



**Meeting Agenda for March 13, 2025 - 3:00 p.m.to 4:30 p.m.**

Virginia Career Works Henrico Center  
121 Cedar Fork Road, Henrico, VA 23223

- I. Call to Order – (Chairman Maurer)
- II. Public Comment – 5 minutes
- III. Minutes from December 13, 2024 Meeting – 5 minutes .....Page 1

**Manage (Action Items) – 40 minutes**

- IV. A. Local Plan Draft Approval ....Page 4
- B. Eligible Training Provider Program Approvals....Page 36
  - 1. CHW Strength
  - 2. OceanPointe Dental Assisting Academy

**Connect – 20 minutes**

- V. Partner Spotlight – Reynolds Community College: Dr. Beno Rubin, Associate Vice President of Academic Affairs

**Inform – 20 minutes**

- VI. Staff Updates
- VII. Adjourn

***Next meeting: June 12, 2025 – Virginia Career Works Chesterfield (Tentative)***



Joint Session Minutes for December 13, 2024  
**Capital Region Workforce Partnership/CLEO**

Consortium Members	Present	Absent	Alternates	Present	Absent
<b>Chairman – Hon. James Holland</b> , Chesterfield		x	Dr. James Worsley	x	
<b>Vice-Chairman - Hon. Steve McClung</b> , Powhatan	x		Bret Schardein		x
<b>Hon. Ryan Patterson</b> , Charles City		x	LaToya Johnson-Davis	x	
<b>Hon. Jonathan Christy</b> , Goochland		x	Josh Gillespie Chance Robinson)	x	
<b>Hon. Sue Dibble</b> , Hanover		x	Vacant		
<b>Hon. Daniel Schmitt</b> , Henrico		x	Monica Smith-Callahan	x	
<b>Hon. John Moyer</b> , New Kent	x		Rodney Hathaway		x
<b>Hon. Ann Frances Lambert</b> , Richmond (Tracie DeShazor		x	Hon. Kristen Nye		x

**Capital Region Workforce Partnership/CRWDB**

	Member	Present		Excused	Category (Total Members 14)	Member	Present		Excused
		Yes	No				Yes	No	
<b>Category - Business Members (Total Members 15)</b>	Auchmoody, William	X			<b>Community College (1)</b>	Rubin, Beno	X		
	Bice, Sarah	X							
	Blount, Siyani	X							
	Bray, Beth	X			<b>Economic Development (2)</b>	Robinson, Chance	X		
	Dick, Robert	X				Shreve, Tina	X		
	Easter, John	X			<b>Education (2) Adult Ed.</b>	Elmore, Jeffrey	X		
	Edwards, Scott	X				Roerink, Justin Alt. Megan Hendrick	X		
	Franklin, Robert			X	<b>CTE</b>				
	Gilbert, Danielle			X		Woodard, Dennis Alt. Annette Mayo	X		
	Harris, Drexel			X	<b>Employment Service (1)-</b>				
	Hayden, Thomas			X					
	Maurer, Ilene	X			<b>Labor, Apprenticeship &amp; CBOs (5)</b>	Battle, Kevin			X
	Portillo, Jesus		X			Conner, Maynard	X		
	Stamper, Eric		X			Horne, Kelly King	X		
	White, Amanda		X			Spicer, Gregg	X		
						Strite, Amy	X		
					<b>Vocational Rehabilitation (1)</b>	Batten, Dale	X		
					<b>Social Services (2)</b>	Grable, Suzanne	X		
						Holt, Elizabeth	X		
	<b>Total Attending</b>	87	3	4		<b>Total Attending</b>	13	0	1

Guests attending: Equus staff: Ms. Danielle Bailey, Mr. Roberto Ford, Ms. Denisha Wilson. Virginia Works staff: Ms. Annette Mayo. Staff attending: Mr. Brian Davis, Ms. Krishawn Monroe, Ms. Carla Cosby, and Dr. Mychael Lee.

- I. Call to Order and Welcome –Chairman Ilene Maurer and Honorable Steve McClung called the meeting to order.
- II. Public Comment. No persons were present for public comment.
- III. Approval of Elected Official Consortium Minutes from Oct. 18, 2024 Meeting. Mr. John Moyer moved to approve the minutes as presented, Ms. Monica Smith-Callahan seconded the motion. The motion carried. Approval of Workforce Board minutes from Sept. 12, 2024 Meeting. Mr. William Auchmoody moved to approve the minutes as presented, Mr. John Easter seconded the motion. The motion carried.
- IV. 2025 -2028 Strategic Planning Kick-off – Mr. Brian Davis shared that the Department of Labor requires an updated local plan every three years. The federal law sets forth certain compliance elements to be addressed in a local plan; however the local board prefers to also develop a more strategic plan in addition. The compliance plan is due to the state in March of 2025, while a more realistic target date for the strategic plan is June 2025. Members were asked to volunteer to serve on the strategic planning workgroup, commitment January thru June.
- V. Mr. Brian Davis provided a brief introduction of the presenters and their respective presentations.
 

Understanding the labor market landscape – Dr. Chris Chmura, Founder and CEO, Chmura. Dr. Chmura provided an overview of the region’s labor market, poverty rate, and skills needed for employment.

Information was provided on available job openings and the hard and soft skills required. An increased number of workers are needed to meet manufacturing growth. Overall, the region can look forward to continued economic growth.

Mr. John Martin, President and CEO, Southeastern Institute of Research (S.I.R.) focused on the region’s economic and workforce development landscape. Mr., Martin also facilitated discussion through a variety of engagements methods to engage the Board and CLEO in development of mission, vision and value statements to lay the foundation for a strategic plan.
- VI. Workforce Center Certifications (Joint Action by Both Bodies)
 

Center Certification. Mr. Davis outlined the basis for center certification established in law

and the specific requirements established by the state. A sub committee of the full Boar was established to review certain documents, visit each center and interview a sample of staff. Following their work, the committee has recommended full certification of the Henrico, Chesterfield and Richmond West Centers. A motion was made by Mr. William Auchmoody moved to approve certifying the workforce centers; Mr. Scott Edwards seconded the motion. The motion carried unanimously among the Board and CLEO. The paperwork will be forwarded to the state for endorsement.

- VII. Adjourn. There being no further business, the meeting was adjourned.

## Agenda Item IV. A.

<p style="text-align: center;"><b>Capital Region Workforce Development Board</b>  <b>Agenda Item Summary: Local Plan for 2024 - 2028</b></p>
<p><b><i>What is it?</i></b></p> <p>The Workforce Innovation and Opportunity Act (WIOA) requires that a local plan be in place for every local workforce area in order for WIOA Title I funding to be awarded. The statutory requirement is for a four-year plan to be developed at a minimum including elements set in WIOA, as well as any criteria established by the state. Our current plan was approved in 2021.</p>
<p><b><i>What do Board Members Need to Know?</i></b></p> <p>The state issued planning guidance in September of 2024, for the period to cover 2024 – 2028. The guidance includes a required template with a series of questions that must be addressed. Upon receipt of the guidance and in order to align the process with established meeting dates of the local workforce board and chief local elected officials (CLEO), the following approach and timeline were developed:</p> <ul style="list-style-type: none"> <li>➤ December 13, 2024 – Kickoff Session held at joint session of the Board and CLEO, with labor market analysis provided by Dr. Chris Chmura and discussion facilitated by John Martin of Southeastern Institute of Research.</li> <li>➤ February 25, 2025 – Workforce system partner session to gather input from key stakeholders.</li> <li>➤ Week of March 3, 2025 – Online survey launched to capture input from local and regional economic development partners.</li> <li>➤ March 5, 2025 – Planning Workgroup comprised of Board members and a CLEO representative met for a “mini-retreat” facilitated by the VCU Center for Public Policy to refine the Mission, Vision and Purpose work stated at the kick-off session, work on a Strength, Weakness, Opportunity and Threat (SWOT analysis) and some goal establishment.</li> </ul> <p>Following the March 13, 2025 Board meeting and discussion of the draft document, the plan will be posted for a required 30-day publiccomment period in advance of the April 18, 2025 CLEO meeting. Once final approval has occurred, the document will be submitted to the state for review.</p> <p>It should be noted that the primary focus of this local plan document is compliance in nature. (Akin to a grant application). However, there are some elements that will be pulled out as basis for the Board’s next Strategic Plan.</p>
<p><b><i>What do Board Members Need to Do?</i></b> Consider endorsement of the draft document as presented. (Note: Some elements are still in progress as of this writing, but will be completed by the posting of the document for public comment).</p>

# WORKFORCE INNOVATION AND OPPORTUNITY ACT LOCAL PLAN

## The Workforce Development Board and Consortium of Local Elected Officials of Virginia's Capital Region

FOR THE PERIOD JULY 1, 2024 – JUNE 30, 2028

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## Section 1: Workforce and Economic Analysis

- 1.1 A descriptive analysis of the regional economic conditions, including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)] and
- 1.2 A descriptive analysis of the knowledge and skills required to meet the employment needs of the employers in the local area, including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B)]

The Capital Region economy has made a strong rebound from the immediate impacts of COVID when in April of 2020 we experienced record high unemployment of 11%. At the fourth quarter of 2024, 12,901 jobs had been added from that historic low. The annual employment growth rate of 1.8% fares better than the national rate of 1.6% and tracks with Virginia's 2% rate. From 2023 to 2024 there has been a retraction in job postings, dropping 9.5% and suggesting perhaps less employer confidence in hiring.

