

Local Planning

Western Virginia

Workforce Development Board

Virginia Local Workforce Investment Area III

October 1, 2007 – September 30, 2008

Local Planning

Western Virginia Workforce Development Board

Part I. Local Strategic Direction and Goals

A. Identify:

1. The WIB's overall strategic direction, to include at a minimum the vision statement which aligns to that of the state. It may also include a locally-defined mission and values.

To cultivate a dynamic workforce development system that stimulates economic development in the cities of Covington, Roanoke & Salem and the counties of Alleghany, Botetourt, Craig, Franklin and Roanoke.

2. Three measurable strategic goals and the strategies to achieve those goals. Specify measurable action items that will be implemented in the next year to assist in goal achievement for the local area. Use a matrix or a similar format that specifies each action in measurable terms and indicate the process and strategies that will be used to achieve completion, who the responsible parties are, what the expected outcomes are and when they will be completed.

Goal 1: Improve regional cooperation on workforce issues through enhanced communication with a focus on communication, strengthen transportation network, bilingual education, daycare/eldercare, training of work ethics, training of vocational/technical skills, assessment of skills and effective government cooperation.

Action item	Strategy & Process	Responsibility	Outcome	Timing
Reintroduce community to Workforce Center Resources.	Schedule semi-annual Area III Workforce Center open houses	Workforce Center Operator	Improved knowledge of local workforce-related services and resources	Fall 2007 Winter 2007
Educate CLEOs, WIB and Youth Council Members on roles and responsibilities.	Conduct individual or joint training for new board and council members	Board Development Committee; Board Staff	Improved knowledge of role and responsibilities of each organization	Summer 2007
Maintain continuous improvement in local workforce programs.	Provide training workshops for service providers	Workforce Center Operator; Board Staff	Improved performance and enhanced customer satisfaction	Fall2007/ Spring 2008
Review, update, and distribute information about the WDB.	Utilize print and broadcast media to inform the public about the services available	Board Staff	Improved access to information by target audiences and better understanding of board role in the community	Program Year 2007
Assess local customer satisfaction.	Review customer satisfaction systems in place in each of the three centers and among partners	Workforce Center Operator	Improved service and more efficient use of limited resources for individuals and businesses accessing local workforce system	Program Year 2007
Measurement for Goal 1	Increase in joint projects and sponsorships between board and key regional players			

Goal 2: Provide opportunities for improving skills for entry-level and incumbent workers with a focus on basic skills in math, reading, writing, computers, work ethics, problem solving, and communications.

Action item	Strategy & Process	Responsibility	Outcome	Timing
Demonstrate ways to Link K-12 and Community College and other providers to employer.	Present best practice workshop(s)	Other Ways to Win Committee	Improved knowledge among students, parents and educators about the need for employees in demand occupations.	Fall 2007
Update and expand certified trainer provider list and disseminate the information to Area III employers.	Conduct evaluation of local and regional training and educational resources	Training Provider Committee	Improved access to training providers for participants, employers and general public	Spring 2008
Share best practice management information focused on building work ethic.	Develop workshop for employers.	Board Staff	Improved understanding of role of employers in instilling work ethic in the workforce	Spring 2008
Review use of assessment tools by Program Operators.	Coordinate research of workforce areas nationally for local quantifiable work skills assessment tools	Workforce Center Operator; board staff	Improved selection and implementation of appropriate assessment tool for all service providers	Winter 2007
Measurement for Goal #2	Increase in number and quality of opportunities for training			

Goal 3: Improve access to employment for workers with challenges with a focus on transportation and accessible/affordable daycare.

Action item	Strategy & Process	Responsibility	Outcome	Timing
Address barriers to employment for local populations.	Research workforce areas nationally for best practices	Board Staff	Increased employment for disadvantaged individuals	Ongoing
Identify issues and propose solutions to overcome the transportation barrier.	Review of commuter travel with the Roanoke Valley/ Alleghany Regional Commission	To Be Determined	Identify and publish pathway for improving transportation resources for low income and those working non-traditional schedules	Program Year 2007
Identify issues and propose solutions to overcome childcare barriers.	Review of child care availability with Council for Community Services	To Be Determined	Identify and publish pathway for improving child care resources for low income and those working non-traditional schedules	Program Year 2007
Integrate ways to assist youth in overcoming barriers to employment.	Research best practices and resources available at the local level	Youth Council	Improved referrals among youth providers to enhance service for individuals	Fall 2007
Measurement for Goal #3	Development of regional plan to decrease barriers and identify path implementation.			

Goal #4: Demonstrate the need for and the value of workers in the technical, vocational and trade areas with a focus on addressing the devaluation of technical/trades/blue collar jobs and lack of knowledge of training opportunities/vocational opportunities and promote and highlight organizations and programs that facilitate training and vocational skills, particularly for those with special needs.

Action item	Strategy & Process	Responsibility	Outcome	Timing
Utilize local multi-vocational contractors to promote career opportunities/area school board presentations-class room presentations.	Other Ways to Win follow-up project: DVD/book and resource list for area educators	Other Ways to Win Committee Youth Council	Improved understanding of occupational demand in Area III	Fall 2007
Alert customers to vocational training opportunities that will benefit them.	Encourage Workforce Center partners to provide this information as it becomes available	Workforce Center Operator	Increased occupational training opportunities for program participants and general public	Ongoing
Encourage school counselors to promote vocational skills training.	Meet with Area III Division School Superintendents	Executive Committee; Board Staff	Improved understanding of occupational demand in Area III	Program Year 2007
Measurement for Goal #4	Improved awareness campaign to demonstrate to Area III students, parents, educators, and community leaders the need for technical, vocational, and trade skills. Improved secondary and higher education enrollments in technical, vocational, and trade programs.			

Part II – Local Demand Plan

B. Demand Side

(Community profiles, community audits or other similar studies have been referenced in this section.)

1. What is the current makeup of the region's economic base by industry/

The largest employers in LWIA III are as follows¹:

Industry	No. of Establishments	No. of Employees
Health Care and Social Assistance	686	23,272
Manufacturing	391	21,527
Retail Trade	1,348	20,986
Accommodation and Food Services	625	12,463
Education Services	93	12,428
Construction	1,211	11,381
Admin., Support, Waste Mgmt, Remediation	463	10,678
Transportation and Warehousing	285	7,717
Professional, Scientific & Technical Svc	814	7,018
Wholesale Trade	597	7,003
Total, all industries	9,119	164,773

2. What jobs or occupations are in demand in the region's economy?

¹ Virginia Employment Commission, 2nd Quarter 2006

The Roanoke Valley offers a diverse employment base², with a strong manufacturing sector. Large numbers of employees in the service and retail trade sectors reflect the valley's role as a regional service center in finance, transportation and shopping.

