

Virginia Workforce Council
2012-2013 Annual Report

Renewing Our Mission, Delivering Results



From the Desk of the Chairman

Council Membership

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It is my honor and privilege to present the 2012-2013 Annual Report on behalf of the Virginia Workforce Council (VWC).

This has been a year of great challenge and triumph. In accordance with the Code of Virginia, the VWC advises the Governor on workforce training needs. With successful legislative reforms that were enacted following the 2013 General Assembly Session, the VWC has been reenergized and has taken on an even stronger role in the workforce system at large, including Career and Technical Education and Workforce Programs targeted to Virginians from middle school to retirement age.

The VWC partnered with the Council on Virginia's Future to establish the **Virginia Workforce System Report Card** to provide state and regional data on outcomes in the areas of STEM-H Pipeline Development, College and Career Readiness, Secondary and Postsecondary Credential Attainment, Employment and Training Capacity.

<http://www.vaperforms.virginia.gov/extras/WorkforceReportCard.php>

It seemed fitting that the Report Card should serve as the framework for this Annual Report.

In keeping with the theme of the Report Card, this Annual Report showcases real life stories that contribute to the success of each of the following goals:

1. Increase the number of students with science, technology, engineering, math and healthcare skills.
2. Enable all students, including at-risk students, to complete high school and prepare for college.
3. Increase the number of students entering college and earning degrees, certifications, licenses and apprenticeships.
4. Increase student readiness for both postsecondary education and the workplace.
5. Reduce unemployment and increase both employment and income.
6. Increase credentials and enrollment in manufacturing-related programs; improve the reach of manufacturing instruction and overall employment.

Also included in this Annual Report is a Scorecard account of the state's performance under the Workforce Investment Act measures, along with a progress report on the Career Readiness Certificate (CRC) as a credential that the VWC supports.

Performance measures for the federal Workforce Investment Act (WIA) Title I programs are established in Section 136 of the Workforce Investment Act of 1998. The U.S. Secretary of Labor provides further guidance on the calculation of the measures. The VWC is working to establish additional state measures related to credential attainment, costs per participant, return on investment and customer satisfaction. The interactive scorecard (https://bi.vita.virginia.gov/VCCS_WIA/rdPage.aspx) has been updated with 2012 data. Work is in progress to provide reporting on a quarterly basis on the performance measures and the resources allocated to the Local Workforce Investment Areas to support the associated activities.

The numbers of CRC customers continue to grow to certify the workplace readiness skills of Virginians. The CRC, issued by Virginia and based on ACT's WorkKeys® assessments – Applied Mathematics, Locating Information, and Reading for Information – is a portable, evidence-based credential that provides individuals a workplace skills certification that employers can use to make reliable decisions on hiring and training. By putting the right people in the right jobs, businesses can be more productive and profitable.

Community colleges, paired with their local WIB and One-Stops Centers, improved partnerships with businesses, enhanced outreach efforts and saw increases in the number of CRCs achieved from the previous year. In FY2013, Virginia awarded approximately 10,327 CRCs, representing an 8% increase over the previous year. This number includes self-reported additions to the number reported from the Virginia CRC database. Over the lifetime of this program, over 56,000 Virginians have received a CRC.

National Career Ready Certificate: With direction from the VWC, the Virginia Community College System (VCCS) Workforce Development Services investigated the challenges and opportunities to transition from the Virginia CRC to a co-branded National Career Readiness Certificate (NCRC). The NCRC, issued by ACT, is based on the same three WorkKeys assessments as Virginia's CRC. Being part of the national system affords the number of CRCs attained in Virginia to be included in the ACT's database and presented on ACT's website, ease in recognizing the Virginia CRC across state lines; and addition of a Platinum level above the Gold, Silver, and Bronze levels. In negotiations with ACT for a statewide changeover to a co-branded NCRC, the VCCS was mindful of the increased costs for the NCRC and the obstacles for including valuable documentation on the certificate itself. This year, the VCCS implemented the co-branded NCRC for the Southern Virginia region to enable this region to move forward with ACT's Certified Work Ready Communities. The value of co-branding the NCRC will be monitored in the coming year.

15 Local Workforce Investment Areas (LWIAs) in Virginia awarded 3,275 CRCs in FY 2013, a 117% increase over the prior year attainment of 1,509 CRCs.

CRC Attainment for WIA Customers: In November 2012, the VWC voted to require the increase in attainment of the CRCs by WIA customers incrementally as follows: 12% in FY2013, 18% FY2014, and 25% by FY2015. In setting this new goal, the Council considered the challenges of increasing the CRC attainment, identified strategies to overcome any barriers, and acknowledged promising practices in local WIBs to increase CRC attainment among WIA participants.

15 Local Workforce Investment Areas (LWIAs) in Virginia awarded 3,275 CRCs in FY 2013, a 117% increase over the prior year attainment of 1,509 CRCs. The CRC attainment among the FY2013 participants is 27.73%. This includes 1,866 CRCs awarded in FY2013 and 1,409 CRCs that were awarded last year but were included because these participants are still active WIA customers.

ACT's Certified Work Ready Community is Launched in Southern Virginia: In mid-June, 2013, Southern Virginia entered into a demonstration project to take the challenge of measuring the basic work skill sets of its workforce and positioning the region to earn the designation of Certified Work Ready Community (CWRC). Southern Virginia has engaged with ACT in an economic development and data driven, community-based workforce development framework and certification process to provide consistent criteria, performance metrics and third-party validation for what constitutes the region as a certified work ready community.

Based on county-level education, employment rates, and population data, ACT set common goals to be met by the region for the designation of "work ready." These common goals include 2,311 emerging, transitioning and current workers earning the National Career Readiness Certificates (NCRC) and 287 employers recognizing, preferring or recommending the NCRC as a part of their hiring process. While ambitious, Southern Virginia is attempting to earn the CWRC designation by July 1, 2014.

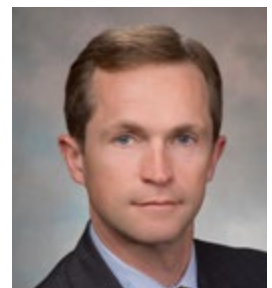
In closing, we would like to recognize former VWC Chair, Mr. Huey Battle, who served for the first half of this performance year. Huey's stewardship played a key role in the success reflected in this Report.