Industries that give the Capital Region a competitive advantage in terms of concentrated employment (a location quotient greater than 1) include: Management of Companies – 2.14; Finance and Insurance – 1.42; Arts, Entertainment and Recreation – 1.38; Public Administration – 1.23; Real Estate and Rental and Leasing – 1.18 and Construction – 1.15.

The top 10 industries in terms of current employment include:


Industry	Empl	Avg Ann Wages
Health Care and Social Assistance	89,123	\$66,252
Retail Trade	59,105	\$39,333
Educational Services	49,704	\$56,589
Accommodation and Food Services	46,934	\$26,314
Professional, Scientific, and Technical Services	46,743	\$103,100
Construction	43,106	\$75,469
Admin, Support, Waste Mgmt, Remediation Svcs	43,101	\$51,157
Public Administration	35,903	\$79,347
Finance and Insurance	35,127	\$134,705
Transportation and Warehousing	34,566	\$53,473

In terms of numbers, the industries project to have the highest growth in the next year include:

Occupation	1-Year Forecast	
	Total Demand	Ann % Growth
Food Preparation and Serving Related Occupations	9,281	0.5%
Office and Administrative Support Occupations	8,270	-0.3%
Transportation and Material Moving Occupations	7,268	0.7%

Sales and Related Occupations	7,064	-0.1%
Business and Financial Operations Occupations	4,637	0.7%
Healthcare Support Occupations	4,001	1.3%
Management Occupations	3,689	0.8%
Personal Care and Service Occupations	3,298	0.9%
Educational Instruction and Library Occupations	3,263	0.5%
Building and Grounds Cleaning and Maintenance Occupations	3,002	0.5%

**Looking at the “real time” demand in terms of the top educational programs in demand based on job postings in the 90 days prior to March 10, 2025:**

Program Name	Active Job Ads	
Business	2,275	
Engineering	1,885	
Computer Science	1,817	
Business Administration	1,638	
Nursing	1,586	
Accounting	1,536	
Finance	1,450	
Information Technology	973	
Social Work	880	
Marketing	833	

**As far as minimum education requirements for job openings for which education levels are specified in this 90-day period, the vast majority (71% or 18,704) require a only high school diploma or equivalent. Those requiring an Associate or Bachelor degree are fairly even at 11% of postings each, with 7% requiring graduate level or higher. This data can be somewhat useful but it should be noted that far more postings (44,161) did not include the educational level required, making conclusions hard to draw. .**

**The top 10 certifications sought in the same period include: Driver's License, Basic Life Support (BLS), Registered Nurse (RN), Certification in Cardiopulmonary Resuscitation (CPR), Advanced Cardiac Life Support Certification (ACLS), First Aid Certification, Licensed Practical Nurse (LPN), Commercial Driver's License (CDL), Certified Nursing Assistant (CNA), Project Management Professional (PMP).**

**The “hard skills” most in demand by employers include: Microsoft Office, Microsoft Excel, Lifting, Microsoft Outlook, Microsoft PowerPoint, Microsoft Word, Teaching/Training, Bilingual and Sales.**



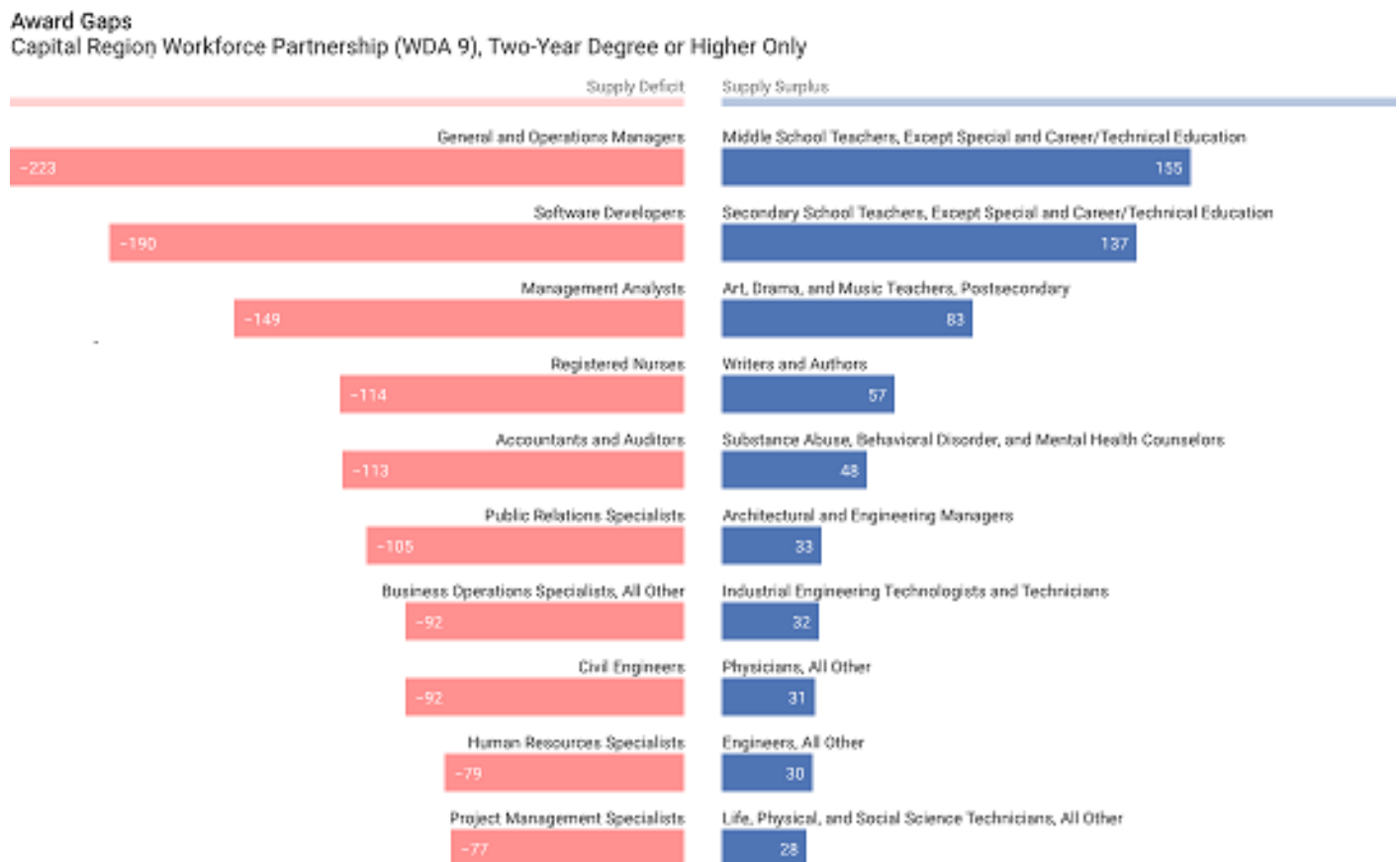
**The “soft skills” most in demand among employers are: Communication (Verbal and written skills), Cooperative/Team Player, Customer Service, Organization, Detail Oriented/Meticulous, Problem Solving, Self-Motivated/Ability to Work Independently/Self Leadership, Adaptability/Flexibility/Tolerance of Change and Uncertainty, Interpersonal Relationships/Maintain Relationships and Supervision/Management**

*Source for this section - JobsEQ*

1.3 An analysis of the local workforce, including current labor force employment (and unemployment) data, information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment. [WIOA Sec. 108(b)(1)(C)]

The latest regional unemployment rate (December 2024) stood at 2.6%, which equates to 16,111 people out of a labor force of 628,772. Our region historically trends near or below the state rate and consistently below the national rate. 71% of the current unemployment recipients are between the ages of 25 and 54, with the 41% having a high school diploma or less. This rate is higher than that of the general working age population which stands at 35%. The top three former occupations of unemployment recipients are office and administrative, management and business and financial operations.

The current gap in awards (2+ year degrees), as well as the surpluses are as follows:



Source: JobsEQ®  
Data as of 202408

**An analysis of the skill gaps between what is needed by employers in the region compared to the supply is as follows:**

<b>Skill</b>	<b>Candidates #</b>	<b>Openings #</b>	<b>Gap #</b>
Microsoft Office	4,502	5,255	-754
Bilingual	302	981	-679
Teaching/Training, School	1,486	2,125	-639
Microsoft Excel	5,246	5,858	-612
Spanish	849	1,384	-535
Hospitality	636	1,125	-489
Sales	1,522	1,948	-427
Microsoft Outlook	1,941	2,290	-348
Ability to Lift 51-100 lbs.	1,199	1,531	-331
Automated External Defibrillators (AED)	285	607	-322
First Aid Certification	734	1,056	-322
Certified Nursing Assistant (CNA)	394	707	-313
Microsoft Word	1,941	2,244	-303
Personal Computers (PC)	1,211	1,511	-300
Mathematics	941	1,208	-267
Child Care/Babysitting	290	533	-243
Driver's License	43	272	-229
Plumbing	730	958	-228
Culinary Arts	114	305	-192
Marketing	593	782	-189

**There are 389,568 people who live and work within the region, and another 157,349 workers who commute from other localities outside of the region. Only 100,000 residents out-commute, leaving the region with a positive net commuters-in number of 56,593.**

**Within the working age population of residents, there are 619,466 between the “typical” working ages of 20-64. There are 266,621 people under the age of 20. As with national trends, lower birth rates will impact a region’s ability to replace retiring workers naturally.**

**As far as educational levels within the population over the age of 18, there are nearly 89,000 that do not have a high school diploma or equivalent.**

A snapshot of other social demographics can be found in the chart below.

