minority group is an injustice, not only to the individual, but to the agency as well. It is the intention of this agency to carry this commitment of equal opportunity to the extent of our legal requirements so that we may fulfill our moral and social obligations to the community.

### Equal Employment Opportunity Record of Understanding:

**I, the applicant/customer, agree** that I have been informed about the Agency Name's Grievance Procedure should I have a complaint or grievance. I have been informed about the Affirmative Action Mechanism in accordance with Section 107 (Nondiscrimination), of the Federal Register, dated October 13, 1982, and that Organization Name has an Affirmative Action Mechanism in force which all staff are expected to abide by. (Policy on file at Agency Office and a copy is available upon request)

\_\_\_\_\_  
Signature of Applicant/Customer

\_\_\_\_\_  
Date

Copy Received (Applicant/customer Initials) \_\_\_\_\_

I, as a representative for the Agency Name, have explained the information contained in this notification, and have given a copy to the applicant/customer.

\_\_\_\_\_  
Agency Representative Signature

\_\_\_\_\_  
Date