Respectfully submitted:

R. Danny Vargas
Chair



R. Danny Vargas



Mark Herzog

2013 Report from the Governor's Office

Year in Review - Workforce Development across the Commonwealth

National Governor's Association Chair's Initiative Summit

November 2013 brought an energetic team of education and workforce leaders from Virginia, including Virginia Workforce Council members, to a National Governor's Association (NGA) Chair's Initiative Summit in Santa Fe, New Mexico. The Summit, *America Works: Education and Training for Tomorrow's Jobs*, engaged education, workforce, business, and government leaders across the country in a dialogue about what states and governors can do to more closely align K-12 education, universities, community colleges, and public and private workforce training providers with future labor demands.

The impetus for the Summit is clear: while 50 years ago, more than 3 out of 4 jobs only required a high school diploma, today that number has dropped to 40% for jobs available to high school graduates without additional education. And of jobs available to high school graduates, fewer than 1 in 3 pay an annual salary of more than \$25,000. With every year it becomes more imperative that every American attain an education or workforce credential beyond a high school diploma.

Consistent with other national workforce conferences this year, Virginia's progress in creating a workforce system that strives to align the goals and resources of diverse education and workforce development programs was highlighted at the NGA Summit. The event focused on increasing workforce credentials and jobs. This happens through a strong statewide vision and message, partnerships and use of data to inform policy, track progress, and measure success. In each of these areas of focus for America Works, in 2013, the Virginia Workforce Council established a stronger foundation for the future of workforce efforts in the Commonwealth. This work was propelled by successful legislation in the 2013 General Assembly session that strengthened the role of the Virginia Workforce Council in aligning Virginia's many education and workforce programs to better achieve the Governor's workforce goals.

Virginia Workforce Report Card

Released in December 2012, the first *Virginia Workforce Report Card* was an important step forward in achieving the Governor's workforce goals of increasing education and other workforce credential attainment. It also helps close the skills gap for "middle skills, or technician and trades level jobs in key industry sectors through greater alignment of the 24 federal and state funded programs that comprise Virginia's workforce system. Developed by the Council on

Subject	Goal	Performance Trend
Stem-H Pipeline	Increase the number of students with science, technology, engineering, math, and healthcare skills.	↑
Secondary Educational Attainment	Enable all students, including at-risk students, to complete high school and prepare for college.	↑
Postsecondary Educational Attainment	Increase the number of students entering college and earning degrees, certifications, licenses & apprenticeships.	↑
Career & College Readiness	Increase student readiness for both postsecondary education and the workplace.	↑
Employment & Business Development	Reduce unemployment and increase both employment and income	→
Emerging Workforce in Manufacturing	Increase credentials and enrollments in manufacturing-related programs; improve the reach of manufacturing instruction and overall employment	↑

Virginia's Future, as part of their Virginia Performs brand, with support from the Governor's Office, Virginia Workforce Council, and state Career Pathways Work Group, the report card provides state and regionally specific single page visual reports on Virginia's progress against key indicators of workforce development including: expansion of workforce pipelines in Science, Technology, Engineering, Mathematics and Health (STEM-H); Secondary and Postsecondary Educational Attainment, Career and College Readiness, Employment and Business Development; and the state of the Emerging Workforce in Advanced Manufacturing.

A goal of the report card was to include progress indicators relevant to all workforce programs extending from career and technical education for middle and high school students to programs serving adults seeking jobs or career progression. Specific progress indicators included in the report card include secondary and postsecondary level STEM-H credentials, certifications and licensures, registered apprenticeships, dual-enrollment, GED attainment, secondary and postsecondary education attainment, Career Readiness Certificate (CRC) attainment, labor force and unemployment

rates, and enrollment and credential attainment in secondary and postsecondary programs of study targeted to meeting the workforce needs of select industry sectors. Data provided through the report card informed the Virginia Workforce Council's selection of strategic priorities for 2013-14 and the workforce development strategies recommended in the Virginia Chamber of Commerce's recently released *Blueprint Virginia*.

Workforce System Summary Report

A second new informational resource spearheaded by the Virginia Workforce Council is the recently released *Workforce System Summary Report* produced by Virginia Commonwealth University with support from the Virginia Community Colleges and the state's Career Pathways Work Group. The report and its companion brochure provide a snapshot of the wide range of federal and state funded workforce programs in Virginia. As the most comprehensive description of Virginia's workforce system to date, the report contains information on program services, targeted populations, and performance outcomes for each of 24 major workforce programs with annual budgets, and details, by program, percentage of funds spent at state and local levels. Finally, the report records levels and types of collaboration between programs, opening the way to discussions and strategies to increase resource sharing between workforce programs serving common goals and populations.

Virginia Longitudinal Data System

One of the Governor's budget initiatives in the last General Assembly, the *Virginia Longitudinal Data System (VLDS)*, a collaborative initiative of five state agencies, was endorsed by the Virginia Workforce Council and, after four years of development, officially launched in 2013. Providing researchers the ability to request and receive data from across Virginia's education and workforce agencies, VLDS provides information that was formerly too time consuming, expensive or impossible to obtain. VLDS data is currently fueling research to answer "burning" questions as to the impact, best practices and return on investment of major education and workforce programs.

Career Pathways and Industry Sectors Committee


In addition to advising the continuing work of Virginia's regions in developing and expanding sector strategies and career pathways to meet regional workforce needs, the Virginia Workforce Council's Career Pathways and Industry Sectors Committee advised the development of more than \$1.25 million in WIA-Rapid Response funded grants to initiate career pathways for veterans. Through partnerships of Workforce Investment Boards, community colleges, other education and training providers, and businesses and industries, these new career pathways are offering education and training, career coaching, and support services tailored to the unique needs of vets and thus helping Virginia's returning service men and women to more rapidly gain workforce credentials and employment in advanced manufacturing, IT, automotive technology, and allied health fields.

Looking Forward

Program expansions supported by the Governor and Virginia Workforce Council in 2013 include PluggedIn Virginia, an integrated and contextualized occupational and employability skills training and GED preparation program, with a proven track record of student performance outcomes. PluggedIn Virginia programs help low-skills, low-wage adults to more rapidly gain marketable workforce credentials and move into the skilled labor force in occupations, such as welding and machining, with a critical need for trained workers.