Social	Region	State	US	Region	State	US
Poverty Level (of all people)	9.5%	10.0%	12.5%	103,916	836,686	40,521,584
Households Receiving Food Stamps/SNAP	8.1%	8.3%	11.5%	35,736	274,320	14,486,880
Enrolled in Grade 12 (% of total population)	1.4%	1.4%	1.4%	16,187	116,938	4,476,703
Disconnected Youth <sup>3</sup>	1.8%	1.7%	2.5%	1,085	7,834	430,795
Children in Single Parent Families (% of all children)	34.2%	31.1%	34.0%	77,393	551,860	23,568,955
Uninsured	6.9%	7.4%	8.7%	76,657	623,631	28,315,092
With a Disability, Age 18-64	10.1%	9.7%	10.5%	70,240	501,711	20,879,820
With a Disability, Age 18-64, Labor Force Participation Rate and Size	51.1%	47.6%	45.5%	35,927	239,041	9,492,098
Foreign Born	9.0%	12.6%	13.7%	100,802	1,089,605	45,281,071
Speak English Less Than Very Well (population 5 yrs and over)	4.5%	5.9%	8.2%	47,878	477,552	25,704,846
Source: JobsEQ® 1. American Community Survey 2018-2022, unless noted otherwise. 2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties. 3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force. 4. Census Population Estimate for 2023, annual average growth rate since 2013. 5. The Census's method for calculating median house values changed with the 2022 data set, so pre-2022 values are not directly comparable with later data.						

Sources for this section includes JobsEq and Virginia Works Economic and Information Analysis Division.

1.4 An analysis of the workforce development activities (including education and training) in the region to address the identified education and skill needs of the workforce and the employment needs of employers in the region. [WIOA Sec. 108(b)(1)(D)]

The workforce development system in the Capital Region is well-positioned to address many of the demand needs identified above. We are fortunate to have a good supply of eligible providers of training who have offerings in the fields that support our employment opportunities. Community Colleges, Adult Education and Title I providers are able to address the needs of those who are in need of basic adult education and soft-skills enhancements, as well as essential certifications. Work-based learning opportunities also directly align employer needs with jobseekers entering or re-entering the workforce, either through paid internships or on-the-job training and registered apprenticeships. Incumbent worker training funds also provide a valuable resource in terms of “real-time” essentials for employees who need to be able to continue to meet the evolving skill requirements of their employers. Those with specialized needs are able to be connected to employment opportunities through partners such as the Department for Aging and Rehabilitative Services, Department for Blind and Vision Impaired, the Department for Deaf and Hard of Hearing and the SPAN Center (Area agency on aging). Departments of Social Services and CAPUP (Community Action) are well versed in provision of key “safety net” and essential supports.

~~1.5 An analysis of the strengths and weaknesses of the workforce development activities identified in 1.4 and the capacity to provide these services. [WIOA Sec. 108(b)(1)(D)]~~

**Resource availability will always first and foremost be a limiting factor in the local workforce system's ability to fully respond to the needs of the region's 38,000 employers and potential workforce of over 600,000 individuals. The fragmentation created at the federal level and reinforced at the state level in the way that programs are funded and organizationally structured continues to make it difficult on the ground-level to coordinate and leverage the resources that are available to support needs because of the various levels of administrative entities, duplicative overhead and technology systems that are "stovepiped" and do not connect. The system also by and large does not have a track record of more effectively communicating to the larger community in a cohesive way the resources that are available to support employer and jobseeker needs.**

1.6 Describe and assess the type and availability of youth workforce investment activities in the local area including activities for youth with disabilities, which must include an identification of successful models of such activities. Please include:

- Local area's strategy for ensuring the availability of comprehensive services for all youth
- How the area will identify and select successful providers of youth activities and delivery of the fourteen youth program elements required under WIOA
- Strategies to ensure that all eligible WIOA youth receive access to the required program elements and activities during their enrollment in the WIOA youth program
- How the required program design elements will be addressed as part of the development of youth service strategies
- Strategies to identify, recruit, and retain out-of-school youth, and efforts to ensure the required percent of WIOA youth funds are expended
- Policy regarding serving youth who do not meet income eligibility guidelines, including appropriate referrals
- Efforts to coordinate with Job Corps, youth opportunity grants where applicable, registered apprenticeship programs, local offices on youth, and other youth services, including those administered through community colleges and other higher education institutions and local human services agencies
- Efforts taken to ensure compliance with applicable child labor and safety regulations
- Pay-for-performance policy as applicable

[WIOA Sec. 108(b)(9)]

## **Availability and Assessment of Youth Workforce Innovation Activities**

**The Capital Region Workforce Partnership (CRWP) provides a range of youth workforce innovation activities designed to equip young individuals, including those with disabilities, with the skills and experiences necessary to enter the workforce successfully. CRWP emphasizes comprehensive, accessible, and effective services that align with the Workforce Innovation and Opportunity Act (WIOA) requirements.**

## **Strategy for Ensuring Comprehensive Services for All Youth**

**CRWP employs a holistic approach to youth workforce development by integrating career pathways, work-based learning, and supportive services. The strategy includes:**

- **Partnering with local educational institutions, employers, and community-based organizations to provide diverse training opportunities.**
- **Utilizing individualized service strategies (ISS) to tailor programming to youth needs.**
- **Offering mentorship, leadership development, and financial literacy programs.**
- **Ensuring program accessibility for youth with disabilities through partnerships with vocational rehabilitation agencies and disability service providers.**
- **Using available data to ensure representation from the population that resides in our community. CRWP collaborates with many organizations serving youth ages 14-24 to enhance service outreach and inclusivity.**
- **Building a coalition of organizations and employers committed to supporting, developing, and employing youth through cohort-style models that foster peer learning, mentorship, and career readiness.**

## **Identifying and Selecting Successful Providers of Youth Activities**

**CRWP utilizes a competitive procurement process to select youth service providers based on their demonstrated ability to deliver WIOA's fourteen required program elements. Selection criteria include:**

- **Past performance in serving youth, particularly out-of-school and disadvantaged youth.**
- **Ability to provide work-based learning experiences, including internships and apprenticeships.**
- **Partnerships with industry and education providers to facilitate credential attainment and career progression.**
- **Strong case management and wraparound support services.**
- **Fiscal accountability, ensuring that providers demonstrate sound financial management and responsible use of WIOA funds.**
- **Compliance with all contractual obligations, performance metrics, and reporting requirements to maintain program integrity and effectiveness.**

## **Ensuring Access to Required Program Elements**

**To guarantee that all enrolled WIOA youth receive access to required program elements, CRWP:**

- **Implements an integrated service delivery model with case managers coordinating resources.**
- **Offers flexible service delivery through in-person, virtual, and hybrid models.**
- **Establishes referral networks with education and community service organizations to address service gaps.**
- **Requires providers to maintain an updated resource list and utilize organizations such as HELPIRVA, the Homeless Resource Guide, Henrico and Chesterfield Cares Information App, along with 211 and 311 services.**

- **Mandates providers to send informational updates to these organizations if they discover discrepancies between listed resources and actual services available, ensuring accuracy and up-to-date information for youth participants.**

### **Incorporating Required Program Design Elements into Youth Service Strategies**

**CRWP continuously seeks innovative and efficient ways to enhance program effectiveness. Our strategic approach includes:**

- **Implementing virtual assessment tools and encrypted career planning platforms to expand accessibility beyond traditional service areas, including rural communities.**
- **Utilizing technology-driven solutions to support work experiences such as virtual, hybrid, and job shadowing programs.**
- **Expanding service reach by integrating door-to-door support services, community-based childcare, and independent transportation and mental health service providers.**
- **Leveraging partnerships with local businesses and community organizations to increase program flexibility and sustainability.**
- **Establishing a continuous improvement framework to evaluate and integrate best practices, ensuring youth workforce programs remain adaptable and responsive to emerging trends and workforce demands.**

### **Strategies for Identifying, Recruiting, and Retaining Out-of-School Youth**

**CRWP prioritizes outreach to out-of-school youth (OSY) through:**

- **Partnerships with alternative schools, juvenile justice programs, and homeless youth shelters.**
- **Social media campaigns and engagement with youth influencers.**
- **Incentives and stipends to encourage participation and retention.**
- **Regular tracking and follow-ups to maintain engagement and program completion rates.**

### **Policy for Serving Youth Who Do Not Meet Income Eligibility Guidelines**

**CRWP adheres to WIOA income eligibility guidelines but provides:**

- **Referrals to partner programs for ineligible youth, ensuring access to workforce development resources.**
- **Alternative funding sources and community grants to expand service availability.**

### **Coordination with Youth Workforce Programs**

**CRWP collaborates with:**

- **Job Corps to provide residential training opportunities.**
- **Apprenticeship programs to connect youth with earn-and-learn models.**
- **Community colleges for credentialing and career pathways.**
- **Local human services agencies to support youth facing barriers to employment.**

## Compliance with Child Labor and Safety Regulations

CRWP ensures:

- All work-based learning complies with federal and state labor laws.
- Youth are placed in safe, age-appropriate employment settings.
- Employers receive training on legal responsibilities related to employing minors.

