No disability specific information found regarding this element.

**Customized Employment**

(11) Providing training and implementing seven (one per District) teams to pilot and implement Customized Employment (CE) across Virginia. This strategy is based on needs assessment and focus group recommendations from DARS' partnerships with Transcen, Inc. and George Washington University. By November 1, 2018, DARS will select and train key VR Counselors and Evaluators, AT Specialists, Business Placement and Self-Employment staff, and Partnering Employment Specialists, Behavioral Specialists, and Facilities Personnel in key concepts to implement CE approaches to DARS clients exiting institutions, sheltered workshops, high schools and adults for whom traditional supported employment services have not yielded successful outcomes. DARS will serve 20 or more clients with diverse backgrounds in order to assimilate CE best practices into our menu of services for these targeted populations. Options for self-employment will also be explored under this approach. (Pages 315-316) Title IV

4. How the funds reserved for innovation and expansion (I&E) activities were utilized:

During FFY 2017, the funds reserved for Innovation and Expansion were used for the following activities:…

(7) Providing training and implementing seven (one per District) teams to pilot and implement Customized Employment (CE) across Virginia. DARS is selecting and training VR staff and stakeholders in key concepts to implement CE approaches to DARS clients exiting institutions, sheltered workshops, high schools and adults for whom traditional supported employment services have not yielded successful outcomes. (Page 333) Title IV

q. Quality, Scope, and Extent of Supported Employment Services. Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities:

   Supported employment (SE) services, including customized employment, provided under Title VI of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act of 2014, will be available to eligible individuals with most significant disabilities who are blind, vision impaired, or deafblind, including youth, who are served by the Virginia Department for the Blind and Vision Impaired (DBVI). (Page 404) Title IV
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Braiding/Blending Resources

In the early stages of implementing this plan, the Commonwealth will re-convene leadership from workforce system partners to revisit the problem this plan seeks to address. The purpose of this convening will be to:

8. Emphasize transparency and shared accountability in responding to opportunities for improvement (Page 109) Title I

Manage and Develop Resources:

In order to achieve the five goals stated in Virginia’s plan, workforce partners must ensure that resources are being used efficiently and effectively, eliminating unnecessary duplication of service and redundancy in the system. As partners move towards a new vision for the workforce service delivery system, they must also establish and ensure a standard for service across programs and a rational strategy towards resource development that continuously reflects back on this plan and its goals and objectives. This strategy proposes to align staff and financial resources appropriately in the One Stop system and its centers, using a functional organizational chart approach that will leverage agency strengths and specialties to better serve customers and address Virginia’s workforce challenges. The successful execution of this plan requires Virginia to commit to the professional development of workforce practitioners, and to the braiding and management of financial resources in new ways. The Commonwealth is committed to developing staff to capitalize on investments in technology, and to realize the benefits from a common agenda with workforce system partners. Careful investments in human and financial resources ultimately reflect value to customers and to their communities across the state. (Page 110) Title I

The following are examples of local level practices implemented to enhance access for job seekers with disabilities made possible by leveraging the resources from the DOL Disability grants and state level cross agency partnerships:

Installed Universal Computer Workstations with Assistive Technology devices and software and conducted staff trainings in pilot LWDBAs; expanded the web-based Common Screening Tool to better identify job seekers with disabilities, track customer flow and service referrals. (The data indicated an on average a 15% increase of self-identification where this tool was piloted); incorporated Disability Resources and disseminated announcements for various activities that would benefit individuals with disabilities, such as: disability trainings and IRS free tax assistance and site locations, dedicated a page to post information about disability resources on the Virginia’s Workforce Development website, Elevate Virginia; integrated DEI strategies by adding four modules into Virginia’s Workforce Development Systems Course, which is a requirement for all front-line staff co-located at the Centers to complete. (The optional modules are Welcoming All Customers/Universal Strategies, Asset Development, Integrated Resource Teams with a Person Centered Planning approach and Mystery Shopper); coordinated local/statewide trainings (on line, in person and at state conferences) for One-Stop staff and partners and also utilized resources through the Mid-Atlantic ADA Business Technical Assistance Center. Some of the topics covered were: ADA Accessibility requirements, Disability
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Etiquette, Access for All - Welcoming Customers at workforce centers and accommodations; implemented Social Security (SSA) - Ticket To Work Program to expand employment opportunities for SSA beneficiaries in 6 LWDB areas; facilitated certification trainings for Work Incentives Specialist Advocates who advise beneficiaries on work incentives; promoted asset development and financial capability strategies to enhance long-term economic self-sufficiency, including financial literacy training, the use of individual development accounts, tax and work incentives, and other strategies for encouraging economic advancement; and trained and provided technical assistance to businesses/employers about the use of effective hiring practices and job accommodations, including Assistive Technology trainings in collaboration with Virginia Assistive Technology System and Mid-Atlantic ADA Business Technical Assistance Center.  (Page 188) Title I

B. How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities:

DARS will continue to explore alternative funding mechanisms for long-term follow along supports for consumers needing Supported Employment (SE) services, including Social Security Work Incentives. This includes working with the Governor’s Office and the General Assembly to receive more funding for Long Term Employment Support Services and Extended Employment Services and working collaboratively with other agencies, community partners and Employment Service Organizations to leverage these funds.  (Page 314) Title IV

DEI/Disability Resource Coordinators

8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities:…

Virginia is fortunate to have a long standing collaborative relationship with Vocational Rehabilitation (VR) and other key state partners. This partnership history facilitated the leveraging and coordination of existing and added resources provided via the six DOL Workforce Disability Initiatives, the latest of which are the Disability Employment Initiative (DEI) grants. Whereas, significant strides have been made to ensure our One-Stop Service Delivery System is accessible to all job seekers, including those with disabilities and other challenges to employment, we are committed to continuous quality improvement. These efforts are focused on physical, programmatic and communication access. We will continue these efforts and build on our existing infrastructure to encourage shared ownership; foster systems integration through cross-agency collaboration at all levels; and design access to services from a customer’s perspective.  (Pages 186-187) Title I

Goal 3: Ensure that the VR Program continues to be a collaborative leader in the integration of services for people with disabilities in the Workforce Centers and the use of Social Security Work Incentives:

Indicators:
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3.4 Provide Disability Resource Coordinators/Disability Program Navigators to increase access to programs and services for vocational rehabilitation consumers. DARS currently provides three Disability Resource Coordinators to two local American Job Centers (AJCs) as a part of DOL Disability Employment Initiative Round IV grant project efforts in collaboration with the VCCS/Workforce Services Division (Title I Administrator). In addition, through an Innovation and Expansion project, DARS has co-located a previous Disability Program Navigator as a VR Counselor housed in an AJC and providing VR services. Also, three workforce areas previously participating in DOL DPN/DEI grant efforts have retained three DARS staff to provide services to individuals with disabilities in AJCs. As a result DEI Round I efforts and collaborative workforce partnerships, Virginia statewide data from October 2010 through March 2014, indicated participants with disabilities active with WIA (now WIOA) intensive services increased from 1.8% to 4.9%. (Page 325) Title IV

### Financial Literacy/Economic Advancement

No disability specific information found regarding this element.