As with the Governor's STEM and Health Academies, PluggedIn VA was recommended by the Virginia Workforce Council for inclusion in the Governor's 2014-16 biennial budget. The Virginia Workforce Council also formally recommended inclusion in the Governor's proposed biennial budget of funds to support new regional grants to continue strengthening and expanding sector strategies and career pathways models. Sector Strategies and Career Pathways in regions such as the Virginia Peninsula, Shenandoah Valley, Dan River Region, and Region 2000 are stimulating greater alignment of key workforce partners and resources to improve regional workforce solutions and address Virginia's skills gap in key industry sectors.

These ambitious new information resources, sector strategies and career pathways, that drive increased collaboration and resource sharing on state and regional levels, have created a platform for the next administration's workforce agenda, and for continued "good marks" on Virginia's workforce report card in 2014. Watch this space in the New Year. We're headed for more good work...and good news.

Subject	Goal	Performance Trend
Stem-H Pipeline	Increase the number of students with science, technology, engineering, math, and healthcare skills.	

Developing Tomorrow's STEM-H Talent

The Peninsula Council's *Girls Get IT* workshops focused on career opportunities in the fields of science, technology, engineering and mathematics (STEM). Co-sponsored by the Youth Career Café and ECPI University, more than 40 girls attended each session. Sessions included hands-on problem solving and small group exercises led by information technology community mentors.

"ECPI University is proud to partner with the Youth Career Café to make *Girls Get IT* possible," said Nigeria Odwin-Jenkins, Freshman admissions advisor at ECPI University. "The program is aimed at exposing high school juniors and seniors to the world of STEM. Since its inception in 2005, more than 250 girls have participated."

Since its inception in 2005, more than 250 girls have participated in Girls Get IT.

During the Youth Career Café's Greater Peninsula Summer Camp Series, middle and high school students from Peninsula school divisions explored careers in STEM, finance, health care, hospitality, transportation and warehouse distribution. A 2013 highlight was a two-week "That's My App" camp hosted by ECPI University. At the camp, high school

students learned to develop smartphone apps. The summer camps were organized by PCFWD, ECPI University, Medical Careers Institute, Marriott Hotel Newport News, 1st Advantage Federal Credit Union and Walmart Distribution Center.



Newport News Public School students participate in an Egg Drop event with Newport News Shipbuilding at the Youth Career Café.

Training 21st Century Youth

Approximately 80 young adults explored their futures at the 2013 Career Academies. The week long programs at Mountain Empire Community College, Virginia Highlands Community College and The Crossroads Institute exposed youths to Science, Technology, Engineering, Math and Healthcare (STEM-H) careers through hands-on experiences in these growing fields.

The academies were sponsored by the Southwest Virginia Workforce Investment Board, New River Mount Rogers Workforce Investment Board and People Incorporated of Virginia.

Guest speakers and industry experts shared their STEM-H career experiences. Jim Carroll, for example, one of the original "Rocket Boys" who inspired the movie "October Sky," spoke to participants about his path from the coalfields to rocket science. Other guest speakers included Virginia Delegate Israel O'Quinn and Lengel Vocational Services' Patrick Lengel.

Rocket launches, large scale computer labs, projectile simulations and training mannequins brought STEM-H careers to life at the 2013 Career Academies.

Rocket launches, large scale computer labs, projectile simulations and

training mannequins brought STEM-H careers to life. Interview skills workshops and etiquette luncheons reinforced effective communication skills.

Upon the completion of an academy, participants received STEM-H career information, flash drives and professional portfolios to use during job interviews. More importantly, they obtained a sense of accomplishment that will motivate them to pursue career goals with confidence.



Youth participants test out rocket launches.

Subject	Goal	Performance Trend
Stem-H Pipeline	Increase the number of students with science, technology, engineering, math, and healthcare skills.	

Career Camp Makes STEM Cool

Thanks to funding from the New River/Mount Rogers Workforce Investment Board, 24 youths participated in Goodwill Industries of the Valleys' WIA Youth Program, a four-day career camp at Radford University. The camp focused on Science, Technology, Engineering and Math (STEM) careers and offered access to related community college and university programs. Participants also toured the facilities and interacted with the leaders of regional STEM-focused industries.

The four-day camp was organized around the following STEM sectors: Healthcare/Sciences, Advanced Manufacturing, Information Technology and CSI/Law Enforcement/First Responder. Presenters from Radford University shared a realistic view of STEM jobs and their education requirements. Campers also visited New River Community College to learn about a new gaming design program and other technology training opportunities.

Participating employers were excited to share details of specific jobs and the skills necessary to achieve them. Employees of the Radford University Police Department, the Radford Fire Department and Carilion Medical Center discussed their careers with campers. Sessions were designed to cover all educational and professional stages of STEM career pathways.

Plans to conduct a second career camp in June 2014 are underway. At the concluding celebration for this year's camp, one young participant summed up the experience: "I never knew science and technology could be put to use in so many cool ways!"

2013 Career Camp Participants at Radford University.



Training Tomorrow's Entrepreneurs

The atmosphere was tense as six student teams presented their STEM (Science, Technology, Engineering and Math) business idea or product to a group of business leaders at the Advanced Technology Center in Virginia Beach.

The students were participants in Opportunity Inc.'s Virginia Beach City Public Schools STEM program. From July 1 through August 8, students learned how to create, develop and market their business ideas. Each team's presentation explained their idea, how they planned to promote it and why it was worth a business leader's investment.

Junior Achievement of Hampton Roads provided volunteer judges for the program and taught students the concepts of entrepreneurship, such as starting a business, developing a business plan, resume writing and product development.

"It's been a really incredible six weeks," said Nikita Rodrigues, Junior Achievement of Hampton Roads' education director. "The products that students have come up with have been extremely innovative."

Product ideas included software that teaches computer literacy in just a few steps, a universal socket that makes auto mechanics' lives easier, a pillow that records dreams through a USB port, a bottle that automatically flavors water nutritiously and a wrist band that provides an energy boost.