## Pay-for-Performance Policy

Currently, CRWP does not implement a pay-for-performance model but continues to explore performance-based contracting options to incentivize service providers.

## Waiver Application for Youth Service Delivery

Given the uncertainties associated with federal funding and the importance of exercising certain flexibilities in WIOA, CRWP recognizes waivers to allow direct service provision through the workforce board or fiscal agent may become a practicality to pursue. If exercised, this waiver would:

- Expand service capacity in underserved areas.
- Ensure seamless program delivery in cases where provider capacity is limited.
- Enhance accountability and performance tracking for youth workforce initiatives.

By implementing such strategies, CRWP would remain ready to ensure that high-quality, inclusive, and effective youth workforce development programs could remain available in our region

1.7 Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local area, including:

- Access to and delivery of career services (basic, individualized, and follow-up)
- The area's definition of self-sufficiency to be used when determining eligibility for intensive and training services for employed individuals
- The area's definition of hard-to-serve populations with additional barriers to employment

[WIOA Sec. 108(b)(7)]

Basic career services are accessed upon entry to any of the three regional workforce centers in a seamless manner where the customer is unaware if the staff is funded through Title I or Title III. The Capital Region has long-held a one-stop operator contract with a budget that affords for Title I-funded staff to serve as navigators in the centers; offering the first point of engagement, a level of triage to quickly assess the customer needs and best route of direction, and also providing the "light-touch" services such as familiarity with the resource room, computers, various websites and job search tips. The Title III staff in each center focus much attention to meaningful unemployment assistance as that need still generates about 60% of workforce center traffic. These staff may also provide information and assistance on job search and basic work readiness information, as well as connections to other partner and community resources.

Customer satisfaction surveys are used to assess the basic career service delivery with multiple ways for tracking – touchpad stands, shortcuts on the desktop computers in the



resource room and paper forms. In the most recent year, ratings exceeded 90% in every category.

Partners beyond Title I and III who are not in the centers full-time make their basiaand individualized c career servicesa available in separate but inter-connected locations throughout the region in a “no wrong door” fashion where technology and referral mechanisims are common tools. Partners such as Adult Education and Social Services make offerings and services available in the centers on a scheduled basis.

With respect to the Title I services, individuals interested or determined in need of additional supports are invited to view an online orientation video and then directly proceed to a virtual platform that allows for registration and secure uploading of eligibility documents whether they are in a center, at home, or some other remote location. This “One Flow” process was launched in the aftermath of COVID when centers were closed, but has remained in place because of its popularity both with customers and staff. Once the onboarding process is complete, an individual is assigned a Talent Development Specialist or Career Coach and their personalized service plan is mapped from among the full menu of possible services. The plan may include assessments, career coaching and job search counseling, basic work readiness skill acquisition, workshops, group activities like job clubs, supportive services, work experience and preparation for other work-based learning or occupational skills training. We assess the service delivery against federal performance measures that are directly linked to job placement, retention, wages, credential attainment and measurable skill gains.

#### **Self Sufficiency:**

For adults, self-sufficiency is calculated using the Massachusetts Institute's Living Wage Calculator, which may be accessed at: <http://livingwage.mit.edu>. This tool factors the various essentials of life in cost terms to provide staff with a more informed basis in discussing job opportunities with customers . It adjusts by family size and jurisdiction of residence.

For Employed Dislocated Workers self-sufficiency shall be defined as employment which provides the worker a wage that is equal to or greater than 85% of his or her wage at the time of dislocation when eligibility was established.

The area has no definition for hard-to-serve populations beyond what may be articulated by federal and state determinations.



## Section 2: Strategic Vision and Goals

Please answer the questions in Section 2 in approximately twelve (12) pages. You will not be penalized for going over the page limit. Section 2 responses should be greatly influenced by the members of the local workforce development board and other community stakeholders.

2.1 Describe the local board's strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment). The goals should relate to the performance accountability measures based on primary indicators of performance (found here: <https://www.dol.gov/agencies/eta/performance/performance-indicators>) to support regional economic growth and economic self-sufficiency. [WIOA Sec. 108(b)(1)(E)]

**Available at 3/13/25 Board meeting**

2.2 Describe how the local board's strategic vision and goals will support the strategies identified in the Virginia Combined State Plan (found here: [virginiaworks.gov](http://virginiaworks.gov)). [WIOA Sec. 108(b)(22)]

**Vision Virginia's nation leading workforce ecosystem will equip Virginians with the skills they need and enable employers to attract, grow, and retain them – ensuring the future of a thriving Commonwealth. In parallel with the stand-up of Virginia Works, we will accelerate the coordination, enhancement, and future-readiness of the Commonwealth's many workforce programs and stakeholders across the government and broader ecosystem through a formal process.**

- **Goal 1: Prepare Virginia's workers for current and future career pathways that provide competitive wages.**
- **Goal 2: Deliver workforce services that support business growth in Virginia's leadingedge economy.**
- **Goal 3: Provide outreach and recruitment services that increase awareness and access to Virginia's workforce development ecosystem.**
- **Goal 4: Reduce workforce system barriers through dynamic collaboration, coordination, and communication with Virginia Works as the hub-and-spoke model.**

**Connection language available at 3/13/25 Board meeting.**

2.3 Taking into account the analyses described in 1.1 through 2.2, describe a strategy to work with the entities that carry out the core programs to align resources available to the local area to achieve the local board's strategic vision and goals. [WIOA Sec. 108(b)(1)(F)]

**First and foremost, the Board's mission, vision and goals are articulated in the One-Stop Partner Memorandum of Understanding signed by each provider or core programs. By each partner also being involved in the development of this plan and in adhering to the MOU there are natural connecions tha transcend across the system. Theadoped staretegic vision and golas will be posted in workforce systems and communicated to service provider staff so that they are better able to articulate and incoproate in their daily work. The manadated partner meetings will include "touchpints" where partners can outline how their independent work ties back. Each Board meeting will also start with a refresher on the strategic framework front and center. In addition, working committees will be structured in a way to advance the actions, efforts and activities of the Baord.**

2.4 Describe the local board strategic plan designed to combine public and private resources to support sector strategies, career pathways, and career readiness skills development. Such initiatives shall include or address:

- Regional vision for workforce development
- Protocols for planning workforce strategies that anticipate industry needs
- Needs of incumbent and underemployed workers in the region
- Development of partners and guidelines for various forms of on-the-job training, such as registered apprenticeships
- Setting of standards and metrics for operational delivery
- Alignment of monetary and other resources, including private funds and in-kind contributions, to support the workforce development system
- Generation of new sources of funding to support workforce development in the region

Adherence to this guidance will satisfy the LWDB's responsibility to prepare a demand plan for the initial year of this local plan, as required in the Code of Virginia Title 2.2 Chapter 24 Section 2.2-2472(E).

**Available at 3/13/25 Board meeting.**

### Section 3: Local Area Partnerships and Investment Strategies

Please answer the questions in Section 3 in approximately twelve (12) pages. You will not be penalized for going over the page limit. Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the local board and partners.

3.1 Provide a description of the workforce development system in the local area that identifies:

- The programs that are included in that system
- How the local board will work with the entities carrying out core programs and other workforce development programs to support alignment to provide services, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006
- How the local board coordinates and interacts with Chief Elected Officials

[WIOA Sec. 108(b)(2)]

**The local system in the Capital Region is built around the four Titles of the Workforce Innovation and Opportunity Act (WIOA), consisting of the Board's Title I programs, adult education, Virginia Wokrks (Wagner-Peyser and Jobs for Veterance State Grants) and the Dpartment for Aging and Rehabilitative Services). We locally refer to this group as the core partners, and the core partner management team meets monthly to coordinate on program and service matters, one stop center operations and updates, sharing of information and successes. Other "non-mandated" partners with programs and services on site and physically available in the centers include the Department of Veterans Services and the non-profit Metro Community Ministries.**

**The network beyond those decribed above includes those signing the Partner Memeorandum of Understanding (The MOU): Brightpont Community Coleege (Perkins Post-Secondary), Capital Area Partnership Uplifting People (CSBG), the Department for Blind and Vision Impaired (Voc Rehab), the eight Departments of Social Services (TANF and VIEW), Reynolds Community College (Perkins Post-Secondary), The SPAN Center (Older Amercicans Act), Virginia Employment Commission (Unemployment Insurance) and the Virginia Works Trade Act program which is in "sunset" having expired in 2022.**

**The partners that comprise the local system have agreed to meet twice a year as a full group and use the MOU to fram collaborative efforts around:**