### School to Work Transition

d. Coordination with Education Officials:

Describe:

2. Information on the formal interagency agreement with the State educational agency with respect to:

   A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

   DARS Cooperative Agreement with the Department of Education and annual review of agreements with the Local Education Agencies (LEAs) reflect the ongoing collaboration as it relates to providing consultation and technical assistance for transition services.

   B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

(Pages 353-354) Title IV

In this Plan, DARS has an entire Goal and Priority and strategies dedicated to transition planning. DARS initiates an Annual Review, a survey of VR counselors and their respective LEA transition representative, to ensure effective working relationships on local levels and to support best practices in the provisions of services to students with disabilities. Follow-up services are offered and provided based on results of the Annual Review.

DARS’ policies require that for students with disabilities who i) are receiving special education
services from a public school, and ii) also are determined eligible for VR services (and able to be served if DARS is on an Order of Selection), the Individualized Plan for Employment shall be completed and signed within 90 days of the eligibility determination and before the student leaves the school setting.

DARS continues to be a stakeholder in the review of data that DOE collects to report to the Office on Special Education Programs (OSEP) to support and accomplish respective post-school and employment outcomes required by the federal government and to provide meaningful data collection by each agency.

Additional DARS and DOE collaborative activities include co-chairing the Virginia Interagency Transition Council (VITC) and the statewide Community of Practice. Representatives from DARS, local education agencies (LEAs), and the Department for the Blind and Vision Impaired (DBVI) are planning statewide trainings to discuss transition and vocational services available to students with disabilities. Both activities provide a forum for transition practitioners and other interested stakeholders from school divisions, adult agencies, and community partners to engage in professional development activities, networking opportunities, and collaborative efforts that enhance the implementation of quality transition services for secondary school students with disabilities. The VITC is comprised of representatives from 14 state agencies who have leadership roles and transition as part of their responsibility in serving youth with disabilities. The Community of Practice works to stay abreast of current transition information, to identify gaps in resources, and avoid duplication of transition services. VITC has set a priority to improve communication between the state, regional, and local transition councils. It is anticipated that information will be shared with and by VITC through the regional and local Councils. This flow of communication allows for improved responses to identified needs, as well as recommendations for future efforts.

The Department's Transition Coordinator and Pre-Employment Transition Coordinator provide training to new counselors as part of the New Counselors Skills Training. This training provides information on how to evaluate and process training cases to ensure that employment goals meet the employment needs of our communities. The training also provides information on the need for and how to complete the required RS-25 (Post-Secondary Training Comparable Benefits & Financial Assessment)

Cooperative Agreements are also conducted between DARS and state institutions of higher education to ensure that to the best of DARS abilities and within constraints of our Order of Selection that students in post-secondary training are receiving appropriate and necessary services.

The DRS Support Team utilizes an interactive webinar series to streamline processes and improve communication to/from VR counselors who serve transition-age youth. The webinar series offers a time saving alternative to the standard face-to-face training approach while simultaneously saving agency resources. Webinar topics are developed based on counselor input, leadership recommendations, and developing issues. Similar technology also is being used for an Annual Review to gather information on effective processes between the local school divisions and their corresponding DARS transition counselor. The Annual Review will also indicate any
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needs or concerns where the Transition Coordinator or Pre-Employment Transition Coordinator may organize a facilitated meeting by use of the Go To Meeting platform enabling teams to meet online and collaboratively to discuss programming. The Annual Review supports communication and extends support to local team members and may address specific points of the transition process and encourage VR Counselors and school partners to more clearly establish partner roles and responsibilities.

For multiple years, the Commonwealth of Virginia has been invited to bring a team to participate in the National Summit - Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary Education to Post-Secondary Options. This was the fourth out of four Summit activities sponsored by pep net 2, which focused on improving post-secondary outcomes for individuals who are deaf or hard of hearing, including those with co-occurring disabilities. The focus of the Summit has been on critical issues in deaf education that address positive student outcomes, graduation, and transition to post-secondary education and training. The Department’s State Coordinator of Deaf and Hard of Hearing Services and the Department of Education (DOE) Specialist of Deaf and Hard of Hearing co-chair the state team to review gaps in programs and services utilizing tools and strategies related to transition within the goals of the National Agenda: Achieving Educational Equality for Deaf and Hard of Hearing Students. In 2016, the Virginia Team hosted “Opening Doors to Life Beyond High School”, a one-day event for students, parents and professionals. Topics included Life Beyond High School (transition information about DRS services), I’m Determined, and Map-It (a new tool from pep net 2).

(Pages 284-286) Title IV

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

DARS and DOE have had a formal agreement to provide cooperation and coordination among the two agencies to facilitate effective transition services for students with disabilities to engage in competitive, integrated employment, post-secondary education, and community living. This Agreement is being updated and will contain the following provisions:

(1) DOE is designated as the lead agency to ensure that students with disabilities are properly referred to DARS and DARS will serve as the lead agency to determine eligibility for VR services and to develop an Individualized Plan for Employment. Both agencies agree to:

(1) promote the development and expansion of collaborative structures for planning and evaluating transition services; share relevant data; share contact information on school divisions’ special education directors and 504 coordinators; and explore new opportunities for collaboration and seek additional resources to improve transition services. Each agency will assign or designate primary program responsibility for transition to one individual within the agency.

(2) promote a comprehensive personnel development approach through the provision of collaboratively planned and jointly sponsored professional development activities. DOE has the
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responsibility for ensuring the requirements for the provision of special education services by LEAs to students with disabilities in accordance with federal and state laws, regulations, agency policies and guidelines.

(3) DOE shall commit financial resources to: (a) teaching positions for Occupational Skills Training and Life Skills at WWRC; (b) training and technical assistance in secondary transition programming; and (c) activities of the Community of Practice and Transition Practitioners Council. DARS is responsible for the coordination, provision, and/or payment of rehabilitative/transition goods and services for individuals with disabilities in accordance with applicable federal and state laws, regulations, agency policies and guidelines. DARS also commits financial resources to: (a) transition services for youth at least three years prior to their exit from high school to include vocational evaluation, case management, career counseling, situational assessments, field transition consultant services, and technical assistance, as appropriate; (b) the Postsecondary Education Rehabilitation and Transition Program at the Wilson Workforce and Rehabilitation Center; and (c) activities of the Community of Practice and Transition Practitioners’ Council. (Pages 286-287) Title IV

D. procedures for outreach to and identification of students with disabilities who need transition services.

Specific activities related to outreach to address needs of students in transition include:

(1) providing staff support and programmatic leadership to Virginia’s Intercommunity Transition Council (VITC), a statewide Council composed of representatives of state agencies, parents, consumers and employers, and seeking to promote, in collaboration with VITC, participation of underrepresented agencies, service providers, and community/ advocacy groups in VITC;