Sector	% of Local Jobs	% of Local Earnings
Manufacturing	12.3%	14.7%
Information Technology	1.9%	2.4%
Transportation & Utilities	5.7%	5.6%
Wholesale Trade	4.3%	5.6%
Retail Trade	12.6%	8.8%
Finance-Insurance-Real Estate	5.6%	6.8%
Services	47.0%	44.5%
Public Administration	3.4%	4.3%
Agriculture	0.2%	0.2%
Construction & Mining	7.1%	7.1%

3. What industries and occupations are expected to decline in the short term and over a longer term period?

The fastest declining occupations in Area III are as follow³

Occupational Title	2002-2012	
	Annual Avg. Percent Change	Total Percent Change
Announcers	-6.7	-50.0
Word Processors and Typists	-6.2	-47.0
Brokerage Clerks	-5.2	-41.3
Textile Bleaching and Dyeing Machine Operators and Tenders	-4.0	-33.3
Broadcast Technicians	-4.0	-33.3
Textile Winding, Twisting, and Drawing Out Machine Setters,	-3.7	-31.2
Textile Knitting and Weaving Machine Setters, Operators	-3.7	-31.1
Extruding and Forming Machine Setters, Operators, and Tender	-3.4	-29.3
Loan Interviewers and Clerks	-3.0	-26.6
Electrical and Electronic Equipment Assemblers	-2.9	-25.4
Sewing Machine Operators	-2.7	-23.8
News Analysts, Reporters and Correspondents	-2.7	-23.9
Producers and Directors	-2.7	-23.6
Tour Guides and Escorts	-2.6	-23.1
Production Workers, All Other	-2.5	-22.6
Pressers, Textile, Garment, and Related Materials	-2.5	-22.3
Embalmers	-2.5	-22.2
Textile, Apparel, and Furnishings Workers	-2.3	-20.9

² Virginia Employment Commission, 2nd Quarter 2006

³ Virginia Employment Commission (vec.virginia.gov)

Assemblers and Fabricators, All Other	-2.2	-19.6
Coil Winders, Tapers, and Finishers	-2.2	-20.2

4. What job skills are necessary to obtain the available, critical and projected jobs in the region?

Employers have identified the following skills as the most important⁴

Work Ethic (attitude, loyalty, integrity)	Communication
Computer/Internet Skills	Sales
Interpersonal Skills	Basic Math
Job Readiness Skills (on time, proper attire, time management)	General Office/Clerical
Customer Service	Administrative
	General Technical Skills
	Critical Thinking/Problem Solving

5. Based on an analysis of both the projected demand for skills and the available and projected labor pool, what skills gaps is the region experiencing today and what are the projected skill gaps?

Employers have identified the following as the most difficult occupations to hire and retain⁵:

Sales	Engineering
Management	Computer/Technology
Construction Trades	Installation, Maintenance & Repair
Administrative Clerical	

6. What are the region's economic development goals for attracting, retaining and growing business and industry?

Based on the findings from the industry cluster analysis⁶, four existing industry clusters within the region were identified as having good growth potential. They are:

- Communication & Entertainment
- Electronics Equipment & Instruments Manufacturing
- Health Care
- Machinery & Equipment Manufacturing

In addition, five industry clusters that are not already fully established within the region were identified as potential emerging clusters with good growth potential. They are:

- Automotive manufacturing
- Chemicals & materials
- Finance and insurance
- Information technology and professional services
- Wood product & furniture manufacturing

By combining the industry clusters with the occupational clusters, additional industries emerge both exhibit good growth potential and are compatible with the skills of the local labor force. This analysis reflects a skills profile of the existing incumbent workforce and the skills profile of displaced workers. With regard to the incumbent workforce, the identified target industries correspond to five existing and emerging industry clusters. They are:

- Communication & entertainment
- Health care
- Machinery & equipment manufacturing
- Finance and insurance (emerging cluster)
- Information technology and professional services (emerging cluster)

C. Supply Side

⁴ Roanoke Regional Chamber of Commerce Economic Survey December 2006

⁵ Roanoke Regional Chamber of Commerce Economic Survey December 2006

⁶ Industrial and Occupational Cluster Analysis – www.virginiaally.org

1. What are the current and projected demographics of the available labor pool in the local workforce service area – including the incumbent workforce – both now and over the next decade?

Population: 314,171, a 3.5 percent increase from 1994. The total civilian labor force in March 2007 was 166,740 of which 161,335 were employed and 5,405 were unemployed, a rate of 3.2 percent.

Average weekly wage: \$629, equivalent to \$15.73 per hour or \$32,708 per year.

Total number of employees 162,829.

Largest major industry sector: health care and social assistance, with 14 percent of the employment; retail trade with 13 percent; manufacturing with 13 percent.

Largest major occupation group: office and administrative support occupations, with 18 percent; sales and related occupations with 12 percent; production occupations with 9 percent.⁷

Locality	Labor Force	Employed	Unemployed	Unemployed Rate	Underemployed Rate	UnderEmp
Covington City	2,838	2,680	158	5.6	8.5	240
Alleghany County	7,400	7,080	320	4.3	8.5	626
Salem City	13,040	12,723	317	2.4	6.8	885
Roanoke County	48,142	47,076	1,066	2.2	6.8	3,267
Roanoke City	46,740	45,195	1,545	3.3	6.8	3,172
Craig County	2,599	2,506	93	3.6	6.8	176
Botetourt County	17,505	17,131	374	2.1	6.8	1,188
Franklin County	26,038	25,290	748	2.9	6.8	1,767
Area III Total⁸	164,302	159,681	4,621	2.8	6.9	11,321

2. What is the capacity of local educational institutions, training providers and other service entities to assist the local labor pool in preparing to meet the above demands?

There are 19 colleges and universities within a 60-mile radius⁹, including Virginia Tech, an internationally known research university, ranked nationally in research spending and patents received per research dollar. Virginia Tech graduates 1,400 of the country's most sought-after engineering students each year.