- ❖ Effective communication, information sharing, and collaboration with the one-stop operator,
- ❖ Joint planning, policy development, and system design processes,
- ❖ Commitment to the joint mission, vision, goals, strategies, and performance measures as delineated in the local plan,
- ❖ The design and use of common intake, assessment, referral, and case management processes,
- ❖ The use of common and/or linked data management systems and data sharing methods, as appropriate,
- ❖ Leveraging of resources, including other public agency and non-profit organization services,
- ❖ Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction

**Working groups will also be established around certain elements in the above list to ensure that certain tasks are accomplished for the advancement of efforts.**

**With respect to the local elected officials, meetings are scheduled 6 times per year. In order to provide cross-awareness and connection between the Board and the elected officials, a member of the Board's Governance Committee attends the meetings to provide updates directly from the Board instead of through staff. In addition, the local area's Finance Committee includes membership from both the Board and elected officials. Finally, in December of each year the Board and elected officials hold a joint session to provide an annual opportunity for both bodies to meet in person.**

3.2 Describe strategies and services that will be used in the local area to:

- Facilitate engagement of employers, including small employers and employers in in-demand sectors and occupations, in workforce development programs
- Support a local workforce development system that meets the needs of businesses in the local area
- Better coordinate workforce development programs and economic development
- Strengthen linkages between the one-stop delivery system and unemployment insurance programs

These strategies and services may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies, designed to meet the needs of employers in the corresponding region in support of the strategy described in 2.1.

The local board generally serves as the "regional convener" and each regional convener shall develop, in collaboration with other workforce development entities in the region, a local plan for employer engagement. VBWD Policy No. 403-01, Change 1 Business Service Requirements outlines the role and requirements of Local Workforce Areas and Virginia Workforce Centers in providing services to business customers, and presents required actions by the LWDA in regard to implementation of business services to enhance the business customer's outcomes and satisfaction with the workforce system through Business Services Teams. [WIOA Sec. 108(b)(4), Code of Virginia 2.2. Chapter 24 Section 2.2-2472.1]

**The Capital Region approach to engaging employers is very much a "boutique" approach built on cultivating relationships and meeting expectations to create ongoing partnerships. The approach is framed first by the Board's identification of the priority (or target) industries in the region around which resources and efforts should be focused. These industries are those that represent both current employment opportunities and those which are projected to remain in-demand in the future. This enables us to be strategic in approach as there are over 35,000 employers in the region and we must organize efficiently. We recognize that not only can we not serve all of those employers, but we cannot be all things to all employers. Efforts are executed on the ground by three business services staff positions, one housed in each of our three centers, who are assigned specific localities around their respective locations to narrow their efforts and also allow them to become "known" in the community directly around the location where they are served. This allows each center to be**

seen as the employer's own in terms of connecting to services and support.

Relationships with economic development are maintained at the Board level as well as the service provider level and are discussed further in Section 3.4.

The state over time has moved administration of unemployment insurance services to online and telephonic only. In-person staff assisted filing is no longer an option. While the local area has no ability to influence how the state administers unemployment, we do have the ability to advocate on behalf of the public in ensuring that meaningful unemployment assistance is made available in the workforce centers by state staff required to do so as current federal directives require. This is crucial as about 60% of center traffic is driven by individuals seeking assistance once they have filed for unemployment. The local area also ensure that ample public-use computers are available in centers, as well as reliable internet connectivity and landline phones to support access to the unemployment insurance. We will also work within the realm we can control to advocate for better and more meaningful referrals from the unemployment insurance system to connect recipients to career development services.

3.3 Describe how the direction given by the Governor and the local board to the one-stop operator to ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. [WIOA Sec. 108(b)(22)]

Following the latest policy directive issued by the Governor through the administrative state agency, the local board modified its priority of service policy in 2024:

[https://vcwcapital.com/wp-content/uploads/116\\_priority-revisions-2024.pdf](https://vcwcapital.com/wp-content/uploads/116_priority-revisions-2024.pdf)

The policy details how each category of priority for adults is defined and provides further guidance for staff on the use of a priority of service status form during the enrollment and onboarding process so that any priority categories are documented up-front should it become necessary to trigger provisions.

**The Board sets a requirement that its service provider must ensure that no fewer than 55% of adults receiving individualized or training are from priority groups.**

3.4 Describe how the local board will coordinate workforce investment activities carried out in the local area with economic development activities carried out in the region in which the local area is located (or planning region), and promote entrepreneurial skills training and microenterprise services. [WIOA Sec. 108(b)(5)]

Established practices to be continued include the involvement of economic development offices (state, regional and local) with the region's Business Solutions Team, which allows them to become more aware of workforce system and services and become advocates for the system in terms of making businesses aware of services and prompting usage of resources. The local board and service providers also stay connected with economic development to be informed of their identified priorities such as target industries and clusters to ensure alignment of workforce services and respond to situational requests of economic development projects and prospect visits when there is a need for or interest in workforce services such as recruitment and skills training.

Local and regional economic development entities were surveyed as part of this plan

**development process. While each respondent indicated that they were aware of public workforce services, had either used services or referred businesses to workforce system services and the majority were confident in making referrals to businesses, there were some recommended strategies to better connect workforce and economic development communities:**

- **Better promoting the package of business services that are available**
- **Better communicating that the Business Solutions Coordinator is intended to serve as a centralized point of contact for all workforce system services**
- **Establish a regular cadence when Business Solutions staff meet with directly with economic development entities to allow direct and dedicated time to convey specific needs of the business community.**

3.5 Describe how the local board coordinates education and workforce investment activities with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services. [WIOA Sec. 108(b)(10)]

**Our primary connection with the secondary school systems is Career and Technical Education (CTE) because of their direct alignment with work readiness and occupational skills development. CTE directors rotate in serving on the workforce board to serve as liaisons between those efforts and potential alignment of services. Many CTE programs serve as eligible providers of training service for both youth and adults. In addition our youth programs work with local school systems as an outreach sources for identification of eligible youth who may benefit from enrollment in youth**

**Similar at the secondary level, many schools (public and private) serve as eligible providers of training services. We have and will continue to work with schools at both levels providing in-demand training for our target industries and occupations**

3.6 Describe how the local board will collaborate on local workforce investment activities with the community colleges in their area in the planning and delivery of workforce and training services. [WIOA Sec. 108(b)(22)]

**Numerous community college programs, both credit and non-credit in nature, serve as providers of eligible training programs for our customers. In order to better leverage limited resources, staff have become more proactive in partnering with the community college “fast forward” programs so that tuition costs can be “shared” . We also partner in grant projects to serve as points of recruitment for training programs, eligibility and data entry, case management and career coaching, and support services such that the colleges can focus on their areas of strength and expertise - that of instruction, education services and support for certificate and credential attainment. A community college representative also serves as a member on the workforce board.**



3.7 Describe how the local board will coordinate workforce investment activities in the local area with the provision of transportation, including public transportation, and other appropriate supportive services in the local area. [WIOA Sec. 108(b)(11)]

**The Capital Region is fortunate at the surface in that there is a public transportation system (Greater Richmond Transit Company) that provides rapid bus service along a central line primarily through the center of Richmond City along Broad Street and the more traditional “fixed route and stop” public bus system. Since the COVID-era, the system has been operating fare-free making it a no-cost service. However, the system only operates in three of the region’s 8 localities, making it not viable for many of the region’s residents. There are a few “non-fixed” options such as Link microtransit and CARE Paratransit that are available on a scheduled basis in certain areas and for certain populations. Staff are aware of these public transportation options and make appropriate connections for those customers who are able to benefit. For those customers for which public transportation, the Board’s supportive services policy is fairly generous in allowing other forms of transportation to be secured such as gas cards, reimbursement for mileage, ride-sharing services and automobile repairs. The policy further establishes cost limitations for such forms of transportation assistance.**

3.8 Describe the plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services. [WIOA Sec. 108(b)(12)]

**Wagner-Peyser is physically present in all three workforce centers to include the two affiliate centers. This physical presence is key to ensuring that Virginia Works fulfills its statutory requirements to providing basic core services to the universal flow of customers that enter the centers. Meaningful unemployment assistance remains a prevalent service in demand as about 60% of center traffic presents needed such services. However, it is the Board’s expectation that Wagner-Peyser also engages these customers in proactive job search and general work readiness supports like resume writing, interviewing tips and awareness of other center and system services. Wagner-Peyser management participate in the core partners team which meets monthly to ensure effective operations, better coordination of services and addressing continuous improvement efforts based on customer and partner feedback.**

3.9 Describe how the local board will coordinate workforce investment activities in the local area with the provision of adult education and literacy activities, including a description of how the local board will carry out the review of local applications. [WIOA Sec. 108(b)(13)]

**The Capital Region’s adult education program is constantly evolving in approach to maximize limited resources within the Board’s workforce centers to yield maximum benefit. Rather than simply assign staff to be stationed in the centers, the regional approach has been to design and offer scheduled programs that allow for advance promotion to increase attendance. Topics include GED, TABE or CASAS assessments and digital literacy. General adult education topics can also be arranged situationally. Of note as a unique local partnership, English-as-a-second language classes have been provided and continue under an agreement between the Board and adult education. The unique factor is that the board utilizes its non-federal funding so that eligibility factors do not have to be considered and**

anyone in need of the classes are able to attend. The adult education manager is also an active and engaged member of the Workforce Board and readily volunteers on committees and work groups. The Board also hold a seat on the adult education advisory council to further ensure cross-collaboration of efforts.