(2) Providing staff support and programmatic leadership to the Higher Education Leadership Partners Workgroup (composed of college and university faculty and staff, the State Council on Higher Education in Virginia, the Virginia Community College System, the Association of Higher Education and Disability, consumers and disability agency personnel, secondary education personnel and representatives from DOE. Also, in collaboration with VITC, DOE, the State Council of Higher Education, the Association of Higher Education and Disability and other partners, developing statewide guidelines for Disability Documentation at the post-secondary level, as well as improvement of transition from secondary to post-secondary institutions;

(3) Promoting collaboration among DOE, the Department for the Blind and Vision Impaired, the Department for the Deaf and Hard of Hearing, the Virginia Assistive Technology System, the Wilson Workforce and Rehabilitation Center, and other interested partners to increase the appropriate utilization of assistive technology for students with disabilities in Virginia;

(4) Aligning all current and future transition activities, when appropriate, with the WIOA system;

(5) Collaborating with Adult Education and Literacy programs, DOE, the Department of Social Services and other partners in pursuing creative models of providing assessment and screening
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for learning disabilities among clients of the Temporary Assistance to Needy Families program;

(6) Producing transition-related products (e.g., newsletters, brochures, power point presentations, and posters) with examples of current legislative information, best practices and problem solving;

(7) Collaborating with staff of the Personal Assistance Services (PAS) Program at DARS to increase awareness of PAS services for students in transition, especially in post-secondary institutions;

(8) Collaborating with Employment Services Organizations (ESO) staff to increase awareness of local vendor programs that could provide services to schools and transition age youth;

(9) Collaborating with DOE to utilize VITC, and other venues to increase awareness and understanding of the Youth Councils that will be part of the local Workforce Investment Boards established under the WIOA system;

(10) Encouraging disability professionals, consumers and advocacy groups to submit applications for appointment to the local Youth Councils; and

(11) Continuing to provide the Youth in Transition service line to supplement and enhance services to high school youth enrolled at WWRC. (Pages 287 – 288) Title IV

2. transition services, including pre-employment transition services, for students and youth with disabilities:

Through a wide range of collaborations, DBVI’s VR Counselors and specialized Transition Counselors will ensure that students who are still in high school will have work experiences. These experiences will be accomplished by creating working partnerships with employers, students, and families to create expectations that students will participate in work experiences and to actually create those work experience opportunities, both volunteer and paid.

To facilitate work opportunities and competitive integrated employment, Vocational Rehabilitation and specialized Transition Counselors will counsel students in career development and job exploration activities to address how students will gain employment experiences during high school. Pre-vocational and pre-employment services will include vocational interest inventories, vocational evaluations, informational interviews, and job shadowing to assist students in determining a vocational goal. Assistance will be provided in developing skills students need to complete applications and interview for work experiences while in high school. VR Counselors and specialized Transition Counselors will collaborate with itinerant Teachers for the Visually Impaired (TVIs), DBVI Educational Coordinators, and employers to integrate work experiences into the expectations and opportunities for youth. Additionally, DBVI will develop ways to enhance parental investment and explore how to best integrate transition planning, including opportunity for work experience, into Individualized Educational Program
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(IEP) and Individualized Plan for Employment (IPE) development. Also, DBVI will continue to collaborate with Virginia Department of Aging and Rehabilitative Services (DARS) regarding transition resources to facilitate development of work experience opportunities with employers.

Transition services, including pre-employment transition services, will include job exploration and counseling, work-based learning experiences, apprenticeships, counseling regarding opportunities on enrollment in transition or secondary education programs, work place readiness training, and instruction in self-advocacy.

To enhance and facilitate job-readiness skills and career planning for students to make a successful transition from school to work and to greater independence, students will be referred to DBVI Business Relations Specialists and to Community Rehabilitation Providers (CRPs) (also known in Virginia as Employment Services Organizations (ESOs)). Business Relations Specialists will complement preemployment transition services by delivering workplace readiness training to establish skills necessary for entry into career pathways, competitive integrated employment, and by coordinating with schools and networking with employers to establish paid and unpaid internships, including apprenticeships, specifically matched to the student’s needs, skills, interests, abilities, and informed choice. Transition services purchased from CRPs may also include On-The-Job support and extended support services for students and youth needing additional supports in the work experience setting or on the job. (Pages 360-361)

Title IV

Career Pathways

c. State Strategy

1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career pathway” is defined at WIOA section 3(7) and includes registered apprenticeship. “In-demand industry sector or occupation” is defined at WIOA section 3(23).

How These Strategies Were Developed

These strategies were developed over the course of a year, working in concert with members of the WIOA Implementation Team, with a strategy framework provided by the state workforce board (the Virginia Board of Workforce Development). They were further refined during a facilitated 3-day retreat, which engaged stakeholders from inside and outside the partner programs listed in this plan. These stakeholders included representatives from the Virginia Economic Development Partnership (VEDP), the lead organization responsible for economic development in the Commonwealth with responsibilities for both business attraction and business retention and expansion services, and subject matter experts from other organizations. (Page 106) Title I

Activities and practices that are continued/implemented under this DEI Round:
Virginia’s Combined State Plan highlights the critical role of sector strategies and career pathways development and implementation. In 2017, Virginia’s workforce partners came together to start developing a Sector Strategy and Career Pathways Academy and online Community of Practice. A key aim of this initiative is to strengthen the ability of workforce system practitioners and partners to incorporate Sector Strategies and Career Pathways strategies as integral components in Virginia’s workforce system.

This Academy will build a statewide professional development program that will help its workforce professionals to understand how to improve services to business and job seeking customers through sector strategies and career pathways. The Academy will also increase awareness of demand-driven talent pipelines and job matching services through more cooperation and collaboration among public and private workforce partners. (Page 156) Title I

Career Pathways Workgroup

As previously mentioned, the Career Pathways Workgroup has provided a platform for cross-agency collaboration and a place for system partners to dialogue on common challenges and opportunities. Moving forward, this group will remain vital to the implementation of elements of this plan, particularly around career pathways and aligned sector strategies. (Page 194) Title I

DARS Response 4: DARS will continue to promote career pathways and build partnerships to achieve this goal. Virginia has convened a Career Pathways Workgroup, comprised of senior staff from eight different agencies administering workforce or workforce-related programs. DARS, along with the Department of Blind and Vision Impaired (DBVI) also oversees the Career Pathways for Individuals with Disabilities (CPID) grant. This grant will assist Virginians with disabilities, including young adults and veterans, gain new skills and credentials through career pathways and help these individuals obtain employment in competitive, high-demand, high-quality occupations. (Page 280) Title IV

Priority 3: Partnering with the Wilson Workforce and Rehabilitation Center (WWRC), other state agencies, Supported Employment (SE) providers, and other entities in the integration of services for people with disabilities leading to competitive, integrated employment:

Strategies:

Implement the five-year Career Pathways for Individuals with Disabilities (CPID) model demonstration program to create new career pathways and/or use existing career pathways in
7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities:

Strategy 1.3: To establish and enhance entry into career pathways, DBVI will continue to utilize personnel and funds associated Virginia’s Career Pathways for Individuals with Disabilities Grant which was jointly awarded DBVI and the Department for Aging and Rehabilitative Services (DARS) in 2015. DBVI will:

• help individuals with disabilities acquire marketable skills and credentials that enable them to secure competitive integrated employment in high-demand, high-quality occupations;

• enhance the capacity of existing career pathways programs in Virginia to effectively serve individuals with disabilities;

• enhance access to and use of existing career pathways in selected occupational clusters (including advanced manufacturing) by individuals with disabilities; and

• strengthen the alignment of Virginia’s VR programs with the other core programs authorized by the Workforce Innovation and Opportunity Act and other Federally-funded career pathways initiatives providing self-advocacy skills training that is critical to the achievement of individuals’ personal and vocational goals. (Page 395) Title IV

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals:

Because of the Career Pathways for Individuals with Disabilities grant, obtained jointly with the Department for Aging and Rehabilitative Services, DBVI is focused more on helping individuals obtain credentials. DBVI and DARS have hosted one week academies which are focused on high demand occupations within the Commonwealth. One of these academies was held at the agency’s Rehabilitation Center during the summer of 2017. The focus was in the area of information technology. The students built a robot individually and programmed it to do various tasks. (Pages 398-399) Title IV
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partners (e.g. Virginia Employment Commission, Department for Aging and Rehabilitative Services, Department of Education) to support their sponsor businesses and registered apprentices. DOLI and the LWDB Business Service Teams will collaborate and work in tandem identifying Registered Apprenticeship opportunities.

Additionally, Registered Apprenticeships are incorporated into its strategy and services via DOLIs participation on the State’s Career Pathways Committee, the State’s WIOA Implementation Team and other strategic Workforce Development Committees. The Commonwealth is taking further steps to strengthen partnership between Title I and DOLI Registered Apprenticeship programs. This will include making each team aware of the programs offered and providing more coordinated services to businesses. (Pages 222-223) Title IV

Work Incentives and Benefits

Goal 3: Ensure that the VR Program continues to be a collaborative leader in the integration of services for people with disabilities in the Workforce Centers and the use of Social Security Work Incentives:

Indicators:

3.5 DARS has entered into administrative Employment Network (EN) agreements with a third Administrative EN. This has increased the choices for potential EN partners in Virginia. This model has proven to be a viable option for smaller organizations that do not have the administrative capacity to become their own employment network. The three administrative ENs are collaborating with 12-organizations in Virginia. This includes Centers for Independent Living, Community Rehabilitation Programs, Brain Injury Service providers and other DARS vendors.

3.6 Maintain the department’s presence in all of the State’s Comprehensive Workforce Centers. The VR program currently is co-located as a One Stop partner in Martinsville, Danville and South Boston. DARS also has a physical presence in other Workforce Board AJC’s.

3.7 Increase the number of work incentive authorizations to 600. During FFY 2017, there were 2,737 total WISA authorizations. These services were provided through over 98 different WISAs around the state, which was a significant increase which allowed DARS to significantly increase the number of authorizations. DARS has added additional WISA services to include Section 301 protection, ABLEnow accounts, and Financial Health Assessments. This brings the total number of available WISA services to 14. DARS has also facilitated increased efficiency with the WorkWORLD for the Web tool. It is now four-times faster. The rehabilitation rate for DARS clients who receive WISA services is 60% compared to a rehabilitation rate of 40% for the same population when no WISA services are provided. This growth in WISA authorizations has resulted in an opportunity to partner with the Social Security Administration on a proof of concept pilot for obtaining Benefit Planning Query’s for DARS clients. Previously, this process had to be completed through the local SSA field offices and took over four weeks. Now the turnaround is three to five business days using a secure email exchange with SSA. During the 2017 FFY, DARS affiliates which includes Partnership Plus Employment Networks and WISAs requested a total of 3,129 Benefit Planning Query’s to provide work incentive services to their clients. This includes 30 requests from WWRC. In addition, DARS counselors requested 2,730
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Benefit Planning Query’s for a total of 5,859 across the Commonwealth. Thus far, DARS affiliates have requested 1,148 Benefit Planning Query’s and an additional 20 have been requested by WWRC. The average turn-around time over the span of this pilot have changed but is currently less than five-business days for the majority of requests. This is a significant difference in the processing time and has resulted in more accurate information available to both clients’ and counselors to increase informed choice related to earned income and SSA benefits.

3.8 Implement a pilot program to enhance the reassignment “handoff” process for the Partnership Plus Employment Network Partners. The Partnership Plus handoff pilot program has been completed and with the release of Social Security’s enhanced portal, Ticket To Work handoffs are achieved within three business days in the majority of cases and the planning begins while clients are in employed status. DARS partnership plus Employment Networks generated more ticket to work revenue and exceeded the national average for growth in ticket payments. The national growth rate in ticket revenue was 73% between FFY 2015 and 2016. There are 15 DARS Partnership Plus Employment Networks that were active during this reporting period and all grew in revenue by over 100%. (Pages 325-326) Title IV

Employer/Business

D. Coordination, Alignment and Provision of Services to Employers:

Virginia has positioned business as co-equal customer for the workforce system. The state board has established a formal policy for the provision of business services and embedded concepts like regional workforce demand planning into local plan requirements and related policies, including those governing the state’s Eligible Training Provider List. (Page 134) Title IV

F. Partner Engagement with Other Education and Training Providers:

Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system:

Virginia’s strategy with other education and training providers encourages customer choice, innovation in service delivery, alignment with industry needs, and quality. Virginia also embraces On-the-job training, customized training, employer-directed incumbent worker training, and paid or unpaid work experiences to develop and advance skills in the individuals served.

Eligible Training Provider List:

The state workforce board recently adopted a policy for training providers which is streamlined, open and inclusive and includes performance measures for training providers. There are five categories of providers who may apply for consideration to be included on the state eligible training provider list:
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1. A postsecondary educational institution that is eligible to receive federal funds under Title IV of the Higher Education Act of 1965 and that provides a program that leads to certification or license or college certificate, associate degree, or baccalaureate degree.

2. A postsecondary school that offers formal instructional programs with curricula designed primarily for students who have completed the requirements for a high school diploma or its equivalent. Such schools include programs of academic-vocational, vocational, and continuing professional education that may lead to a certification or licensure. This category excludes avocational and adult basic education programs.

3. An entity that carries out related instruction under the National Apprenticeship Act that is recognized by the Virginia Department of Labor and Industry.

4. A provider of a program of occupational training services that under Section 23-276.2 of the Code of Virginia is exempt from certification as a postsecondary school such as a professional or occupational training program regulated by another state or federal governmental agency other than the State Council of Higher Education for Virginia (SCHEV), any school, institute, or course of instruction offered by any trade association or any nonprofit affiliation of a trade association on subjects related to the trade, business, or profession represented by such association, or

5. A provider of adult education and literacy activities under title II of WIOA, if these activities are provided in combination with occupational skills training.