Also located within the Roanoke Valley are Hollins University, Roanoke College, Ferrum College, Virginia Western Community College and Dabney S. Lancaster Community College. Both community colleges work with the Virginia Workforce Services Program to provide training for new and expanding industries through its Center for Business, Industry and Technology.

Higher education and training opportunities are available at two unique facilities in the Roanoke Valley.: the Roanoke Higher Education Center and the Education & Training Center at Greenfield in Botetourt County. The Higher Ed Center is located in a renovated 1930s-era office building in downtown Roanoke and houses 16 education and training organizations. The center features teleconferencing and distance learning capabilities. The Education and Training Center at Greenfield, located in the Botetourt Center at Greenfield, was built as a cooperative effort among Virginia Western Community College, Dabney S. Lancaster Community College and the Botetourt County Schools. It features a high-bay training area so companies can train on their equipment while their facilities are being built, teleconferencing facilities in a tiered lecture hall, classrooms that are wired for the Internet and distance learning.

Other institutions of higher learning within a 60-mile radius:

⁷ Virginia Employment Commission (vec.virginia.gov)

⁸ Fourth Quarter 06 (www.virginiaallies.org)

⁹ Roanoke Economic Development Partnership (roanoke.org)

Central Virginia Community College
ECPI Technical College
Jefferson College of Health Sciences
Liberty University
Lynchburg College
National College
New River Community College

Patrick Henry Community College
Radford University
Randolph College
Southern Virginia University
Sweet Briar College
Virginia Military Institute
Washington & Lee University

Public Schools

The area's eight school systems offer unique and innovative programs to meet the needs of every student and prepare tomorrow's workforce. There are 69 elementary schools, 15 middle schools and 13 high schools.

Each school system offers vocational and technical training, including several programs which local industries have helped design. Academic programs include:

- Two International Baccalaureate Programs are located at Salem High School and Roanoke City's William Fleming High School. IB is a rigorous, pre-university curriculum, which must meet international standards. The program encourages students to work at a higher level in achieving their potential.
- The Roanoke Valley Governor's School for Science and Technology serves highly motivated secondary school students in the Roanoke Valley and surrounding areas interested in science, mathematics, computer science and technology. The rigorous curriculum is designed to supplement and extend the efforts of area school systems. The Governor's School is located on the campus of Patrick Henry High School in Roanoke City, and operated by seven school systems.
- Jackson River Governor's School, located at Dabney S. Lancaster Community College gives motivated high school juniors and seniors, in seven school divisions, the opportunity to participate in an innovative and challenging program of studies in mathematics, science and technology.
- Specialty Schools operated by local school systems offer a unique learning experience so those students can develop individual talents and interests. Programs include computer science, high technology, science, mathematics, computers, performing arts, visual arts, communications, and aerospace.
- Jackson River Technical Center is jointly operated by the public school systems in Alleghany County and the City of Covington and serves 10th, 11th and 12th grade students.
- Gereau Center for Applied Technology and Career Exploration is located in Rocky Mount and offers all Franklin County eighth and ninth grade students a full semester of hands-on, student-based learning and exploration in their choice of eight modules representing skills and career opportunities of the future. The modules are: environmental/natural resources, arts, manufacturing, engineering/architectural design, media design, legal science, finance, and health & human services.

Additionally, industry-based training is available primarily in the skilled trades through state-approved apprenticeships and for entry level healthcare training through private for-profit and not-for-profit training organizations and through the health care providers.

3. How do the WIB's policies and procedures for placing and recertifying training providers on the eligible training provider list assist in ensuring greater alignment between educational capacity and employer need?

WVWDB has established a two-tiered rating system for certifying local training providers using five criteria:

- priority occupations as designated by the WVWDB
- entry-level employment paying a self-sufficient wage

- an occupation that is part of a career ladder
- a recognized credential or the eligibility to obtain a recognized credential
- cost effectiveness

Tier I providers score high in at least three of the five elements. Participants can choose any such provider. To use a Tier II provider, a participant must make a case for how the training will lead to a growth occupation at a self-sufficient wage. Please see WVVDB Policy No. 03-112 Training Provider Certification.

4. What are the educational and job-training needs of individuals served by the local workforce investment system? Please refer to any specific target groups based on the specific partners in the local area or specific goals of the system.

A shift away from manufacturing and toward services and retail trade impacts occupation-driven demand for training and worker skills. Employment increases in the service sector – specifically, health care and education – account for much of the demand for trained workers. These employment increases place upward pressure on required worker skills in locating information and writing.

- Educational data describe the current labor force and provide insight into the education and training that will be required to fill the ranks of the future labor force. Key features of the local area’s education and training environment are as follows:
- Educational attainment at the baccalaureate level and above is low relative to the state as a whole. An assessment of the occupation-driven demand for local training needs indicates the greatest demand for graduates from:
 - Post-secondary vocational programs in auto mechanic/technician and Licensed Practical Nursing.
 - Associate’s degree programs in registered nursing.
 - Baccalaureate degree programs will be in accounting; computer and information sciences; and elementary and general education.
- An assessment of the occupation-driven demand for worker skills indicates a small increase in the skill levels required in locating information and writing.

Occupational employment projections for the Roanoke Metropolitan Statistical Area (MSA) combined with a crosswalk developed by the National Crosswalk Service Center (NCSC) maps occupations into their prerequisite education and training programs. Often these are many-to-many relationships, where one occupation maps into several alternative education and training programs, and one program serves as a conduit into multiple occupations. A classification scheme developed by the Bureau of Labor Statistics (BLS) sorts occupations according to the minimum degree or award typically required for employment in that occupation.

Occupational employment projections predict the occupation-driven demand for specific education and training programs: The largest numbers of needed graduates are in auto repair (e.g., auto/automotive mechanic / technician), business (e.g., accounting, business administration and management, finance), and computer technology (computer and information sciences, followed by information sciences and systems, management information systems and data processing), education (e.g., elementary teacher education, and general education), and health (e.g., medicine (MD), registered nurse, and licensed practical nurse).¹⁰

5. How will local economic trends affect any special population groups the local workforce investment board has targeted?

Low unemployment rates throughout much of the local area creates opportunities for each of the targeted populations such as veterans and those training for non-traditional employment. WVVDB

¹⁰ Virginia Employment Commission: Community Profile WIA III

focuses its efforts on the three WIA primary programs of dislocated worker, low income adults and youth facing barriers to employment. Currently the agricultural community is not a significant population in this area.