3.10 Describe how the local plan shall:

- Specify the policies and protocols to be followed by all the region's workforce development entities when engaging the region's employers
- Address how the region's workforce entities will involve employers in the formation of new workforce development activities
- Identify what activities will be undertaken to address employers' specific workforce needs

[WIOA Sec. 108(b)(22)]

**Our region's Business Solutions Team has deep roots. This is a collaborative effort between the Capital Region Workforce Development Board and its local government and non-profit partners. Working together as a team, it allows us to support larger and more complex projects than individual organizations can handle. This also gives employers the bonus of being able to interact with just one person, knowing that the information is then disseminated to the entire region.**

**With a team of over 20 organizations and an email network of over 800 workforce professionals, we're able to handle recruitment, job fair, training, consultation, and outplacement needs. Our team is also frequently utilized by economic development to support businesses that are new to the region, or even new to the country.**

**We actively address skill gaps and build career pathways in our region to ensure talent connections can happen. By surveying experiences and those of industry peers, we can pin point the issue, identify training and credentials that fill the gap, and set up cohorts of screened job seekers who will soon be work ready to go to work.**

**The Business Solutions Team organizes efforts and protocols as follows:**

- 1. The Business Solutions Team (BST) is committed to conveniently providing our customers with quality information and services in a manner that ensures ease of access, seamless referrals and timely responses. The team's collective service offerings can be found at: <https://vcwcapital.com/businesses/>**
- 2. It is understood that while the team's collective purpose is to present a unified list of services for the ease of business use, the individual member organization signing this agreement can only commit to delivering the services for which it has funding and authority to deliver and/or is within the scope of the services it offers.**
- 3. The BST operates with a Coordinator designated by the Workforce Development Board. However, any team member can serve as the single point of contact for a business through a model that is "no wrong" door.**
- 4. Team members agree to share their "leads" from businesses with the BST coordinator so the team can be informed, or notify the entire team directly. Partners will also share with the Coordinator results of team recruitment efforts and team projects on a regular basis for "roll-up" reporting.**
- 5. Within two (2) business days of business contact, the receiving team member or BST**



**coordinator will follow up with the customer and inform them of an initial plan of response. If the need cannot be met, the customer shall be notified, and provided any possible referrals or alternatives that may be of assistance.**

- 6. Team members commit to consistent levels of customer service that includes clarity in communication, timeliness in responding and an overall user-friendly experience in accessing information, being made aware of available services and efficiently receiving those services when possible. By managing the customer's expectations in this manner from start to finish, the team will not "over promise and under deliver".**
- 7. The BST will survey customers at least quarterly to respond to a customer satisfaction survey. The team will collectively review responses and adjust practices and procedures accordingly.**
- 8. The BST website will be hosted by the Capital Region Workforce Development Board and will serve as the repository for information about team services, products and resources, along with any conditions or eligibility requirements. The site will also provide team member contact information**

**Team efforts are promoted through social media, the local new media, print media and word of mouth efforts of partners and stakeholder to include board members.**

## Section 4: Program Design and Evaluation

Please answer the questions in Section 4 in approximately twelve (12) pages. You will not be penalized for going over the page limit. Many of the responses below, such as career pathways and individual training accounts, should be based on strategic discussions with the local board and partners.

4.1 Describe how the local board, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. [WIOA Sec. 108(b)(3)]

**Partner feedback being compiled and will be available at 3/13/25 Board meeting**

4.2 Describe how the local board will facilitate the development of career pathways, consistent with the Career Pathways Definitions, to improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable). [WIOA Sec. 108(b)(3)]

**An approach is taken to use data, from the initial step of selecting industries or occupations for pathway development, through the work of identifying gaps in education and training for the target industries, and finally evaluating how successful efforts to improve educational attainment and economic advancement in those industries. Other steps will include:**

- **Use of “road maps,” jointly produced by educators, workforce development professionals and employers, that show the connections between education and training programs and jobs at different levels within a given industry or occupational sector at different levels.**
- **Clear linkages between remedial, academic and occupational programs within educational institutions, and easy articulation of credits across institutions to enable students to progress seamlessly from one level to the next and earn credentials while improving their career prospects and working within the field.**
- **Curricula defined in terms of competencies required for jobs and further education at the next level, and, where possible, tied to industry skill standards, certifications or licensing requirements.**
- **Emphasis on “learning by doing” through class projects, laboratories, simulations and internships.**
- **Programs offered at times and places (including workplaces) convenient for working adults and structured in small modules or “chunks,” each leading to a recognized credential.**
- **The flexibility to enter and exit education as participants’ circumstances permit.**
- **“Wrap-around” support services, including career assessment and counseling, case management, child care, financial aid and job placement.**
- **“Bridge programs” for educationally disadvantaged youths and adults that teach basic skills like communication, math and problem-solving in the context of training for advancement to better jobs and postsecondary training.**
- **Alignment of both public and private funding sources, such as the Carl D. Perkins Vocational and Technical Education Act (Perkins), WIOA and DSS**
- **Target jobs in industries of importance to local economies**
- **Create avenues of advancement for current workers, jobseekers and future labor market entrants**

- **Increase supply of qualified workers for local employers in the target industries**

4.3 Describe how the local board will utilize co-enrollment, as appropriate, in core programs to maximize efficiencies and use of resources. [WIOA Sec. 108(b)(3)]

The local area recognizes that co-enrollments must first be beneficial to the customer, and then respect that each program's eligibility, onboarding and other regulatory requirements must allow for and be suitable to co-enrollments. Additionally, different and distinct case management systems among the various one-stop partners has long been a barrier to co-enrollment. Also, there are important distinctions between co-enrollment and co-case management. Coenrollment locally is most often in the form of Title I and Title II because of local processes that Title I developed to ensure Wagner-Peyser enrollment proceeds or is in concert with Title 1. Beyond that, each individual case represents an opportunity for local staff to identify other programs where co-enrollment will be beneficial, and take the next step to pursue those connections. The Board and its one stop partners have identified some potential first steps towards greater co-enrollment through items such as integrated resource teams, technology, better partner awareness of each others eligibility and documentation requirements as well as services and outcomes, use of "navigators" for coordinated resources,

4.4 Describe one-stop delivery system in the local area, including:

- A. The local board's efforts to ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local employers, and workers and jobseekers. [WIOA Sec. 108(b)(6)(A)]

The Board's committee structure will ensure that there is a group charged with and regularly reviewing service provider performance and other key metrics, in addition to results from customer satisfaction surveys, both jobseeker and business. From this, strategies will be discussed and developed to change course where needed, enhance what is being done well and fill gaps that are identified. Board staff also review benchmarks established in annual contracts that are also geared to flagging continuous improvement. Training provider evaluations are now to be conducted by the state using student data reported directly by the providers to the state. Metrics include training completion rates and certification rates.

- B. How the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means. [WIOA Sec. 108(b)(6)(B)]

As a result of the COVID pandemic in 2020, the local board acquired and deployed a virtual system known as "One Flow" which now manages the entire "front-end" of Title I applications, enrollment and eligibility verification. We deploy an online orientation video which can be used from any location, and provides step-by-step instructions on how to proceed if interested in career and training services. Title I and Wagner-Peyser continue to utilize the Virginia Workforce Connection for system of record purposes and this afford some level of ease and connection for both staff and customers. The Capital Region has

launched a “touch-screen” system of check-in at the points of entry in the workforce centers. This system allow us to electronically capture basic visitor information, the reason of the visit and to capture other interests the customer may have for follow-up purposes, The system also notifies staff when visitors have arrived for appointments. We also use touch-pads as a method to deploy our customer satisfaction surveys, affording visitors an easier and faster way to provide feedback.

- C. How entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities. [WIOA Sec. 108(b)(6)(C)]

**The local area employs an Equal Opportunity officer with responsibility for providing train and resources to staff and to conduct annual monitoring. The EO monitor works regularly with the one stop operator to assess requirements and ensure that operations and services are in conformance.**

Each partner agency is responsible through their respective funding authority to make sure that their programs and services are compliant. The Board staff and one stop operator have responsibility for ensuring physical accessibility in the workforce center facilities, as was as programmatic accessibility for its Title I-funded programs. The Board also makes assistive technology available in the centers and resource room staff are familiar with reasonable accommodation efforts to assist those who require such. The one stop operator also offers training to center staff on accessibility topics within the professional development calendar.