Exemptions for category 4 providers include educational offerings or activities that meet the following:

1) A nursing education program or curriculum regulated by the Board of Nursing;

2) A professional or occupational training program regulated by another other state or federal governmental agency;

3) Those courses or programs of instruction given by or approved by any professional body that are principally for continuing or professional education and for which no degree credit is awarded;

4) Those courses or programs offered through approved multistate compacts, including, but not limited to, the Southern Regional Education Board’s Electronic Campus;

5) Those courses offered and delivered by a postsecondary school that is accredited by an entity recognized by the U.S. Department of Education for accrediting purposes, if such courses are provided, solely on a contractual basis for which no individual is charged tuition and for which there is no advertising for open enrollment;

6) Any school, institute or course of instruction offered by any trade association or any nonprofit affiliate of a trade association on subjects related to the trade, business or profession represented...
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7) Any public or private high school accredited or recognized by the Board of Education;

8) Tutorial instruction delivered and designed to supplement regular classes for students enrolled in any public or private school or to prepare an individual for an examination for professional practice or higher education;

9) Religious Institutions whose primary purpose is to provide religious or theological education.

## Data Collection

In June 2015, a Common Intake Workgroup comprised of data professionals and partner agency thought leaders was formed. There is unanimous agreement that a common screening tool for monitoring new workforce system customers is needed, and the group is now determining the most efficient and cost-effective platform to use. Governor McAuliffe had originally requested the obligation of funds for the delivery of the common screening tool by September 1, 2016, but the procurement process and other technical considerations have pushed the timetable back to the end of calendar year 2016.

Reporting: In early June, after the original submission of Virginia’s Combined State Plan, Governor McAuliffe convened a meeting of workforce leaders and stakeholders to discuss the creation of common workforce performance measures to complement the measures outlined in Section 116 of WIOA. These state performance measures are outlined in the table below.

### Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10). Describe the designated State agency’s procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:
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1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

The Commonwealth of Virginia maintains a personnel database including policies and procedures for the professional development of state employees that DBVI utilizes as part of its personnel development and planning. DBVI tracks personnel development as part of annual review and development of the DBVI State Plan CSPD Section I.

During FFY 2018 and FFY 2019, personnel development will continue as one of DBVI’s highest priorities. The procedures and activities outlined in this section were developed to ensure DBVI has an adequate supply of qualified rehabilitation professionals and paraprofessionals providing VR services to eligible Virginians who are blind, vision impaired, or deafblind, including youth. DBVI will continue to assess requirements for qualified personnel, and will adapt agency training and hiring practices as necessary based on the issuance of WIOA final regulations. (Pages 363-364) Title IV

511

No disability specific information found regarding this element.

Equal Opportunity and Nondiscrimination: Section 188

8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities:

Foundations:

Virginia’s Workforce Development Services’ Methods of Administration (MOA) describes the nine guiding elements and requirements for Local Workforce Development Boards (LWDBs), one-stop operators and one-stop delivery system partners to comply with Section 188 of WIOA to ensure Universal Access and Equal Opportunity. Virginia’s policy and procedures are periodically reviewed and maintained current; and training and technical assistance are provided on a regular basis. WIOA state monitors conduct regular site visits to ensure compliance. (Page 187) Title I

As part of Virginia’s commitment to continuous quality improvement, a state level taskforce will be established to focus on enhancing accessibility of our one-stop service delivery system and the customer service experience. This taskforce will be composed of representatives from state level disability services agencies, workforce partners, LWDB area staff, One-Stop operators, and
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job seekers with disabilities.

Expected outcomes are the following: a revised ADA Accessibility guidelines and one-stop center certification process that incorporates the WIOA Section 188 Disability Reference Guide checklist for program and physical accessibility; system standards for accessible devices and software located in workforce centers to facilitate consistency; review of all policies and guidance to ensure alignment and consistency; a schedule for cross-agency training for survey providers, end users, one-stop operators and partner staff. The efforts of this Team will improve compliance and enhance communication, coordination and professional development across Virginia’s workforce system.

Update on the Accessibility Taskforce and WIOA Section 188

• Created the Accessibility Taskforce in 2016 as recommended in Virginia’s WIOA Combined State Plan’s Section to enhance accessibility of our one-stop delivery system and customer service experience, with the WIOA Title I Administrator designated as the lead role.

• The Taskforce is composed of staff from 14 workforce partners from a diverse representation of state agencies that includes, the VR Assistant Commissioner who chairs the state level Career Pathways Workgroup and is a member of the WIOA Implementation Team, Departments for the Blind and Vision Impaired, Deaf and Hard of Hearing Impaired, the Centers for Independent Living and the EEO Officers for WIOA Title I and Title III. The WIOA Adult and Dislocated Worker Programs State Coordinator participates with a policy and programs perspective. As a result a policy was developed and approved by the Virginia Board of Workforce Development on Services to Individuals with Disabilities that lays the groundwork on Section 188-ADA to achieve consistent compliance across ALL WIOA core programs. Taskforce members contributed directly to One Stop Certification Tool by developing specific criteria on Program and Programmatic Accessibility. Taskforce members participated in the evaluation of One Stop certification documents for validation and on-site validation visits to the AJCs. As a dual benefit, this allowed for significantly improved awareness and understanding of the ADA and disability challenges at the local One Stop level and the team site visits fostered technical assistance connections between state and local staff, as well as improving awareness and understanding among the state agencies on the Taskforce. (Page 189) Title I

Vets

Jobs for Veterans’ State Grants:

The Jobs for Veterans’ State Grants (JVSG) are mandatory, formula-based staffing grants to (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported (VETS-200 Series Reports) quarterly (using four “rolling quarters”) on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a five-year (FY 2015-2019), multi-year grant approval cycle modified and funded annually.
Virginia (VA) WIOA Matrix

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans’ Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

a. How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG JVSG staff members provide services to eligible veterans according to each veteran’s needs and Significant Barrier to Employment (SBE), and the roles and responsibilities of the JVSG staff member. DVOP specialists and LVERs are fully integrated into the workforce development network. The duties of these staff members are described in the next section. (Page 566-567) Title IV

DVOP Specialists and LVERs work in One Stop offices throughout the state or with other partner agencies. One LVER is designated as the Chief of Veteran Services with the responsibility to manage the Virginia Jobs for Veterans State Grant program and to provide direct supervision and oversight for the Virginia Employment Commission’s JVSG staff. Three LVERs are designated as LVER Regional Managers responsible for providing supervision for Lead LVERs (LLVERs) and DVOPs within their assigned regional geographic areas. Fifteen LVERs are designated as Lead LVERs (LLVERs). In this role LLVERs perform their traditional statutory role within their assigned geographic area 70% of the time. The remaining time is spent performing supervisory functions for DVOP staff, thus ensuring that each staff member is performing according to expectations and increasing the integration and accountability of JVSG staff as a partner within the current workforce model. Three DVOPs are assigned as Intensive Service Coordinators (ISCs), these staff members are located in the Fredericksburg, Hampton, and Wytheville offices. (Page 567) Title IV

The VEC recently conducted an analysis of the veteran population in each local workforce development area (LWDA) to establish an equitable distribution of DVOP Specialists. Official workplaces and areas of responsibility will be adjusted in accordance with the results of that analysis. The VEC will review the distribution of the JVSG staff annually in conjunction with the Annual Funding Modification process and adjust domicile locations as necessary based on population shifts. In addition to DVOP Specialists, each One Stop will have trained case managers and business services teams. DVOP specialists coordinate closely with these One Stop Center staff members when providing intensive services to veterans with a SBE. DVOP Specialists provide advice and guidance as needed to One Stop Center staff who are providing services to other veterans and other eligible persons.