Part III – Operational Plan

Note: Existing documents have been noted where the corresponding information exists. The local area certifies the documents reflect existing conditions and establish a baseline of existing operational conditions.

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 WVVWDB and the CLEO operate under a process outlined in the Workforce Investment Area III Chief Local Elected Officials Charter Agreement, July 21, 2003.

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

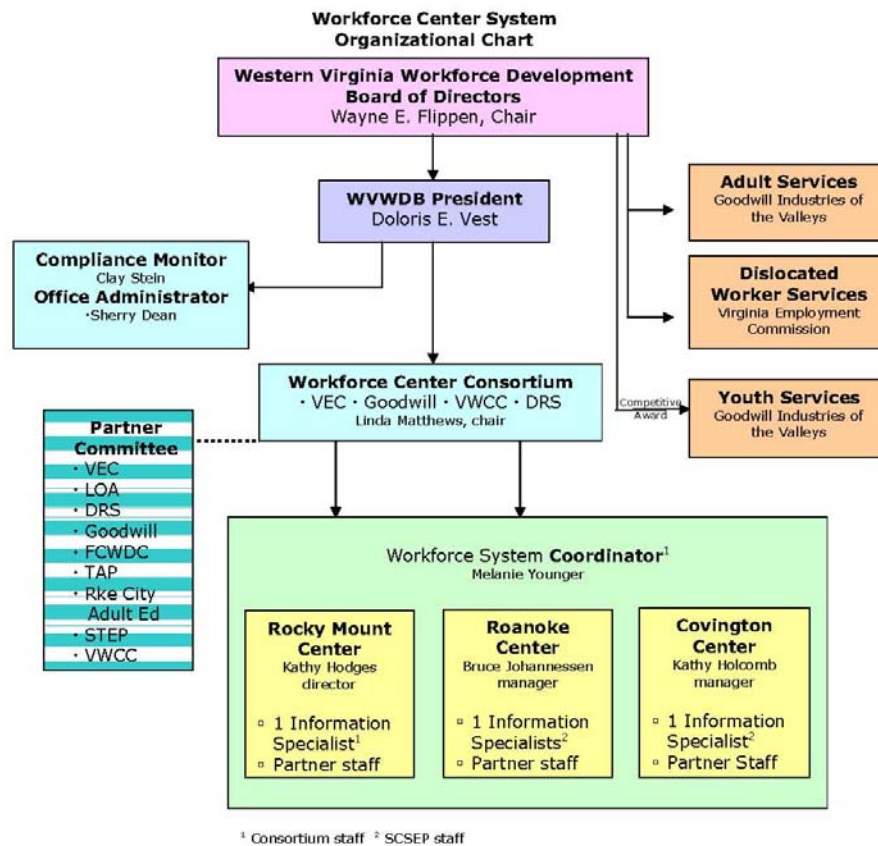
Please see Attachment C: WVVWDB Policies - 03-104: Compliance Monitoring

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

Please see Attachment C: WVVWDB Policies - 03-101: Sunshine Policy

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.

Three-member board staff – president, compliance monitor and office administrator/accountant – perform administrative duties for the board as defined by board bylaws and provide oversight to the Workforce Center Consortium and Program Operators.



- 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 Board works closely with the Roanoke Valley Economic Partnership on efforts to attract and retain growth industries. Because of severely reduced funding the board has not allocated funding for economic development efforts which are supported by the local municipal governments.

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

- 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.

All required services are coordinated at the center level with oversight from The Workforce Center Oversight Committee and board staff. The Workforce Center Consortium employs a workforce system coordinator who ensures continuity between centers, shares best practices and provide administrative support to the Consortium. Plans for PY2007 include an expanded cross training effort involving both on-site and off-site partners, refinement of the existing referral process including instituting a more structured referral tracking system, developing leadership and recognizing excellence.

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.

The board has designated three comprehensive workforce centers:

Virginia Workforce Center
106 N. Maple Avenue, Box 918
Covington VA 24426
540-962-1151,
Fax 540-962-8750

Virginia Workforce Center
5060 Valley View Blvd.
Roanoke VA 24012
540-561-6632,
Fax 540-561-7510

Franklin County Workforce
Development Consortium
70 Wray Street
Rocky Mount VA 24151
540-483-0179,
Fax 540-483-1297

Franklin Center for Advanced Learning & Enterprise will open in Rocky Mount in August replacing the current center on Wray Street. The Franklin Center for Advanced Learning & Enterprise will be managed by the Franklin County Workforce Development Consortium — a partnership offering employment, training, and educational services to employers and citizens of Franklin County. The Consortium consists of 13 partners representing local governments, educational institutions, and community-based agencies committed to making the community stronger and more competitive in a global marketplace.

The construction and equipping of the six-million-dollar facility was funded by the County of Franklin, the Virginia Tobacco Indemnification and Community Revitalization Commission, the Virginia Department of Housing and Community Development, the United States Department of Commerce's Economic Development Administration, the Carilion Foundation, and local business and industry resources.¹¹

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

The board designates an operator following the procedures outlined in Virginia WIA Policy No. 00-4 One Stop Service Delivery System Virginia Workforce System:

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 Workforce Center Consortium operates Area III's three workforce centers and consists of Virginia Employment Commission, the Department of Rehabilitative Services, Virginia Western Community College and Goodwill Industries of the Valleys. Signed MOUs are in place with all mandated partners in each of the three comprehensive centers.

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

Mandated and optional partners participate in regularly scheduled meetings at each of the three centers. They may at their discretion present agenda items for discussion and action. Board staff also present agenda items, including operational, compliance and administrative issues. The WVDDB partners were directly involved in establishing the area goals. The board received input from partners, customers and other interested parties which was used in combination with community economic data. The information was reviewed by CLEO representatives, the Area III Youth Council, the WVDDB Executive Committee and the general public.

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

In 2006 the board conducted a workforce system assessment which focused on all aspects of the operation. Those surveyed included, board members, CLEO members, mandated partners, optional partners, program operators, center customers, program participants and businesses. The assessment identified four target areas to be addressed. During PY2006, the Workforce Center Consortium began developing an expanded in-depth cross training plan for all on- and off-site

¹¹ www.thefranklincenter.org

partners. Implementation of the plan will begin in PY2007. Topics include center related issues, program and service specific orientation and system wide discussions.