- D. Describe the roles and resource contributions of the one-stop partners. [WIOA Sec. 108(b)(6)(D)]

**Please refer to the partner Memorandum of Understanding: [https://vcwcapital.com/wp-content/uploads/Partner-MOU-Cap-Region-2024\\_executed.pdf](https://vcwcapital.com/wp-content/uploads/Partner-MOU-Cap-Region-2024_executed.pdf)**

- E. Describe how one-stop centers are implementing and transitioning to an integrated technology-enabled intake and case management information system for core programs and programs carried out by one-stop partners [WIOA Sec. 108(b)(21)]

**See response to 4.4, B. above.**

- F. Describe the services provided by each partner mandated by federal and state law, and other optional partners. [WIOA Sec. 108(b)(22)]

**Please refer to the partner Memorandum of Understanding: [https://vcwcapital.com/wp-content/uploads/Partner-MOU-Cap-Region-2024\\_executed.pdf](https://vcwcapital.com/wp-content/uploads/Partner-MOU-Cap-Region-2024_executed.pdf)**

- G. Identify the Virginia Workforce Center Operator for each site in the local area. [WIOA Sec. 108(b)(22)]

**The region's one-stop operator at present is Equus Workforce Solutions; through a competitively procured contract. Under the contract, there is a system-wide operator as well as one Navigator placed in each of the three centers.**

H. Identify the physical locations of each comprehensive Virginia Workforce Center in the local area, and the co-location strategy for each center (current and planned). [WIOA Sec. 108(b)(22)]

**The region's comprehensive center is located in the eastern portion of Henrico County at 121 Cedar Fork Road. This facility is the longest-established of the three centers, having first opened in 2012. It is also the largest in size at 20,000 square feet in size and in the last fiscal year logged a visitor count of over 11,500 people. Title I, Wagner-Peyser, JVS, RESEA and Department of Veterans Services staff are full co-located in the center, along with itinerant presence and services provided by Adult Education, the Department for Aging and Rehabilitative Services and the Henrico Department of Social Services.**

I. If applicable, identify the locations of Virginia Workforce Network affiliated sites, partner sites, or specialized centers. [WIOA Sec. 108(b)(22)]

**The region is also served by two affiliate locations: the Chesterfield Center at 304 Turner Road and the Richmond West Center at 4914 Radford Avenue in the near west end.**

4.5 Describe the policy, process, and criteria for issuing individual training accounts (ITAs) including any limitations on ITA amounts. [WIOA Sec. 108(b)(19)]

**Process outlined in ITA policy: [https://vcwcapital.com/wp-content/uploads/106\\_ITA\\_Rev\\_jan2023.pdf](https://vcwcapital.com/wp-content/uploads/106_ITA_Rev_jan2023.pdf)**

4.6 If training contracts are used, describe processes utilized by the local board to ensure customer choice in the selection of training programs, regardless of how the training services are to be provided. [WIOA Sec. 108(b)(19)]

**The local area has not to date employed use of training contracts, but provisions do exist in adopted policy: [https://vcwcapital.com/wp-content/uploads/107\\_CTP-Rev-2022-final.pdf](https://vcwcapital.com/wp-content/uploads/107_CTP-Rev-2022-final.pdf)**

4.7 Describe process utilized by the local board to ensure that training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate. [WIOA Sec. 134(c)(3)(G)(iii)]

**The local board has a policy in place that not only limits use of training resources to those defined industries and occupations in demand, but further employs a sliding scale to invest training dollars in a tiered approach. Highest investments go to target industries that also have higher wages and lower turnover, followed by those which are still high in-demand but not not have the wage or longevity expectations, or are lower in-demand. Lower tiers allow investment if certain demand factors can be documented.**

4.8 Describe how rapid response activities are coordinated and carried out in the local area. [WIOA Sec. 108(b)(8)]

**Rapid response in Virginia remains a largely centralized process managed by the state. While the agency on-point has changed from the Virginia Employment Commission to**

Virginia Works, much of the process remains unchanged at present. The Capital Region is fortunate in the the state's regional coordinator that covers our jurisdictions is housed in our comprehensive center, which affords a high level of access and on-the-ground collaboration when rapid response events do occur. The state provides the local areas with WARNs as they are issued, and the coordinator follow up soon-after to keep the area informed on details such as the specifics and timing of the layoff, expected impacts and results of an initial meeting with the employer. A large part of the response is driven by the employer's willingness to allow workforce system partners access to the employees in advance of their final day. It is often the case that the local area and its service providers can participated in employee briefings where we can share information of available Title I resources. If briefings are not possible, an attempt is made to at least get written materials to the employees for their follow-up. The Rapid Response coordinator also participates on the Board's Business Solutions team and is a frequent collaborator in our job fairs and hiring events.

## **Section 5: Compliance**

Please try to answer the questions in Section 5 in approximately twelve (12) pages. You will not be penalized for going over the page limit. Most of the response should be staff-driven responses as each are focused on the organization's compliance with federal or state requirements.

5.1 Describe how the local board meets its responsibilities for oversight, monitoring, and corrective action for WIOA Title I programs. [WIOA Sec. 108(b)(22)]

**The local area receives monthly status reports from its contracted service providers as an initial gauge for assessing levels and types of services being provided. Regular check-in meetings with contractor staff also afford another layer of assessment as to how operations are being managed, challenges that are being observed/experienced by staff and where there may be need for course corrections. In addition, the Capital Region employs an extensive and detailed monthly invoice review ensuring that all costs being charged by service providers are valid, supported with sufficient documentation and related to the service plan and activities coded in the Virginia Workforce Connection. Discrepancies and issues are outlined in invoice review memmos that are sent to the provider(s) informing them of items that will not be reimbursed until noted issues are corrected, and also items that will not be reimbursed at all, providing the reasons. Quarterly performance is also reviewed with the service providers and where indicators are low during the year, corrective actions are established to address contributing challenges and a course of action by the end of the performance year. Finally the local area has executed a cooperative agreement with 3 other local areas to share in the dedicated services of a compliance monitor who will conduct formal monitoring of program operations and share results with Board staff who will develop the corrective actions for services providers to implement. Follow up will be conducted by staff to ensure that the corrective actions are closed timely.**

5.2 Describe how the local board conducts business in accordance with the Sunshine Provisions of WIOA staffing plans for the local board. [WIOA Sec. 108(b)(22)]

**Notice of public board meetings and of the local elected officials, including date, time and location are posted to the official local website and in accordance with Virginia Freedom of Information requirements. Agendas and agenda materials are shared with the public through the website the day they are made available to the board or CLEO members. Minutes of meetings are posted once they have been adopted by the respective bodies. The Board also has a Governance Policy that includes provisions for electronic meetings as may be conducted in accordance with Virginia Freedom of Information laws. Requests from the public of information and documents are provided so long as documents do not include information that is protected under Freedom of Information exceptions.**

5.3 Describe the methods and strategies used to ensure timely expenditure of WIOA funds. [WIOA Sec. 108(b)(22)]

**The Board's operating budget is loaded into the Henrico County Oracle financial management system, which also records each expenditure as charged to each line in the budget. Appropriation status reports can be run at anytime to track and monitor expenditure rates against the budget. This is also the basis for sharing spending-to-budget reports with the Finance Committee, Board and elected officials. The Monthly Expenditure Detail**



**Reports (MEDRs) are also evaluated to monitor various spending levels toward required expenditure levels such as the state's 40% training expenditure requirement, the youth 20% work experience level and the 25% in-scholl youth limitation. The MEDR and Cash Payment Scedhules filed with the state also allow for determinations to be made as to when a transfer may be needed between the adult and dislocated workfer funds based on the life of funds and remaining balances at the end of year one.**

5.4 Describe the process for neutral brokerage of adult, dislocated worker, and youth services. Identify the competitive process and criteria (such as targeted services, leverage of funds, etc.) used to award funds to sub-recipients/contractors of WIOA Title I Adult, Dislocated Worker, and Youth services, state the names of contracted organizations, and the duration of each contract. [WIOA Sec. 108(b)(16)]

**The local area employs usage of public purchasing practices and procedures through Henrico County a competitive procurement in order to achieve efficiencies, transaperency and cost effectiveness. Contracts and service arrangement may be either project-specific with start and finishe dates related to scope of work and deliverables or in the case of service delivery contracts, can be awrdded annually with up to four subsequent annual renewals subject to funding availability, fiscal integrity and achievement of performance against established benchmarks.**

5.5 Identify the entity responsible for the disbursal of grant funds. [WIOA Sec. 108(b)(15)]

**Henrico County is the fiscal agent per agreement of the local elected officials consortium and on file with the state.**

5.6 Describe the strategy used by the local board to leverage WIOA funds with other federal, state, local, and philanthropic resources. [WIOA Sec. 108(b)(22)]

**The local area has long enjoyed the commitment of non-federal funds provided annually by the eight localities that make up the service region as a means to expand resource capabilities beyond the federal funds received. Grant opportunities are also frequently pursued in a strategic manner when there are logical coonections to local plans and policies. The local board in late 2024 embarked on a process to establish a non-profit foundation to serve as a fundraising arm to support and enhance workforce development efforts. This model will allow for private, business and philanthropic sources of funds to be pursued to expand and diversify funding sources beyond government funds. Finally braiding of resources in routinely pursued in amnners which funds may not be exchanged but rather are leveraged among a variety of partnerships to achieve efficiencies.**

5.7 Indicate the negotiated local levels of performance for the federal measures. [WIOA Sec. 108(b)(17)]

<b>Adult</b>	<b>Negotiated Level</b>
Employment 2nd Quarter after Exit	88.19%
Employment 4th Quarter after Exit	82%
Median Earnings 2nd Quarter after Exit	\$8,550.43
Credential Attainment within 1 year	65%
Measurable Skills Gain	75%