When not actively providing intensive services or reviewing open case files, DVOP Specialists and other One Stop Center workforce representatives conduct outreach at off—site locations including, but not limited to, U.S. Department of Veterans Affairs offices, Community Based Outpatient Clinics (CBOC) for the U.S. DVA, Military Treatment facilities (MTF), Warrior Transition Units/Battalion (WTU/WTB), Local Prisons and Homeless Veterans’ Reintegration Program (HVRP) grantee locations. The purpose of these outreach efforts is two—fold. The first purpose is to find veterans in need of services and offer the needed services to them. The second
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The purpose is to develop relationships with supportive services in the area so that SBE and other veterans can be referred to those agencies for services. (Page 567) Title IV

LLVER staff members work in One Stop offices throughout the state. The LVER coordinates with Regional Industry Sector Coordinators, Business Services Coordinators, and members of the Workforce Delivery Teams to advocate to employers on behalf of veterans and to develop job opportunities specifically for veterans. LLVER staff train WP funded employees to network for veterans and comply with priority of service requirements.

b. The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance;

The specific duties of DVOP specialists and LLVER staff throughout the state are consistent with the roles and responsibilities outlined in 38 U.S.C. § 4103A, 4104, and current guidance provided by DOL Veterans Employment and Training Services (VETS). (Page 567-568) Title IV

a. Disabled Veteran Outreach Program (DVOP) Specialists The primary function of the State’s DVOP Specialist team is to provide intensive services for veterans identified to have a SBE in accordance with 38 U.S.C. § 4103A, VPL 07—10 and VPL 03—14, or the most recent USDOL policy, and those veterans that are a member of a special population in accordance with VPL 04—14.

Prior to conducting any other intensive service, DVOP Specialists shall conduct a comprehensive assessment, which shall be an “intensive interviewing process” and may also include the use of an Interest Inventory, or other assessment tools. Once the comprehensive assessment has been completed, the DVOP shall, with the cooperation of the veteran, develop and implement an Individual Employment Plan (IEP). DVOP Specialists shall always, and as a minimum, complete these two intensive services. Case management continues to be an appropriate delivery strategy or framework within which intensive services may be delivered and in most cases, shall be followed. To enhance the implementation of the IEP career guidance, supportive services, job development contacts, job referrals and intensive services and training may also be provided. Depending on the needs of the individual, the goal of the IEP may be to obtain education or training that lead to employment or employment. Training or education may be short or long term depending on the certification, licensing or skills being acquired to optimize successful employment outcomes. The DVOP Specialist may receive assistance with these functions by other Workforce Specialists who are trained to facilitate case management. (Page 568) Title IV

DVOP Specialists conduct outreach to locate veterans with a SBE with the purpose of providing intensive services and to form partnerships with external and internal supportive services programs that can provide those services, such as: — VA Vocational Rehabilitation and Employment facilities — Homeless Veteran Reintegration Programs — VA VET Centers — Homeless and Halfway Shelters — Civic and Veteran Service Organizations — Virginia Vocational Rehabilitation facilities — Virginia Community College System — State Veterans’ Affairs Representatives — Universities — Veterans’ Service Organizations — Department of Social Services TANF initiatives for veterans — Local State Prisons — Other WIOA partners.
**Virginia (VA) WIOA Matrix**

(Page 568) Title IV

### b. Lead Local Veteran Employment Representative (LLVER) Staff:

The LLVER responsibilities are specifically targeted to promote the advantages of hiring veterans to employers, employer associations, and business groups. LLVER roles and responsibilities are consistent with 38 U.S.C. § 4104, VPL 07-10 and VPL 03-14.

As such, the LLVER serves an important role in Virginia’s Business Services Delivery Model. In coordination with the other members of the business services team, the LLVER advocates for employment and training opportunities through outreach to employers, training facilities, unions, apprenticeship programs, and private and government businesses. The LLVER also participates in Job Fairs, promotes programs that offer licensing and credentialing opportunities, and develops and makes presentations to employers. Each LLVER must provide a monthly report to the Regional LVER manager detailing their outreach activities. LVER Staff members conduct outreach to perform the following activities:

— Employer outreach — Job searches and workshops, and establishing job search groups — Coordinating with apprenticeship programs, and businesses or business organizations to promote and secure employment and training programs for veterans — Informing Federal contractors of the process to recruit qualified veterans; — Promoting credentialing and licensing opportunities for veterans; and — Coordinating and participating with other business outreach efforts.

Within each One Stop Center, LVER staff coordinate closely with the One Stop managers to provide training and technical assistance on priority of service, best practices for providing effective services to veterans, relevant external partners, the role of DVOP Specialists, integration of DVOP Specialists into Virginia’s service delivery model, and best practices for conducting outreach to employers.

LLVER Staff coordinate with their business service team partners and other state agencies or programs such as Virginia Values Veterans (V3), to conduct outreach to employer associations at the state and regional level. In this way the many more employers can be reached and persuaded to hire veterans. This outreach will educate employers on the advantages of hiring veterans, and inform employers on how to find qualified veteran applicants by leveraging Virginia’s workforce system. The VEC will increase veteran employment by making a sound business case to employers about the advantages of hiring veterans and providing tools to do so effectively. (Page 569) Title IV

### c. The manner in which DVOP specialists and LVER staff are integrated into the State’s employment service delivery system or one-stop delivery system partner network;

Virginia provides employment, training, and placement services to all veterans through a network of strategically located One Stop Centers operated by 15 Regional Workforce Development Boards (WDB) and supported by the State’s proprietary Virginia Workforce Connection database system. The VEC, One Stop Centers and each local WDB, have implemented a standardized framework for customer flow. This flow determines the method
Virginia (VA) WIOA Matrix

through which all clients (both job seeker and employer) are integrated into the system and how they are assessed to identify their service needs. All programs are coordinated through a joint referral process described in each LWIA’s Memorandum of Understanding (MOU) between partners. Each partner performs the services pursuant to their authorizing legislation or policy.

Collaboration is also enforced via program updates and other workforce system policies shared among partners at regularly scheduled staff meetings and training. During those meetings, all staff members share information about new employers and job orders received, One Stop Center scheduled activities, and positive recruitment activities taking place in the region.

All DVOP Specialists are full time employees, including the DVOP Specialist ISC. Although DVOP Specialists are responsible for case management and facilitating intensive services for veterans with significant barriers, they are not alone in this effort. Providing services to veterans with SBEs takes a team effort and as such, all services available in any particular One Stop are available to veterans on a priority of service basis. Non—JVSG funded staff provide intensive services and case management as appropriate to veterans and other eligible persons when no DVOP Specialist is available.