"This was the most positive thing my son could be involved with this summer," said Chanda Montoya, a parent who attended the competition. She said that her son, 18-year-old Jokari Alicdan, has a developmental disorder. The program helped him to enhance his social skills and be a part of the team.

Jokari, whose group developed the Manaband (a solar powered wrist band), said "I'm really not into presenting in front of crowds, so this really got me out there doing things I normally wouldn't try."



Derrick Barnwell creates an eBook to market his product during Opportunity Inc.'s VBCPS STEM program's eBook competition.

Arnie Lucius, a K-12 Senior Account Executive at Apple Inc., attended the event to support the students and to judge product ideas.

"It's just so amazing to see the fruits of our labor and of our product," said Lucius. "Not only are we passionate about our products but we are passionate about how they change the way we teach and learn."

At the end of the event, the Tempur-Dreamic team that created the Dreamcatcher was voted most innovative and won the prize... eBooks!

"Our students learned every aspect of becoming an entrepreneur," said Andrea Harrell, Opportunity's director of youth initiatives. "The students mastered real world business basics and how to use the latest technology all in one program."

Subject	Goal	Performance Trend
Secondary Educational Attainment	Enable all students, including at-risk students, to complete high school and prepare for college.	↑

New River Community College student celebrates turnaround

Curtis Spurlock recently completed a 12-week heating and air conditioning program at New River Community College, finishing a challenging journey that he almost never started.

Raised in a family with drug entanglements, Spurlock says he was “doomed from the get-go.” He obtained his GED, but became a drug addict and a dealer who watched his life fall apart

In 2011, Spurlock, a father of six children, was caught selling drugs, convicted of a felony and sentenced to 45 days in jail. While serving time, his grandmother, father and uncle died.

Reflecting on one of the last conversations he had with his father about being the head of a family and the responsibility involved, he decided to change his life for the better.

But change wasn’t easy. Spurlock took a job at a fast food restaurant – walking more than three miles to work and back for minimum wage each day.

“I did it because I didn’t want to be my old self anymore,” he says. “Curses can only be broken if you take the initiative to break them.”

After job hopping from food service to warehouse work and back to food, Spurlock learned about NRCC’s PluggedInVA HVAC program through the community development organization, Beans and Rice.

“When I first walked through NRCC’s doors I thought ‘I can’t do this,’” he says. But he credits the teachers and counselors in the college’s Office of Transitional Programs for helping him see his own potential.

With support from NRCC’s faculty, students and his family – and resolved to better his life – Spurlock graduated with an HVAC career studies certificate, received a Universal HVAC certification, and earned

a silver rating on Virginia’s Career Readiness test. With help from Beans and Rice’s Micro Solutions Division, Spurlock is now focused on starting a small business that keeps his past in mind.

“If I start my own business, then I can hire felons and give them a chance – because I know what it’s like,” he says. “Society thinks that when you have a felony, your best bet is just to flip burgers, and that’s sad.”

Spurlock also wants ex-offenders who work for him to have incentives to improve themselves. “I want them to enroll in programs like PluggedInVA, and I’m going to tell them ‘if you want to work for me, you’re going to get an education.’”

By sharing his story, Spurlock hopes that someone else will find the motivation they need to make a change.

“I hope they’ll look at me and say ‘Hey, if that fellow did it, I can do it, too.’”



Curtis Spurlock, graduate of NRCC’s PluggedInVA HVAC program, is focused on starting a small business that keeps his past in mind.

A Second Chance at an Education and Career

In March 2012, the Emporia Foundry closed its manufacturing plant in Emporia, Virginia.

The closing left aging workers jobless in an area that has experienced dramatic economic downturn. Many were long-term employees, with more than 25 years at the Foundry, and many lacked a high school diploma. Most tested at an eighth grade level or less.

Having made their careers at the Foundry and with limited education, most of the newly unemployed workers were unprepared to find new jobs.

The Emporia One-Stop Center, however, went to work on their behalf.

The center operates Adult and Dislocated Worker Programs under the Trade Adjustment and Workforce Investment Acts, and actively enrolled the former Foundry workers. Once enrolled, a


partnership with Southside Programs for Adult Continuing Education helped the job seekers register for GED courses.

“It’s a great success story. We worked with men that had little belief in themselves, and watched them transform back into productive, proud citizens.”

Of the fourteen who joined the GED classes, nine have graduated and two are awaiting test results. Three found fulltime employment and left the classes.

Several graduates continued their education, moving on to take Occupational Skills Training at Southside Virginia Community College. Others advanced to auto technician or information technology training.

Just over a year later, all are employed again in the local area, thanks to the proactive efforts of the Emporia One-Stop Center to help workers retrain and develop new skills.

Subject	Goal	Performance Trend
Secondary Educational Attainment	Enable all students, including at-risk students, to complete high school and prepare for college.	

Investing in Tomorrow's Emerging Workforce

The Peninsula Council teams up with area businesses and schools to offer youths ages 14 to 21 a range of services that prepare them for continued education and future careers. Here are just a few examples of how the Peninsula Council is developing this emerging workforce:

- More than 5,000 participated in the Peninsula Council's Youth Career Café over the past year. The program helps at-risk students in Hampton Roads complete high school through tutoring and college preparation activities. More than 40 school groups visited a Youth Career Café, which resulted in the development and implementation of 1,500 career and postsecondary plans.
- More than 2,200 students visited Youth Career Expo 2013 at the Hampton Roads Convention Center. High school students attended various workshops, underwent mock interviews and learned about employment opportunities from 60 local business exhibitors. The Virginia Peninsula Chamber of Commerce and the six Peninsula school divisions hosted the Expo.
- Together with Hampton's Healthy Families Partnership and Human Services, the Peninsula Council offered a "Keys to the Future" career exploration program for youths ages 14-18. Teens practiced resume writing, interviewing skills and professional etiquette. They also went on field trips and heard guest speakers. The program culminated with work experiences for each student.

Through the WIA-funded Youth Workforce Center at New Horizons Regional Education Centers, more than 40 adults and 20 youths completed pre-apprentice, adult training and nursing assistant certification programs.

Students graduate from the Youth Workforce Center on the Peninsula.



PluggedInVA Changes Lives

What does it take to enter the workforce when you are without a high school diploma, have very little experience and few resources to advance your education?