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

An assessment of partner training determined several levels of training for center and partner staff: one-on-one with other partner staff, classroom training, individual investigation, center-focused training and system wide workshops. The assessment showed a strong level of organizational knowledge among partner staff. WVWDB partner organizations meet monthly to facilitate and enhance each center's operation. Problems and concerns are discussed to find reasonable solutions that satisfy the needs of partners and center clients. Partners participate and assist in cross-training to promote full integration and referral of services.

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

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

Customers access WIA services through the three comprehensive workforce centers in Area III. Referrals to the appropriate partner service are made upon initial assessment at the centers and by partners who work closely with the participant as they move through the system.

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

Center and program operators must adhere to VEC Policy 2001- 01 Methods of Administration Element 4 Universal Access, as well as WVWDB Policies 03-105 Registration and Client Processing and 06-123 Providing Core, Intensive and Training Services.

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.

Core, intensive and training services are offered by WVWDB contractors and community partners. The following is a breakout of services included in the continuum of core, intensive and training services:

Core Services

Eligibility Determination: There is no eligibility requirement for core services. If customers need services beyond core services, then they are referred for eligibility determination to appropriate staff. Those not eligible for the first such identified program receive a brief eligibility screening to determine if they are eligible for other programs available through the center (e.g. a WIA-ineligible customer may be screened for UI potential eligibility), and a referral is made to that specific program through the referral process.

Outreach, Intake and Orientation: Several methods are in place to reach potential customers, including ads, community presentations, flyer distributions at local community sites, and participation in job fairs and other community events. Center information is made available at off-site locations of all the partners. Signs at the centers have been modified to identify the center as members of the Virginia Workforce Network.

- The intake process begins with the first interaction that occurs between a customer and the center staff, specifically the information desk. With each inquiry, staff begins the preliminary screening process to identify needs and refers the customer to appropriate workforce center partners.
- Each customer completes the center's Information and Referral Form. Based on this information the customer is referred to appropriate partners for eligibility determination or for specific services through the customer-referral process. Where more than one partner offers needed services, referrals are made to all appropriate partners. The customer decides which partner will best provide the services that individual needs.

- The Information and Referral Specialist on duty at the center offers orientation to services available. Customers receive brochures or other information detailing center services and how to access them. A continuous-loop video highlighting partners plays in the Roanoke center lobby.

Initial Assessment: Initial assessments begin with the “Virginia Workforce Center Information and Referral Form” on which customers indicate areas of interest. A staff review ensures appropriate services are offered. Staff also provides ongoing assessments, through their interactions with customers, to ensure needs are being met. Basic interviews, skills inventory and career-planning consultations are conducted as appropriate for the level of service being provided.

Job Search, Placement Assistance and Career Counseling: Each partner at the center provides job search, placement-assistance and career-counseling services. The VEC, for example, provides all Wagner-Peyser labor exchange services and provides all customers with access to ALEX and other job-search and placement tools that customers can use on their own. Other partners supplement VEC services with their own, more specialized offerings, including career counseling.

Job search and placement assistance is available in the Resource Room/Area on various topics, including:

- interviewing techniques
- résumé writing
- internet usage
- application completion
- personal development: dress for success, financial planning, self-esteem, etc

The Roanoke center offers a biweekly workshop on job-seeking skills. This four-hour workshop covers identification of skills, goal setting, job search techniques, resumes and cover letters, completing job applications, effective job-interviewing skills and information sharing. This workshop is provided as a core service and is available to all customers who wish to participate. The workshop is facilitated by volunteer human resource professionals in Area III.

Employment Statistics Information: Employment statistics information is available through the job listings and postings provided at the center as well as through labor market information available via computer from the following resources:

- State Labor Market Information (LMI)
- America’s Labor Market Information System (ALMIS)
- Occupational Information Network (O*NET)
- DOL Occupational Outlook

Staff is available to review the information with individuals to ensure understanding of the technical data.

Eligible Provider Performance and Cost Information: Access to performance and program-cost information from eligible training is available at the center. This information is maintained by the state WIA Unit and is located on the VEC web site. Access to the information is via the centers’ internet computers to the VEC web site.

Local Area Performance Measures: Access to information regarding how the local area is performing on the local performance measures is available at the centers. This information is maintained by the state WIA Unit and is located on the VEC web- site. Information on this topic is also located in the Strategic Plan for WIA Area III and is available on the Western Virginia Workforce Development Board website. Access to this information is provided via the centers’ internet computers to the web- sites mentioned.

Support Services: Information regarding support services is available through informational workshops/orientation and through staff interactions with customers. Staff members identify needs through interviews or through requests from customers for assistance. WIA-eligible customers receive supportive services including transportation (mileage reimbursement or bus tokens) and

child-care or other identified needs. Those who are not eligible for WIA-funded support services are referred to community service agencies for assistance.

A monthly workshop on "Budgeting & Money Management" is offered at the center as a community supportive service. This two-hour workshop is provided by American Credit Counselors without charge to any customer who wishes to attend.

Unemployment Insurance Information: Information regarding filing claims for unemployment compensation is available at the center. VEC staff provides information, answers questions and accepts applications for unemployment benefits. Claim filing is also available via the internet.

Follow-up Services: Participants in WIA activities who are placed in unsubsidized employment receive follow-up services, including workplace counseling, for at least 12 months. The case manager maintains periodic contact with the customer during the first year of employment to offer additional services as needed. Such services may include seminars, networking support groups, mentoring programs and counseling.

Intensive Services

Customers needing assistance beyond core services to secure employment are eligible to receive intensive services from the appropriate WIA Title I Adult and Dislocated Worker programs. Intensive services include comprehensive and specialized assessments of skill levels and service needs, development of an individual employment plan (IEP), group counseling, individual counseling and career planning, case management for participants, and short-term prevocational services.

Comprehensive Assessments: Case managers use a combination of diagnostic testing and in-depth interviewing to complete comprehensive, specialized assessments of skill levels and service needs for adults and dislocated workers. The Test of Adult Basic Education determines educational grade level and readiness to pursue educational training. Other tests that may be used include the Leisure Interest Inventory, Career Ability Placement Survey, Virginia Occupational Information Network and Occupational Information Ability Profiler. In-depth interviewing is used to identify employment barriers and appropriate employment goals.

Development of an Individual Employment Plan: Together, case managers and customers identify employment goals, appropriate achievement objectives and appropriate services to achieve the goals. This information is set forth in a written individual employment plan agreed to and signed by the participant.