In most cases, the LVER serves as a member of the Business Services Team in their respective WDB. The team’s primary focus is to conduct job development and outreach to employers. LVER Staff responsibilities include operating targeted hiring events and veteran’s job fairs. LVER Staff provides program continuity by acting as the technical program advisor and trainer for One Stop Center staff. (Pages 569-570) Title IV

Virginia has adopted a demand—driven approach to all workforce and employment programs to focus services and training toward high demand jobs. The State promotes employment and job training opportunities through the use of several specialized programs. The Virginia Community College System (VCCS) operates various veterans’ programs throughout the state to promote education and other customized training for veterans to succeed in the civilian workplace. These programs are designed to help the veteran earn a degree or certification. These opportunities are presented to veterans through office visits and presentations at Veterans Workshops.

The local One Stop Centers act as the central hub for all workforce activities and associated training within the state. The State’s strategy for the leveraging of other state and federal education and training programs to develop skills necessary to prepare veterans for in—demand jobs is therefore focused on, and operated in, close cooperation with our One Stop Center partners. The combined efforts of the effective integration of the JVSG into the One Stop Center service delivery model, outreach to and relationship building with relevant partners, and comprehensive up—to—date information on in—demand jobs and skills, produces a coordination of programs and services that reduces or eliminates duplication, closes gaps in service, and identifies the program or service best suited to the individual veteran being served. In this way, the State leverages a wide range of state and federal training programs to efficiently and effectively provide veterans with the specific skills necessary to secure and succeed in current in—demand jobs.

The State’s outreach efforts and public information activities are used to inform veterans of the
services available at their local One Stop Centers and the training opportunities that are available in their area and within the state. These outreach efforts, as described in Section B above, are focused on key service providers likely to interact with SBE veterans. The intent of this outreach is to educate service providers about job training and other services available to veterans at their local One Stop Center. In turn, the State’s partner service providers can encourage veterans to seek services at a local VEC office. Due to the complexity of eligibility criteria and the variance of programs offered in disparate areas, public information systems usually do not provide specifics on particular programs but does direct veterans and other eligible persons into the local One Stop Center. (Pages 570-571)

The State is actively engaged in promoting the development of high demand job—driven training opportunities for veterans and other eligible persons within the education community. Business Services Teams partner with WIOA staff members, advise and collaborate with employers and educational institutions, (particularly the Virginia Community College System), to promote access to, retention in, and completion of individual training and education.

d. The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;

The State shall request one (1) percent of its annual allocation for each year’s JVSG grant as a Performance Incentive award for eligible staff. This award shall be used in accordance with VPL 02—07, or the most recent guidance from USDOL—VETS. The objective of the VEC incentive award program is to recognize, promote, and reward superlative and exceptional performance in the provision of service to veterans within the context of statutes and regulations. The basic objective of the awards program is to create an awareness and continuous level of interest in the importance of priority service for veterans and an environment that engenders continuous improvement in serving veterans across the spectrum of service. The award system shall continue to operate as defined in the applicable State Policy and as approved by USDOL. The State anticipates that individuals and teams will recognize the value and process of the awards program and will, as a result, develop a competitive attitude within the agency that supports esprit de corps within the team while sharpening the focus on service to other eligible persons.

Incentive awards shall be expended up to and including one (1) percent of the total grant amount for the fiscal year, which is set aside strictly for this purpose in the annual grant budget. Awards shall be determined based on a percentage of total award available for that fiscal year but shall not (in total) exceed one (1) percent of the total available funds for a given fiscal year or the most current USDOL guidance on grant funded incentive award amounts. Exceptional merit is based on a number of factors, with the overriding concept being the value of the process. In essence this is determining both a quantitative and qualitative rating and merit based on the following factors: — Total numbers of veterans served and total services rendered to those veterans within the parameters of these areas; — Outreach to veterans and subsequent flow of core services that result in veterans becoming job ready, or the need for intensive services; — Outreach to and the comprehensive assessment of special target groups within the veteran community; — Intensive services, case management, and outcomes of those efforts; — Job placements, in particular job developments, for veterans and veterans with disabilities; — Other successful outcomes for veterans who may not return to employment, but through community partner referral developed
### Virginia (VA) WIOA Matrix

- An improved situation and/or economic stability; — Outreach to and partner development with employers and federal contractors in the support of creating job opportunities for veterans; — Outreach to and partner development with community service agencies, other state and federal programs, and internal agency components in creating a supportive service network for veterans with barriers to employment and who may need case management; — Organizations, participation, and success in job fairs and other veteran center community activities; — Any other innovative veteran related activity. (Page 571-572) Title IV

By state law, all awards must be cash, and all cash awards must be presented directly to individuals in the amount of $1,000. This means that offices (teams) receiving incentive recognition shall share equally in the overall office award, and the individual award amount shall be determined by the team composition. For state merit staff awardees, the incentive will be paid out through the payroll system. For non—state merit employee, a separate payroll check will be issued to the individual. Any employee contributions that result from the payment of the incentive will be charged to the JVSG grant.

On 1 March and 1 August first of each year, supervisors will submit recommendations of names and amount not to exceed $1,000 per individual and/or per incident of achievement to the Chief, Veteran Services. There will be three level of awards designated: Gold ($1,000), Silver ($750) and Bronze ($500). This submission will also include a narrative report that identifies the number and type of activities extended to veterans and their outcome in no more than one page, not including additional documentation in the form of VWC or other data can be attached. The criteria for the award type will include, but is not limited to, Department of Labor performance measures for LVERs and DVOPs and performance measures established by the Virginia Employment Commission and partner agencies. (Page 572) Title IV

Determination of the award shall be by a combination of objective and subjective data. Data compilation, analysis, and award determination shall be by a team proposed by of the Chief, Veterans Services. The final award approval shall be by the Appointing Authority, Commissioner of VEC, who is also the signatory authority for the JVSG grant relationship with USDOL.

Incentive award funds distributed shall be obligated by September 30, each fiscal year and distributed not later than December 31, of the same year in accordance with the regulation. The Incentive award report shall be in compliance with USDOL VETS reporting requirements.

e. The populations of veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

DVOP Specialists target veterans who attest to having one or more of the six significant barriers to employment listed below ongoing to at least one of the six criteria listed below: — A special disabled or disabled veteran, as defined in 38 U.S.C. § 4211(10) and (3); — Homeless, as defined in Sections 103(a) and (b) of the McKinney—Vento Homeless Assistance Act (42 U.S.C. 11302(a) and (b)), as amended; — A recently—separated service member, as defined in...
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38 U.S.C § 4211(6), who has been unemployed for 27 or more weeks in the previous 12 months; — An offender, as defined by WIOA Section 3 (38), who is currently incarcerated or who has been released from incarceration; — Lacking a high school diploma or equivalent certificate; and/or — Low—income, as defined by WIOA Section 3(36). DVOP Specialists also provide services to priority category populations identified by the Secretary under 38 U.S.C. § 4103A (a)(1)(C). Currently, the Secretary has identified four such populations. These populations are: — Transitioning service members who have participated in the Transition Assistance Program and have been identified as in need of intensive services as indicated by issuance of DD form 2978; — Service members who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units; — The spouses or other family caregivers of such wounded, ill, or injured service members; and — Veterans, as defined in 38 U.S.C. § 4211, aged 18 to 24.

f. How the State implements and monitors the administration of priority of service to covered persons;

Priority of Service is one of the most important elements of service for veterans, as prescribed by 38 U.S.C. § 4215(b) and 20 CFR Parts 1001 and 1010 and reinforced through the State issued Workforce Development Policy 18.