Michelle Brown found the answer the PluggedInVA (PIVA) a workforce development program.

At 23, Brown was no stranger to hard work. She toiled long hours in manual jobs and worked overtime just make ends meet. When she moved to Virginia in 2012, she sought a change.

Her new path started when her better than average scores on a GED practice test caught the attention of a PIVA administrator. The official was on the lookout for people like Brown who could benefit from additional training services.

Brown was accepted into a competitive program for Pharmacy Technology and immediately thrown into rigorous post-secondary training with 14 other candidates.

A commitment to attend intensive classes for nearly 20 hours each week earned Brown her GED certification, a gold-level Career Readiness Certification and Microsoft Digital Literacy and Soft-Skills Training. Additionally, with 150 hours of Pharmacy Technology coursework, she passed the test for National Pharmacy Technology Certification.

Challenged by PIVA to set goals based on interests, aptitudes, and opportunities, Brown planned to find work in pharmacy technology and then enroll in Thomas Nelson Community College to pursue an Associate's

Degree in Applied Science with a specialization in Dental Hygiene.


Brown was hired by a pharmaceutical business even before the end of her coursework and she is now enrolled in the prerequisites she needs to pursue the "face-to-face" career she seeks.

Could she have accomplished this without PluggedInVA?

"No way," Brown says. "I needed the confidence that I could be competitive in the academic world and land a job based on my certifications. PIVA gave me that and I'm so excited about the future."



Michelle Brown earned her GED certification as well National Pharmacy Technology Certification.

Subject	Goal	Performance Trend
Postsecondary Educational Attainment	Increase the number of students entering college and earning degrees, certifications, licenses & apprenticeships.	

Career Readiness Certificate: An Edge for Job Seekers with Disabilities

The Labor Department recently reported that the unemployment rate for job seekers with disabilities in Virginia is almost twice that of the general population.

“Governor McDonnell and the Virginia Workforce Council have been strong proponents of Virginia’s Career Readiness Certification (CRC) program as a way to help employers recognize that certified job applicants present the requisite skill level to compete in our workforce,” says Jim Rothrock, commissioner for the Virginia Department of Aging and Rehabilitative Services. “Our Commonwealth’s Woodrow Wilson Rehabilitation Center (WWRC) is a valuable asset that helps our clients be ready for employment and compete for jobs. WWRC graduates are trained to use their CRC credentials in job interviews to further underscore their work readiness.”

The CRC gives WWRC clients an edge because it communicates their work qualifications to employers quickly. If an employer is not aware of the CRC, clients in interviews are encouraged to review the back of the CRC certificate, which reports skill levels they have obtained in applied mathematics, locating information, and reading for information.

To date, 535 clients of the Center have attained a CRC at a bronze level or higher, an 85% pass rate.

To prepare clients to take the assessment tests, WWRC endeavors to close the gap between skills clients possess and the skills they need for new employment. One way that WWRC does this is through the implementation of the Aztec Learning System software. This software

offers established courses and curricula that are easily customized to address diverse learning styles and literacy levels.

WWRC clients take advantage of this curriculum to remediate weak academic and work behaviors. To date, 535 clients of the Center have attained a CRC at a bronze level or higher, an 85% pass rate. The majority of these clients have reached the silver or gold level.



The CRC is allowing job seekers to stand out among hundreds of applicants.

IT Jobs for Veterans

The Alexandria/Arlington Workforce Investment Board received funding in 2013 to operate a Veterans Rapid Response grant. The resulting program, IT Jobs for Veterans, serves unemployed veterans who need training and certification to be more competitive.

IT Jobs for Veterans initially focused on helping veterans obtain current IT sector skills and certifications in one of the most heavily credentialed labor markets in the country. Due to the varying needs of local veterans, the model was opened to include all in-demand occupational areas.


Several veterans have been placed following training and certification



in project management, contracting, web design and administration. Veterans still in training are receiving Project Management Certification; A+, Network+, Security+, and Cisco Certified Network Associate training and certification; CISSP certification; Sun Certified Programming for Java 2; and Information Security and Cyber-security certifications.

Veterans enrolled in this project have faced various obstacles and challenges. IT Jobs for Veterans has helped participants overcome barriers and secure meaningful employment.

IT Jobs for Veterans has helped participants overcome barriers and secure meaningful employment.

Subject	Goal	Performance Trend
Postsecondary Educational Attainment	Increase the number of students entering college and earning degrees, certifications, licenses & apprenticeships.	

Agnes Preston – Overcoming Obstacles

When Agnes Preston immigrated to the United States from Hungary, she was looking for opportunity.

As a single mother providing for her young son, she began working in an industrial plant. The work caused her to have severe headaches and she had to quit for health reasons.

Unemployed, she sought new skills and found the 16-credit, 24-week PluggedInVA Computer Numerical Control Machining program at New River Community College (NRCC).

Although English was not her native language, Preston scored well on her initial assessments and was invited to participate in the program. She overcame language barriers and spent many hours helping her classmates in study groups. Despite achieving a silver level on the Career Readiness Certificate (CRC), she is determined to take the test again to try for gold.

Preston completed the program with a GED, CRC, Microsoft certification, a career studies certificate and OSHA 10 certification. She grad-

Preston completed the program with a GED, CRC, Microsoft certification, a career studies certificate and OSHA 10 certification.

uated with a 2.75 GPA and found work at MOOG Components Group in Blacksburg. She returned to NRCC this semester to work toward an associate degree in machine technology.

By continuing her education, Preston hopes to apply for advancement opportunities at MOOG.

Agnes Preston at work at MOOG Components Group.



Selena Jean Ramey – Stepping Up

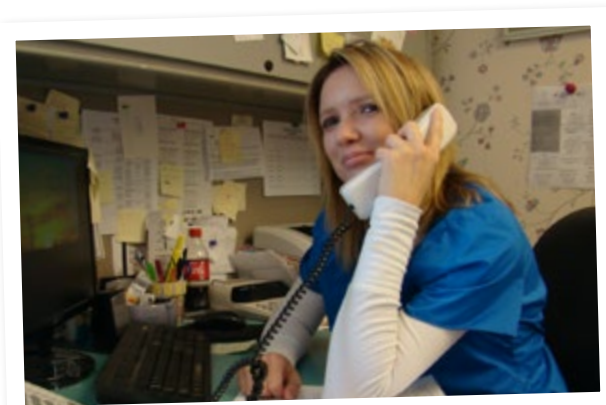
Selena Jean Ramey graduated from the Region One PluggedInVA Information Technology cohort.