Group/Individual Counseling: Case managers provide on-going counseling in group or individual settings while the participant is enrolled in a program. Counseling relates directly to achieving the goals and objectives set forth in the individual employment plan.

Case Management: Case management services are provided to each participant in a program. Case managers provide counseling and supportive services to enable participants to achieve the goals and objectives set forth in the individual employment plan.

Short-Term Prevocational Services: Classes and two weekly workshops help program participants develop learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills and professional conduct to prepare for unsubsidized employment or training. One workshop is offered as a core service; the other is offered as an intensive service to participants in adult programs.

Training Services

If customers need assistance beyond intensive services to secure employment, individual training account (ITA) vouchers are available from the appropriate WIA Title I Adult and Dislocated Worker Programs. The customer, in consultation with the program case manager, chooses whether to pursue training and, if so, decides upon the type of training, chooses a provider, and receives an individual training account voucher to fund the selected training. As the customer progresses through training, case management continues and supportive services, if needed, are provided to allow the customer to remain in training until its completion.

Training services may include

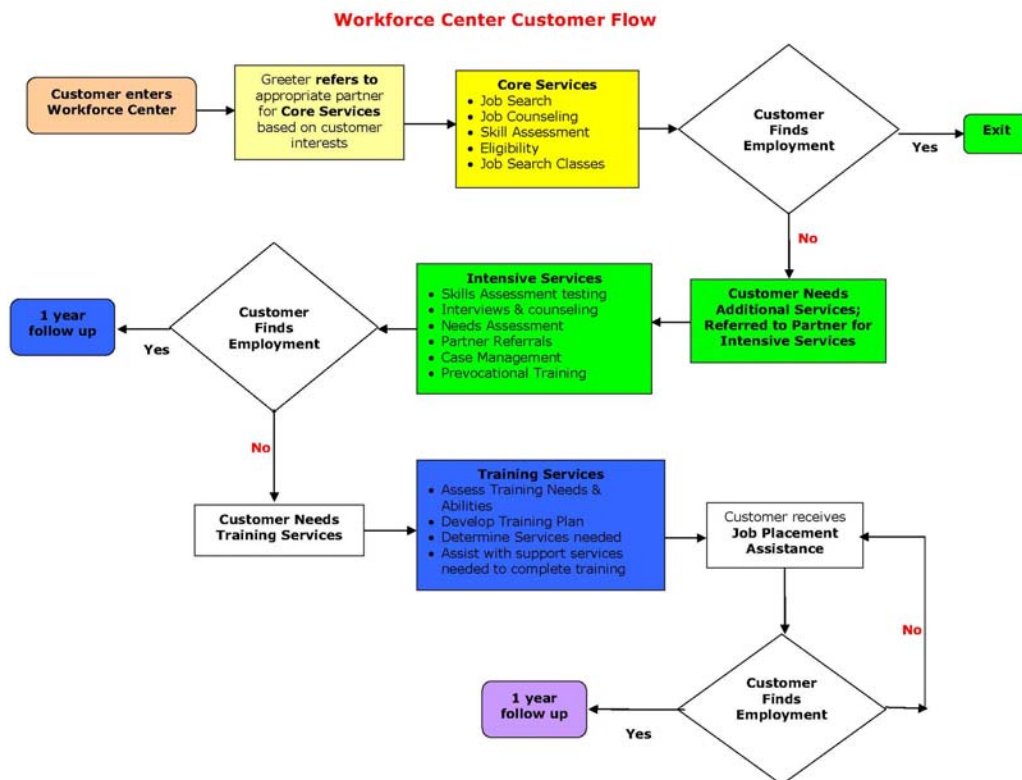
- occupational-skills training, including training for nontraditional employment;
- on-the-job training;
- programs that combine workplace training with related instruction, including cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- job-readiness training;
- adult-education and literacy activities provided in combination with other training services; and
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Training services are directly linked, via labor market information, to occupations that are in demand in the local area, or in another area to which an adult or dislocated worker is willing to relocate. The system maximizes consumer choice by including the participant in developing the employment plan and by giving him or her final authority on training.

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

Upon receipt of a WARN notice the local Rapid Response coordinator contacts the affected organization and schedules a rapid response visit. All mandated partners are invited to participate in the meetings. Special focus is placed on the Dislocated Worker, Trade Adjustment Act (when applicable) and Adult Education programs which generate the highest level of interest.

5. How customers will move among the core, intensive and training services offered through the local one-stop system.



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

When approved for training, participants are provided with a list of all locally approved training providers. The compilation includes details on

- Program Name
- Related Occupation
- Expected Wage
- Program Length
- Credential Earned
- Cost

Specific information, including links to provider websites, is provided via the board's website at www.westernvaworkforce.com/training_providers.cfm. Additionally each workforce center and program operator site has a collection of hard copy materials made available by the provider for use by individuals on site.

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

WVWDB Policy No. 06-123: Providing Core, Intensive and Training Services outlines the process by which customers enter and progress through the one-stop system.

D. For the following items applicable references are attached; internet links are provided where appropriate.

1. The policy used by the local area to solicit and select training providers for the eligible provider list.
Please see Attachment C: WVWDB Policies - No. 03-106: Training Provider Certification

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

Please see Attachment C: WVWDB Policies - No. 03-106: Individual Training Accounts (ITA)

3. 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.

Through a process of compliance monitoring and regular monthly meetings with board staff program operators are advised on elements targeted for improvement. The board also offers program operator training on a regular basis and upon special request to review best practices and develop pilot projects to further the goals and objectives laid out by the board.

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

Please see Attachment C: WVWDB Policies - No. 03-107: On-the-job Training

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

Please see Attachment C: WVWDB Policies - No. 03-115: Customized Training

6. 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.

Western Virginia Workforce Development Board has declared funds limited.

7. 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.

Please see Attachment C: WVWDB Policies - No. 03-108: Priority of Service

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

Please see Attachment C: WVWDB Policies - No. 03-109: Self-Sufficiency and Adult Eligibility

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

Please see Attachment C: WVWDB Policies - No. 03-109: Self-Sufficiency and Adult Eligibility

10. 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.

No. The severe reduction in funds has limited the area's ability to serve those eligible for Title I programs. No additional funds are available for other populations

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

When allocating funds, the board examines current program enrollment figures, specific service usage and projected program obligations in determining if and when to transfer funds. The board transferred \$75,000 (or 19 percent) of dislocated worker program funds to the adult program in PY2006; \$159,000 (or 38 percent) in PY2005.