During the reception process, a series of questions are used to identify veteran or eligibility status. Qualified veterans and/or qualified spouses are provided services prior to other customers and an initial assessment is completed by the first available One Stop Center staff member. If during the initial assessment it is determined that the veteran has a SBE or is a member of another special category, the veteran is immediately referred to a DVOP specialist. (Pages 572-573) Title I

The State provides priority of service in accordance with TEGL 05—03. When a veteran is identified as having barriers to employment, they are fast—tracked to ensure that those barriers are resolved as expeditiously as possible. The VEC has agreements with the USDOL—funded programs covered by 38 U.S.C. § 4215(b) on veterans’ priority and refers veterans to training and supportive services within that network on a priority basis. The VEC has partnered with educational entities within the state and the vocational/technical institutions, which also provide priority service for veterans. Veterans receive priority for employment and job training opportunities available through WIOA funding, on the job training, skills development training, and youth training contracts. Veterans’ can locate training opportunities through use of the Virginia Workforce Connection data base and receive training at private facilities, which have been approved through either through the individual WDBs or the Virginia Department of Veteran Services. Training costs for eligible veterans are paid by the WIOA program or through Individual Training Accounts. Veterans take priority in instances of training fund shortages. (Page 573-574) Title IV

Each WDB coordinates available funds with those provided by the Virginia Department of Veterans Affairs Vocational Rehabilitation and Employment (VR&E) program to prevent duplication of services. When VR&E is providing training and supportive services, WIOA can
provide services to spouses or services that were not covered by the VR&E program.

The VEC closely monitors programs to ensure that veterans are given priority of service. Both JVSG management and Regional Directors periodically conduct site checks to ensure all required priority of service signs are present and properly displayed, and that One Stop Center staff understand both the requirement of priority of service and its proper implementation. During these site visits, monitors pay particular attention to the implementation of priority of service beyond core services, particularly in the allocation of training funds.

The VEC analyzes data from Participant Individual Record Layout (PIRL) reports in conjunction with Virginia Workforce Connection data in order to compare outcomes by veterans and other eligible persons to the outcomes of non—veteran populations. This ongoing analysis supports the VEC’s continuous improvement process. Specifically, this is the relative rates of referral to USDOL funded training, referral to employment by One Stop Center staff, and job placement activities provided by One Stop Center staff. The VEC considers a referral rate in any program that is lower for eligible veterans than for nonveterans, evidence of a potential priority of service problem. In these cases, The VEC immediately places the affected region under examination and corrective action measures.

g. How the State provides or intends to provide and measure, through both the DVOP and one-stop delivery system partner staff:

1. job and job training individualized career services,

The VEC will use reports from the Virginia Workforce Connection (VWC) to ascertain services provided. Reports are generated monthly and quarterly. Reports are sorted by Region, Local Offices and Individual DVOPS. Capability exists to also view and track individual veterans and eligible spouses. In addition VEC conducts an Intensive Services Analysis on a monthly basis in which we review the raw number of veterans provided intensive services and the percentage of Veterans provided intensive services in comparison to the total number of veterans served. VEC will also monitor on a quarterly and semi-annual basis veteran’s average earnings and veteran’s retention rate (6 months). (Page 574-575)

Mental Health

3. the State agency responsible for providing mental health services:

The Virginia Department for the Blind and Vision Impaired (DBVI) maintains collaborative relationships with state agencies providing services to individuals who are blind, vision impaired, or deafblind with intellectual/developmental disabilities and mental health issues to include the Virginia Department of Behavioral Health and Developmental Services (DBHDS) and the Virginia Department of Medical Assistant Services (DMAS).

As discussed in Section C, during this State Plan cycle, DBVI will establish or re—establish Memorandum of Understandings or interagency agreements outlining the commitment of the agencies to work together to create opportunities to exchange information, resolve issues, and
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provide resources statewide in order to increase the pre—employment and competitive integrated employment opportunities for individuals who are blind, vision impaired, or deafblind with intellectual/developmental disabilities and mental health issues.

Interagency Collaboration regarding providing services for individuals with Developmental Disabilities and Mental Health Services:

The Department of Behavioral Health and Developmental Services (DBHDS) provides services and supports to individuals who have developmental disabilities, intellectual disabilities, and mental health concerns, also known as behavioral health in Virginia. Services to these individuals are provided by regional and local Community Services Boards (CSBs). DBVI will establish or reestablish collaborative relationships with Virginia DBHDS and CSBs to include participating in interagency workgroups with the DBHDS Employment Specialist and the Intellectual Disability (ID)/Developmental Disability (DD) CSB Case Managers with the goal of providing information related to allowable employment activities including Virginia’s Employment First initiative, Medicaid Waiver programs, and the provision of supported and extended support services. Collaboration with DBHDS also provides information on services and resources that support pre—employment transition programs and positive employment outcomes. The DBVI Vocational Rehabilitation Counselor will work with the DBHDS Employment Specialist and the ID/DD CSB Case Managers to specifically ensure that issues related to work benefits, supports, and available resources are addressed. (Pages 362) Title IV

RTW/SAW

Goal 7: Utilize WWRC’s comprehensive programs and services to address the unique needs of VR consumers with multiple and complex disabilities to help them overcome barriers to employment and obtain a job and/or regain independence to return to work.

Indicators:

7.1 Increase the number of consumers referred by VR counselors to WWRC by 1%. There were 2,616 referrals in FFY 2017, there were 2,597 in FFY 2016.

7.2 Expand WWRC’s medical outreach to increase access for potential VR consumers with an emphasis in ‘return to work’. WWRC continues to build its capacity for statewide referral development to Rothrock Hall’s medical rehabilitation services. (Page 329) Title IV

States that elect to include UI in the Combined State Plan must:

1. Submit an SQSP in the following manner depending on their timing in the SQSP cycle:

A. If a State is in the first year of their 2-year cycle, a complete SQSP package must be submitted. A complete SQSP package will include the Transmittal Letter, Budget Worksheets/Forms, State Plan Narrative, CAPs (including the milestones and the completion date for each milestone), the UI IAP, Organizational Chart, and the SQSP Signature Page. One
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The key goals for the UI program is to ensure that claimants are able to successfully return to work. As such, the SQSP State Narrative must provide a discussion of the plan coordination with other WIOA Combined Plan programs to ensure a coordinated effort and integrated service delivery. (Pages 601-602) Title IV

*All enclosed information is cited directly from final state plan as of June 30, 2019*

Find your local state plans here:

https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html