A single mom with two teenage sons, Ramey worked full time with In Home Care Inc. in Wise, Va. She began her PluggedInVA classes, however, with great enthusiasm.

Ramey earned her American Red Cross First Aid and CPR/AED certification, a great fit for her job with patients as an in-home sitter. She was one of the cohort's first to earn the Microsoft Digital Literacy and Career Safe OSHA certifications. Additionally, during her information technology classes with Mountain Empire Community College, she improved her keyboarding skills and acquired proficiency in Microsoft Office.

Before enrolling in PluggedInVA, Ramey had already passed four of her GED subjects and had been studying math via distance learning. She sat for the math portion of the GED test and passed. She also added a bronze certification to her growing list of credentials, which now includes a Career Studies Certificate in Information Technology Readiness from Mountain Empire Community College.


A paid internship was one of the unique experiences of this cohort.



Selena Jean Ramey works with In Home Care and will soon graduate as a Certified Nursing Assistant.

A paid internship was one of the unique experiences of this cohort. Businesses, government offices and other organizations partnered to provide workplace opportunities. Ramey completed the internship with her employer, working in the Wise County office using her newly acquired IT skills.

Ramey has retained employment with In Home Care and has continued her studies at Mountain Empire Community College. She will soon graduate as a Certified Nursing Assistant.

Subject	Goal	Performance Trend
Career & College Readiness	Increase student readiness for both postsecondary education and the workplace.	

Career Café Prepares Youth for the Future

Sixteen year old Erick Sola knew he was interested in science, but did not know what he wanted to be when he grew up. He just wanted a job.

The Youth Career Café, a program of the Peninsula Council for Workforce Development, is designed for young people like Sola. Its goal is to help youth shape passions into careers with work-readiness training and information about various professions.

At the Café, Sola worked on a resume, filled out job applications and explored career possibilities. He found a job shortly after his visit and returned to explore additional opportunities.

Since then, the Youth Career Café has referred Sola to several seasonal and long-term assignments aligned with his interests. Today, his sights are set on a college degree.

“I am a student at Thomas Nelson Community College and plan to transfer to a four-year university to complete my physics degree,” said Sola. “One day, I hope to predict weather patterns and study the effects of climate change.”

The Youth Career Café has referred Sola to several seasonal and long-term assignments aligned with his interests.



Erick Sola finds his unique career path.

Strengthening Education and Workforce Readiness

Virginia continually strives to improve workforce development initiatives and is using a new tool to analyze program performance.

The Virginia Longitudinal Data System (VLDS) connects the databases of four state agencies to crunch numbers, identify patterns, forecast projections and give policymakers insight to what programs are working and, importantly, what are not.

Since its launch in 2013, VLDS has generated interest, excitement and results. In fact, other states have expressed interest in replicating the system and the Federal Reserve Bank in Richmond was impressed by a demonstration.

VLDS is based on the Career and College Readiness Initiative (CCRI), a successful data analysis tool that has informed governors, the legislature and the Board of Education about the effectiveness of college and career preparation programs for Virginia high school students.


VLDS also plays a role in assessment efforts. Virginia’s Workforce System Report Card taps VLDS to identify specific areas for improvement in adult education and veterans’ programs.

Since its launch in 2013, VLDS has generated interest, excitement and results.

Though VLDS is new, it is proving that it can help Virginia strengthen its workforce development programs.

Virginia Secretary of Education Celebrates the Governor’s Technology Award with VLDS Agency Leads.



Subject	Goal	Performance Trend
Career & College Readiness	Increase student readiness for both postsecondary education and the workplace.	

Work Experience that Works

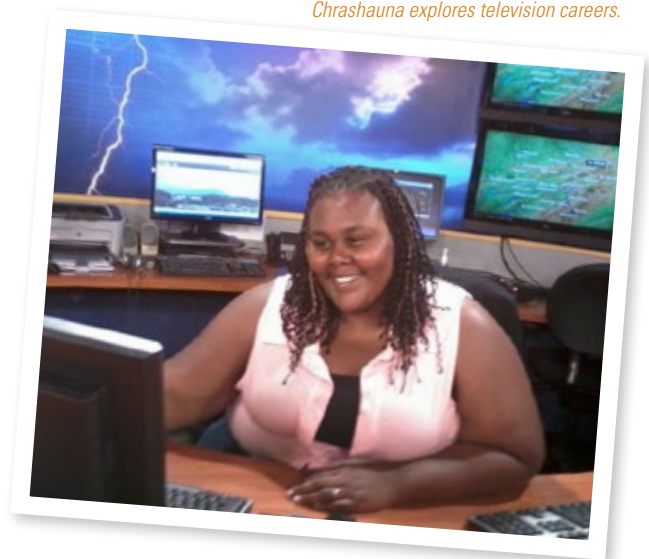
Roughly 75 youths attended People Inc.'s summer/employment program to learn about careers and skills training.

Working with partners, such as Adult Education, the Department of Juvenile Justice and the Department for Aging and Rehabilitative Services, People Inc. designed the program around the interests and aptitudes of participants. After completing rigorous skills training, participants were placed with worksites prepared to mentor and coach them.

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The program motivates young people to achieve the skills they need to enter the workforce and be successful.

Chrashauna explores television careers.



Perseverance Leads to Dream Career

Having not worked in more than a year, Heather Bobbitt enrolled in the WIA Adult Program in February. She wanted to work in healthcare, but, with a hearing impairment, needed special licensing accommodation to earn proper certification.

In partnership with the Department of Aging and Rehabilitative Services (DARS) and Wytheville Community College (WCC), Bobbitt's WIA case manager obtained proof of required accommodations and ensured that she would receive them throughout her training.

Since then, Bobbitt has successfully completed Nurse's Aide training and was offered provisional employment at a residential living facility while pursuing her license from the state.

Bobbitt's case manager facilitated the request for accommodations with the Board of Nursing.

Requested accommodations included additional time on the exam, use of an electronic digital stethoscope and a reader for the oral exam.