12. 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.

WVWDB requires that program operators adhere to WIA Chapter 5, Section 134 (d) (4) (D) (viii) that adult education be offered in conjunction with occupational skills training. When occupational skills training is not required participants may be referred to partner programs for adult education and instruction.

E. Youth – for each element, describe::

1. The local area's strategy for providing comprehensive services to eligible youth.

Please see Attachment B: Workforce Demand-Based Strategic Plan for Youth

2. How the local area will coordinate with Job Corps, youth opportunity grants, and other youth programs.

The Youth Program operator, Job Corp representative and representatives of more than a dozen youth service organizations are members of the Youth Council and the Youth Regional Forum. The combined group has identified and coordinated access and referral to more than 90 youth –related programs and services throughout Area III.

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

Annual program monitoring includes on-site visits to work locations to ensure that all applicable laws are strictly adhered to.

4. How the local area will, in general, meet the WIA's requirements regarding youth program design, in particular:

The Board requires each Youth Program Operator to offer all 10 WIA youth elements to each youth program participant. Case managers review the elements with each participant, explaining the activities and opportunities available through each and how each ties back to the goals of the program. Participants voluntarily select the program elements in which to participate based on their individual interests

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

Youth Provider Proposal Evaluation Criteria

- 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.
- Demonstrated success:
 - 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;
 - 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;
 - Returning dropouts to education programs and the level of success of high school completion;
 - Documented improvements in reading, writing, and/or math skills by basic skill deficient youth;
 - Returning youth who were behind grade level to grade level and/or preventing them from dropping out of the education program;
 - Provision of education and support services to pregnant and parenting youth to allow for school completion;
 - School and work-based learning, including school transition activities that successfully address youth disabilities, including learning disabilities;
 - 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;
 - 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 from youth institutions to community life and further education or unsubsidized employment;
 - Proposal presentation and the degree to which the offeror demonstrates an understanding of the objectives of the RFP, based on the description of program design, implementation, and flow. The creativity, practicality, and probable effectiveness of the program;
 - 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;

- Administration, staffing, and the necessary organization, experience, accounting, and operational controls to meet the requirements as a service provider;
- Reasonableness of proposal cost;
- 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;
- A satisfactory record of integrity, business ethics, and fiscal accountability.

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

The WIA Youth Services case management package includes assessment tools, individual training plan and documentation resources for guiding individual participants. The package includes:

- | | |
|---|--|
| <ul style="list-style-type: none"> • WIA Supplemental Application • WIA Title I Youth – Eligibility Checklist • Applicant Statement • At-Risk Youth Verification • WIA Disability Verification • Social Services Verification • Telephone Verification Form • WIA Offender Verification • WIA School Dropout Verification • WIA School Verification • WIA Wage Verification
 • WIA Counseling Log • Equal Opportunity (EO) Rights Notification • Authorization for Release of Information to VCU • Consent to Exchange Information
 • Youth Service Strategy: <ul style="list-style-type: none"> • Initial interview • Assessment • CareerScope Summary Report • Changes to Year Round Recommendation/Plan of Action • Older Youth Service Strategy: <ul style="list-style-type: none"> • Initial interview • Assessment • CareerScope Summary Report • Recommendations/Plan of Action | <ul style="list-style-type: none"> • Sample: CareerScope Assessment Profile
 • Worksite Agreement • Work Experience/Internship Statement of Entitlement • Worksite Agreement Addendum • Statement of Work/Occupational Skills Attainment Verification Form + sample form • Worksite Agreement – Older • Work Experience/Internship Statement of Entitlement • Worksite Agreement Addendum • Statement of Work/Occupational Skills Attainment Verification Form
 • Youth Supportive Service Documentation • Training Activities Attendance Sheet • Supportive Service Training Activities Payment Attendance Sheet • Needs Related/Supportive Service Payment Check Receipt Form • Documentation of Child Care • Work Experience/Internship Statement of Entitlement • Worksite Agreement Addendum • Statement of Work/Occupational Skills Attainment Verification Form
 • Follow-up Log |
|---|--|

- Youth Follow-up Services & Performance Policy
- WIA Employment Verification
- Eligibility Determination and Verification (spreadsheet)
- Customer File Monitoring Report – Youth (spreadsheet)

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 Western Virginia Workforce Development Board Youth Council and Youth Regional Forum have completed the first phase of a project aimed at identifying all youth-related organizations and services in the local area. Information on more than 90 organizations was compiled and provided to Virginia 211. WIA and other youth services providers as well as the general public use the services (available at 211 or www.211virginia.org) for referral and direct access. The second phase of the project, for PY2007 includes a professional development conference for youth services providers and the development of a Youth Services Yellow Pages.

8. Outline the strategies to be implemented in the local area to support U.S. DOL’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>

Local Youth program operator has expanded its marketing to older youth in the area emphasizing job placement opportunities tied to occupational training. Special emphasis has been placed on recruiting from partner agency audiences to ensure that sufficient resources are available to improve the likelihood of success. Older Youth enrollment has increase 50 percent during PY2006.

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.

Older and out-of-school youth participate in the Youth program and enter training under provision of the youth program. When ITAs and other adult services are more beneficial for the participants, they are enrolled or enrolled in that program. Participation in either program and in training is voluntary.

F. Budget and Finance

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

Adult		No.	Dislocated Worker	
Adult		120	Adult	162
TANF Recipients		70	TANF Recipients	0
Minorities		60	Minorities	55
Individuals with Disabilities		8	Individuals with Disabilities	5
Youth				
In-School		80	Minorities	60
Out-of-School		33	Individuals with a Disability	32
Welfare		45		

Planned Budget PY2007

Adult	\$205,000.00	Dislocated Worker	\$260,000.00
Younger Youth	\$155,000.00	Older Youth	\$70,000.00

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 Board works with regional partners to receive grants aimed at target populations. Additionally the board continues to solicit local funds for providing program services in the face of ever decreasing federal funding. During PY2006 the board was cosponsor of grant applications resulting in awards of more than \$350,000 in additional workforce development related funding for low income residents: 1) Environmental Protection Agency Brownfield Workers Training Program and 2) Roanoke City Community Development Block Grant.