<b>Dislocated Workers</b>	
Employment 2nd Quarter after Exit	90.68%
Employment 4th Quarter after Exit	89.97%
Median Earnings 2nd Quarter after Exit	\$10,000
Credential Attainment within 1 year	70%
Measurable Skills Gain	75%
<b>Youth</b>	
Employment 2nd Quarter after Exit	78%
Employment 4th Quarter after Exit	75%
Median Earnings 2nd Quarter after Exit	\$4,400
Credential Attainment within 1 year	68.5%
Measurable Skills Gain	75%

5.8 Describe indicators used by the local board to measure performance and effectiveness of the local fiscal agent (where appropriate), contracted service providers and the one-stop delivery system, in the local area. [WIOA Sec. 108(b)(17)]

**The local board uses the federal performance outcomes as the primary indicator for evaluating service provider contracts. Not only are they directly related to their work in terms of job placement, retention, wages, certifications and measurable skill gains; they are also quantifiable third-party verifiable. There are also other expectations established in the contract that are more qualitative in nature and are reviewed at least twice during the contract year. Due to the nature of work in the one stop operator contract, the qualitative elements are contractually established and reviewed regularly. All providers provide monthly written reports to allow for ongoing review of work to allow for timely identification of potential concerns and also to celebrate successes.**

5.9 Provide a description of any replicated cooperative agreements with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. [WIOA Sec. 108(b)(14)]

N/A

5.10 Describe the actions the local board will take towards becoming or remaining a high-performing board. [WIOA Sec. 108(b)(18)]

**The Board grounds its status as high-performing through the following key indicators:**

- 1. Maintaining fiscal integrity and administrative, programmatic and fiscal compliance.**
- 2. Meeting or exceeding performance outcome benchmarks that are grounded in and directly support our services through measuring job placement, job retention, wages, credential or certification rates and measurable skill gains.**
- 3. Maintaining customer satisfaction levels at or above 90% in all categories.**
- 4. New for this plan period will also be the ability to acquire non-governmental resources through the establishment of the Capital Region Workforce Foundation which will seek funds to expand the resource portfolio to include previously unrealized funding opportunities from the business and philanthropic communities.**

5.11 Describe the process for getting input into the development of the local plan and providing public comment opportunity prior to submission. Be sure to address how members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comments on the local plan. If any comments received that represent disagreement with the plan were received, please include those comments here. [WIOA Sec. 108(d)]

**The local planning process started with a kick-off session that included the full Board membership and the region's local elected officials. The session include a review of labor market information and analysis to set the context for the plan and meet local demand planning requirements set by the state. The session also included facilitated discussion of mission, purpose and vision. (The Board's membership includes business, labor and education). Following the kick-off session, the mandated partners met to participate in various plan development activities that included audience polling to capture input, as well as small group table discussions. That feedback is being plugged into the partner program section of the plan to reflect partner involvement. (Included were adult education, community action, community colleges, Departments of Social Services, and various state agencies). During the week of March 3, 2025, an online survey was made available to local, regional and state economic development entities to access to provide feedback and insights into the local plan. Following those inputs, a small work group (committee) made up of workforce board members and an elected official representative met for a "mini-retreat" facilitated by the Virginia Commonwealth University Center for Public Policy . The group did a SWOT analysis – looking at strengths, weaknesses, opportunities and threats and further refined the mission, vision and purpose and worked of drafting goal statements. The full draft document was on the agenda at the March 18, 2025 Workforce Board meeting and then posted for a 30-day public comment period, prior to final review and action by the local elected officials.**

5.12 Describe professional staff development strategies, including:

- Process used to ensure staff receive continuous training in workforce development practices
- Methods to ensure effective use of the Virginia Workforce Connection system of record and to adhere to timely data entry requirements for WIOA services
- Process to measure staff performance and delivery of high-quality customer service
- Process to meet and maintain staff certification and Virginia Workforce Center certification as required by Virginia Board of Workforce Development Policy 300-06

[WIOA Sec. 108(b)(22)]

**At the Board level and in service provider contracts, funds are budgeted for all Title 1-funded staff to be able to have the opportunity to benefit from professional development and continuing education opportunities. Title 1 staff receive frequent training and guidance reminders on the timely and appropriate use of the Virginia Workforce Connection as the system of record. The one-stop operator is responsible for providing a year-long calendar of cross-training opportunities available to all partner staff at least quarterly and often more frequently based on timeliness of topics, employee requests or other community connections.**

### Statement of Compliance, Plan Signatures, & Fiscal Agent Designation

*We hereby certify that this local 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 Innovation and Opportunity Act of 2014, its attendant regulations and the applicable state laws and policies. We further certify that the plan was developed by the local workforce development board in partnership with the Chief Elected Officials, and with the benefit of an open and inclusive plan development process and the required 30-day public comment period.*

<b>Local Area Name / #</b>	Capital Region
<b>Local Plan Point of Contact:</b>	Brian Davis
<b>Address:</b>	121 Cedar Fork Road, Suite B, Henrico, VA 23223
<b>Phone/e-mail:</b>	804.652.3228 / <a href="mailto:brian.davis@henrico.gov">brian.davis@henrico.gov</a>

	
Ilene Maurer	
<b>Typed Name &amp; Signature of WDB Chair</b>	<b>Date</b>

Steve McClung	
<b>Typed Name &amp; Signature of Chief Elected Official Consortium Chair</b>	<b>Date</b>

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

Entity: Henrico County

Contact: Sheila Minor

Address: 4301 E. Parham Road, Henrico, VA 23228

Phone/Email: 804.501.4266 / min042@henrico.gov

### Local Plan Required Attachments

**Please provide the links to the documents listed below in the boxes marked “Click here to enter text.” If such links are not available, please include copies of the documents with your submission. It is preferred to have all materials in a single document if practical.**

1. Current Chief Elected Official Consortium Agreement: <https://vcwcapital.com/wp-content/uploads/CLEO-Agreement-amended-43021.pdf>
2. Current Chief Elected Official LWBD Agreement: **Click here to enter text.**
3. Current LWBD organizational chart **Click here to enter text.**
  - a. Identify board oversight and program administration
4. Copies of executed cooperative agreements (i.e. MOUs) between the LWBD or other local entities and the local office of the Virginia agency/unit administering programs carried out under Title I of the Rehabilitation Act of 1973 with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination
  - a. N/A
  - b. Cooperative agreements as defined in WIOA section 107(d)(11))
  - c. Other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B))
5. LWDB Policies: provide the link to all policies on the LWDB website
  - a. <https://vcwcapital.com/about/public-documents/#wioa>

## Agenda Item IV. B.

<p align="center"><b>Capital Region Workforce Development Board</b>  <b>Agenda Item Summary: Eligible Training Provider Program Applications</b></p>
<p><b><i>What is it?</i></b></p> <p>The Workforce Innovation and Opportunity Act (WIOA) requires that in order for training dollars to be spent for an enrolled individual, the training must be offered through a program listed on Virginia’s Eligible Training Provider List. (ETPL).</p>
<p><b><i>What do Board Members Need to Know?</i></b></p> <p>In order for programs to be listed on the ETPL, a provider must make application through one of Virginia’s 14 local Workforce Development Boards. The Board receiving the application must make a review of the application against federal, state and local requirements and determine whether to approve or deny the listing. Once approved, the program(s) can be used statewide in any area, subject to any local policy provisions that may further prescribe voucher issuances. Annual renewals are required for approved programs to remain on the list. (Renewals are now to be managed exclusively by the state once a local area does the initial approval).</p> <p>At this time there two programs to be considered, with further details on the attached.</p> <ul style="list-style-type: none"> <li>➤ CHW Strength – Certified Community Health Worker</li> <li>➤ OceanPointe Dental Assisting Academy - Dental Assistant</li> </ul>
<p><b><i>What do Board Members Need to Do?</i></b></p> <p>Review the summary pages attached and consider conformation of the administrative approvals.</p>



### Review of Eligible Training Provider Program Applications

School	Program	Target Industry / Demand Occupation	Accreditation to Instruct	Other Application Criteria Met <sub>1</sub>	Cost	Total credit or curriculum hours/length	Associated Credential
CHW Strength Chesterfield, VA	Community Health Worker 101	Community and Social Service Occupations – 1.1% annual growth; \$40,500 annual entry level wage. 32 opening prior 12 months.	Yes - The Virginia Community Health Worker Advisory Group and Virginia Community Health Worker Association	Yes	\$1,500	70 hours (10 hours per week/7 weeks)	Certified Community Health Worker
OceanPointe Dental Assisting Academy Glen Allen, VA	Dental Assistant	Healthcare Support Occupations – 1.3% annual growth; \$40,400 annual entry level wage. 392 openings prior 12-months	Yes – State Council for Higher Education in Virginia	Yes	\$4,205	172 hours (14 weeks; 50 hours externship requirement)	Certified Dental Assistant

**1. Other application criteria includes: License to operate in Virginia, Grievance procedures, Suspension/debarment certification, Anti-discrimination certification and program application**