Accommodations were granted and Bobbitt passed the state licensing exam. She loves her work at the residential living facility and has a bright future there.

"Without the assistance of the WIA adult program, I would still be looking for employment. I am so thankful for the opportunity."

"Without the assistance of the WIA adult program, I would still be looking for employment," said Bobbitt. "I am so thankful for the opportunity."



WIA Adult program helps prepare Heather Bobbitt for the workplace.

Subject	Goal	Performance Trend
Employment & Business Development	Reduce unemployment and increase both employment and income	

A Better Bottom Line: Employing Virginians with Disabilities

As unemployment continues to affect the nation's workforce, state executives are challenged to ensure that all citizens, including those with disabilities, have the opportunity to find employment.

"A Better Bottom Line: Employing People with Disabilities" is a workforce development program that aims to increase employment among individuals with disabilities. Governor Jack Markell of Delaware initiated the project, which brings state government agencies and businesses together to address employment challenges faced by individuals with disabilities.

Governor McDonnell followed suit in Virginia by issuing Executive Order 55 to promote the value and benefits of employing Virginians

Governor McDonnell issued Executive Order 55 to promote the value and benefits of employing Virginians with disabilities, including veterans.

with disabilities, including veterans. A kick-off summit on June 27, 2013, introduced EO 55 to state agency heads and members of the Governor's cabinet. Following the summit, eight regional workshops were scheduled around Virginia to educate hiring managers from both the public and private sectors. Feedback from participants was overwhelmingly positive.

Business development managers from the Department for Aging and Rehabilitative Services are collaborating with team leaders from local workforce investment areas to keep

EO 55 working for people with disabilities into the next Governor's administration.

How Entrepreneurs Create Jobs in Virginia

The Virginia Employment Through Entrepreneurship Consortium (VETEC) is an \$8.3 million entrepreneurship training program funded by the U.S. Department of Labor. It is administered by The SkillSource Group (Northern Virginia Workforce Investment Board).

VETEC provides eligible adults and job seekers, particularly veterans, with training and technical assistance to start their own businesses. Participants also receive one-on-one counseling, mentoring and networking opportunities that are designed to support entrepreneurship in three Virginia regions – Area #11, Area #9 (Capital Region Workforce Partnership) and Area #16 (Opportunity Inc.).


In April 2013, the program began its recruitment efforts and has enrolled 154.

In April 2013, the program began its recruitment efforts and has enrolled 154. One participant, Valerie Roseborough, is owner and operator of The Tailored Nest, a textiles and home furnishing accessories business in Herndon.

Roseborough has firsthand experience of VETEC's benefits. The program connected her to a KIVA Zip loan event in Richmond where she showcased her products and, within four days, successfully raised funds for business operations from 39 anonymous lenders.



VETEC participant Valerie Roseborough owns and operates The Tailored Nest.

Subject	Goal	Performance Trend
Employment & Business Development	Reduce unemployment and increase both employment and income	

Getting Our Veterans Back to Work

John Wilson is no stranger to overcoming challenging circumstances.

Growing up in the foster care system since the age of 15, Wilson served in the U.S. Army for more than four years. Upon leaving the Army after the first Gulf War, he obtained an associate's degree and worked in a variety of IT positions for companies such as ManTech, CSC and IBM. In November 2012, after being laid off from Lockheed Martin, Wilson visited the Prince William "SkillSource" Center in Woodbridge, Virginia.

Wilson expressed a passion to start his own business and was encouraged to enroll in the Northern Virginia Jobs for Veterans initiative (J4VETS). The SkillSource program provides employment and training services to eligible Veterans thanks to a grant from the U.S. Department of Labor.

Wilson wanted to build a company that employed 80% veterans and "provide an environment that would ease their transition, in a way that was healthy for veterans and their families."

Within a month, the Business Development Assistance Group (BDAG), a SkillSource partner in the J4VETS initiative, assisted Wilson in obtaining the LLC for his new company, Veterans Communications Operations Management (VetcomIT). VetcomIT provides technology and business solutions to the government and commercial industry.

By the end of June 2013, the company achieved certification as a Service-Disabled Veteran-Owned Small Business (SDVOSB) and was CVE verified (Certified Veteran Enterprise) by the U.S. Department of Veteran Affairs. The Commonwealth of Virginia also recognized it as a Small, Woman-Owned and Minority-Owned Business (SWaM).

Wilson credited J4VETS' staff for their "supportive phone calls and words of praise every step of the way." Now, he is well-positioned to obtain his first federal contract and reach his goal of employing other veterans.



With assistance from J4VETS, John Wilson started his company, Veterans Communications Operations Management (VetcomIT).

Disability Employment Initiative (DEI) Helps Job Seekers with Disabilities

To increase employment, income, and economic independence for job seekers with disabilities, VCCS Workforce Development Services and the Department for Aging and Rehabilitative Services partnered with nine local Workforce Investment Boards (WIBs) to implement the Department of Labor's Disability Employment Initiative (DEI).

The DEI funded disability resource coordinators across Virginia to help disabled job seekers access workforce services and find employment. Data show that DEI increased Workforce Investment Act (WIA) service enrollments from 2.4 percent to 7 percent and increased completions from 2.8 percent to 9 percent in pilot sites.

The National Disability Institute lauded the results: "Virginia got more

job seekers with disabilities enrolled in WIA intensive training services, got them placed at a comparable rate to those without disabilities, and at the same retention rate as their non-disabled peers; demonstrating that job seekers with disabilities can meet WIA performance goals."

Data show that DEI increased Workforce Investment Act (WIA) service enrollments from 2.4 percent to 7 percent and increased completions from 2.8 percent to 9 percent in pilot sites.

There are many success stories, including one of a single father, 29 years old, who was receiving Social Security Disability Insurance and had not worked since 2009. Disability resource coordinators showed him how his benefits would be positively

affected by employment. He enrolled in a WIA program to pursue truck driver training through the DEI. He is now working in transportation full time with a local school system's food services department.