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

Contractors are monitored on a monthly basis to ensure the even flow of funding through the system. Budget reviews and modification, if necessary, are made quarterly. The board reviews and amends the budget at its December meeting if required.

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 board has tasked the Workforce Center Consortium with developing a resource sharing agreement in PY2007. Efforts will focus on implementing a resource sharing agreement.

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

Participant goals are set to emphasize the special needs of the older youth population. Also, board staff is working closely with the current program operator to develop a plan with added emphasis on older youth that will take effect with the expected reauthorization of WIA in 2007 or 2008.

G. Procurement

1. 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.

WVWDB adheres to the fiscal policies, including purchasing and procurement, of its fiscal agent, the City of Roanoke. See WVWDB Policy 03-117: Procurement of Goods and Services and City of Roanoke Policies and Procedures on line at https://www.roanokeva.gov/85256A8D0062_AF37/vwContentFrame/N25C5R58151SPEAEN.

H. 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.

Please see Attachment C:

- WVWDB Policy No. 03-111: Equal Opportunity and Nondiscrimination:
- WVWDB Policy No. 03-118: Discrimination Complaint Policy
- WVWDB Policy No. 03-119: Equal Opportunity Policy for WIA Programs
- WVWDB Policy No. 03-120: How to File a Formal Complaint
- WVWDB Policy No. 03-121: Discrimination Complaint Procedure
- WVWDB Policy No. 03-122: Corrective Actions or Sanctions for Discrimination

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

Doloris E. Vest, WVVWDB President, 540-767-6149. See Attachment B for Job Description

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.

Please see above

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.

The board adheres to requirements that all Title I funded staff are hired in a manner that reflects the available workforce. The board complies with all nondiscrimination and equal opportunity provisions of state and federal law and policy. The policy applies to all terms, conditions, and providers of employment. Please see Attachment CWVVWDB Policy No. 03-111 attached.

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

EO performance and adherence to local policy and state and federal law is monitored during regular compliance monitoring conducted by board staff for all program operators.

6. Describe the area's grievance procedures for participants, employees, vendors and other potential aggrieved parties.

Please see refer policies referenced in item III. G. 2.

I. 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. These initial measures are
 - Short-term Employment Rate: The percentage of participants who are employed during the second quarter after exit. (For youth, enrollment in education counts as well as employment.)
 - Long-term Employment Rate: The percentage of participants who are employed during the fourth quarter after exit. (For youth, enrollment in education counts as well as employment.)
 - Earnings Level: Median earnings during the 2nd quarter after exit among all exiters with earnings.
 - Credential Completion Rate: The percentage of exiters who have completed a certificate, degree, diploma, licensure, or industry-recognized credential during participation or within one year of exit.
 - Repeat Employer Customers: The percentage of employers who are served who return to the same program for service within one year.

The Board will use data gathered during PY2006 to establish a baseline measurement for each of the criteria and determine appropriate goals for each program. Board staff will work with each program operator to determine the factors contributing to positive performance in each area, identify possible deficiencies and design appropriate actions to have positive impact on the performance data. Implementation of the new VWNIS will be instrumental in enabling program

operators and staff to gather the necessary data and other information needed to begin this process.

- 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.

The Western Virginia Workforce Development Board has met or exceeded all performance measures for PY2006 for the second consecutive year. The board expects this high level of performance to continue in the coming year.

- Provide the local area’s negotiated standards for PY07 WIA performance measures.

Western Virginia Workforce Development Board	PY2001	PY2002	PY2003	PY2004	PY2005	PY2006	
Results	Final	Final	Final	Final	Final	Negotiated	80%
Adults							
Entered Employment Rate	66.7	87.1	74	77.1	90.3	75	60
Six months Retention Rate	82.4	93.5	91.5	82.9	86.5	80	64
Six Months Earnings	\$2,946	\$5,709	\$5,371	\$1,570	\$4,941	\$7,400	5920
Credential & Employment Rates	76.2	72.1	16.7	46	67.4	62	49.6
Dislocated Workers							
Entered Employment Rate	77.7	88.4	92	91.1	100	80	64
Six months Retention Rate	92.5	91.8	94	98.2	96.2	86	68.8
Six Months Earnings*	142.4	110.6	118.9	84.7	\$6,294	\$12,038	9630.4
Credential & Employment Rates	76.3	86.2	68.1	85.2	81.5	62.5	50
Older Youth							
Entered Employment Rate	0	0	56.2	100	87.5	70	56
Six months Retention Rate	100	100	80	100	66.7	82.5	66
Six Months Earnings	\$1,315	\$4,073	\$5,371	\$6,381	\$2,496	\$2,200	1760
Credential & Employment Rates	33.3	16.7	56.3	25	80	30	24
Younger Youth							
Skill Attainment Rate	98.6	100	51.6	97	94.8	83	66.4
Diploma or Equivalent Rate	100	100	35	80	80	63	50.4
Six months Retention Rate	22.6	42.2	42.9	65.7	77.3	55	44
Customer Satisfaction							
Employers	73.8	71	74.2	79.27	82.3	73	58.4
Participants	74	72.9	77.8	57.28	85.2	71.5	57.2

Blue = Exceeded Blue = Met Red = Failed

J. Customer Satisfaction

- Describe any locally developed measurement methods, and data that the local area will use to determine customer satisfaction and dissatisfaction. Describe how the local area will utilize customer satisfaction information for the continuous improvement of the local workforce investment system.

During PY2007 the Workforce Center consortium will review customer satisfaction systems in place in each of the three centers and among partners to identify best practices and develop a consistent system across the local area. The Customer Satisfaction Plan will include recommendation for how to utilize data to improve programs and services.

Statement of Compliance and Plan Signatures

For:

Local Area #: III	Western Virginia Workforce Development Board
Plan Point of Contact:	Doloris E. Vest, President
Address:	108 N. Jefferson St. Suite 809, Roanoke, VA 24016
Phone/e-mail:	540-767-6149; info@westernvaworkforce.com

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.

Wayne E. Flippen	
<i>Chair, Western Virginia Workforce Development</i>	<i>Date</i>

Darlene Burcham	
<i>CLEO Consortium Chair</i>	<i>Date</i>

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

Entity: **The City of Roanoke**

Contact: **Jesse Hall, Director of Finance**

Address: **215 Church Avenue, SW, Room 461, Roanoke, VA 24011**

Phone/Email: **(540) 853-2824/ Jesse.Hall@roanokeva.gov**