Subject	Goal	Performance Trend
Emerging Workforce in Manufacturing	Increase credentials and enrollments in manufacturing-related programs; improve the reach of manufacturing instruction and overall employment	↑

Rolls-Royce Partners with Virginia's Community Colleges to Ensure Skilled Workforce

The Rolls-Royce Rotatives facility at the Crosspointe campus has been operating in Virginia for three years and hired around 100 employees to date. With a second facility manufacturing turbine airfoils now built, total population will grow to nearly 300 employees over the next two years. In order to create the best possible culture and achieve business objectives, the company hires for behavior and values, in addition to a foundation of technical skills. The specialization of the industry and products dictate that the company provide significant and specific training to build on this foundation.

One area of particular challenge has been sourcing computer numerically controlled (CNC) machinists, skill sets that are scarce in the region. Through collaboration with other advanced manufacturers in the region, Rolls Royce recognizes this is a common area of need. Working closely with the Community College Workforce Alliance (CCWA) on a number of initiatives has helped develop a workforce-ready talent base for the future. Reviewing college program content helps ensure that curricula are well matched to an advanced manufacturing

organization and skill requirements. The company has also developed tailor-made training courses to develop fundamental skills in machining.

These efforts have proven to be successful at John Tyler and Danville Community Colleges. In 2013, Rolls-Royce established a CNC Precision Machinist Apprenticeship Program, now registered with the Virginia Department of Labor and beginning to provide a vital pipeline of talent.

Despite these initiatives, the challenge of attracting and recruiting still remains very real today. Rolls Royce currently employs high school, dual-enrolled, interns but further investment and focus at the middle and high school level are necessary to encourage future generations to see manufacturing as a viable and exciting career path. It is also important for the community college system to continue to work closely with industrial partners to ensure that training and education reflect the evolving needs of advanced manufacturers. Indeed, to revitalize Virginia's economy with well-paying manufacturing jobs, the need to build a stronger, more qualified workforce is vital.

In 2013, Rolls-Royce established a CNC Precision Machinist Apprenticeship Program, now registered with the Virginia Department of Labor and beginning to provide a vital pipeline of talent.

New Manufacturing Certification Opens Doors for Students

The Virginia Board of Education authorized the Manufacturing Skills Institute's Manufacturing Technician Level 1 (MT1) Certification training in Virginia high schools. As the exclusive training partner of the MSI and the Virginia Manufacturers Association (VMA), ECPI University led the instruction at participating schools.

The MT1 Certification program was developed by the VMA to better prepare tomorrow's workforce to meet the needs of Virginia's manufacturing sector.

A person with an MT1 Certification demonstrates an understanding of modern manufacturing and a mastery of technical skills, including:


- Math and Measurement
- Statistical Process Controls
- Spatial Reasoning
- Mechanics, Fluid Power and Thermodynamics
- Electricity and Chemistry
- Manufacturing Processes and Controls
- Quality and Lean Manufacturing



MT1 Certification holders may apply for up to six college credits in select degree programs at ECPI University.

"ECPI University is excited to help drive the development and training of industry-certified workers within Virginia," said ECPI Virginia Beach Campus President Kevin Paveglio. "This academic initiative will improve manufacturing in Virginia."

The MT1 Certification program was developed by the VMA to better prepare tomorrow's workforce to meet the needs of Virginia's manufacturing sector.

Subject	Goal	Performance Trend
Emerging Workforce in Manufacturing	Increase credentials and enrollments in manufacturing-related programs; improve the reach of manufacturing instruction and overall employment	

Creating a Workforce Pipeline for Modern Manufacturing

The Manufacturing Skills Institute in partnership with the Virginia Manufacturers Association is using the national Manufacturing Technician Level 1 (MT1) Certification Program to create a robust skills pipeline for Virginia's manufacturing sector.

The MT1 is the core credential embedded in multiple industry-driven workforce development solutions. The systemic use of the MT1 across multiple partner programs, such as Advanced Manufacturing Boot-Camp, Military2Manufacturing and Work Ready Foundations, reduces duplication and increases the number of industry-recognized credentials obtained.

The MT1 Certification demonstrates to employers anywhere in the world that an individual has an understanding of modern manufacturing and has attained mastery of critical mathematics, technical, business and financial skills. The MT1 credential is endorsed by the National Association of Manufacturers as well as the Virginia Board of Education.

The MT1 Certification program delivers cutting-edge training and

assessment. More than 400 credentials have been awarded after assessing more than 1,200 incumbent, emerging and transitioning manufacturing workers. Individuals obtaining the MT1 Certification may apply for advanced standing credit in selected degree programs at ECPI University to receive up to six college credits. ECPI advanced standing credit may be used to establish transfer credits to other accredited colleges and universities.

The MT1 Certification demonstrates to employers anywhere in the world that an individual has an understanding of modern manufacturing and has attained mastery of critical mathematics, technical, business and financial skills.

Meeting Manufacturing's Training and Certification Needs

Manufacturing is growing in Virginia. Finding employees with the fundamental technical skills modern manufacturing environments require, however, is a challenge for most manufacturers.

Boiling Point, a 2011 report by Deloitte Consulting and the Manufacturing Institute, found that forty-five percent of manufacturers report having a serious shortage of skilled production workers, such as machinists, operators, and technicians.

The ideal solution is to build stronger partnerships between employers and schools so that students are introduced early to the career potential in manufacturing. High school and postsecondary programs that prepare students academically and technically can help.

In high school, Virginia students learn essential academic skills for employment and the foundational technical skills manufacturing careers require. Secondary students who complete these rigorous pathway programs are ready for entry into postsecondary education and Virginia's highly competitive workforce.

According to 2011-2012 enrollment data from the Virginia Department of Education, enrollment in the manufacturing cluster, as well as

the number of CTE completers in manufacturing has risen over the past three years. The total number of CTE completers in Virginia in 2011-2012 was 828. The number of state-approved industry credentials earned by these students was 1010. Students who earn these credentials are eligible to earn verified credit towards graduation requirements.

Source: The Boiling Point, Copyright 2011, Deloitte Development LLC and The Manufacturing Institute

The ideal solution is to build stronger partnerships between employers and schools so that students are introduced early to the career potential in manufacturing.



Tim Robertson graduated from Danville Community College in the Machining Technology program and is now employed by Rolls Royce.

For more information about
the Virginia Workforce Council,
visit vwn.vccs.edu
and click on the Virginia Workforce Council.

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