

**INTERIM REPORT OF THE  
JOINT SUBCOMMITTEE STUDYING**

**The Labor Force  
Needs of the 1990's  
and Beyond**

**TO THE GOVERNOR AND  
THE GENERAL ASSEMBLY OF VIRGINIA**



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INTERIM REPORT OF THE  
JOINT SUBCOMMITTEE STUDYING THE LABOR FORCE  
NEEDS OF THE 1990'S AND BEYOND  
to  
The Governor and General Assembly of Virginia  
Richmond, Virginia  
January, 1989

To: Honorable Gerald L. Baliles, Governor of Virginia,  
and  
The General Assembly of Virginia

EXECUTIVE SUMMARY

This study was undertaken in accordance with House Joint Resolution No. 159 of the 1988 General Assembly, which requested the establishment of a joint subcommittee to determine how well Virginia's training, retraining, vocational education and placement programs are preparing individuals to meet the labor force needs of the 1990's and beyond. The resolution called for the:

- (a) review of existing training, retraining, vocational education, and placement programs operated or supported by state agencies;
- (b) identification of clients served;
- (c) documentation of revenue sources and dollar amounts of funding;
- (d) identification of duplicative or overlapping programs;
- (e) evaluation of training programs in light of labor market needs; and
- (f) determination of recommendations to maximize program effectiveness and financial efficiencies, enhance cooperative efforts between state agencies, and pinpoint unfilled needs or voids in existing programs.

The joint subcommittee, at its first meeting, established a task force to perform the initial fact-gathering and analysis on the items specified in the resolution and to report back its findings. The task force was comprised of representatives of state agencies which administer training, retraining, vocational education, and placement programs, the Virginia Chamber of Commerce and the Association of Continuing and Adult Educators, and chaired by the vice chairman of the joint subcommittee. The task force's findings and bases for such were reported to the joint subcommittee in early December and, after careful and thorough review of such and consideration of the testimony presented by representatives of private businesses and others, the joint subcommittee concurred with the

task force's findings which have been summarized in the following three statements:

1. Some duplication of services provided and overlap in terms of clients served by various state agencies involved in training, retraining, vocational education and placement programs exist; however, the duplication should not necessarily be considered bad.
2. Additional information about the jobs of the future and the skills needed to secure them is needed.
3. A mismatch will exist between the needs of business and the work force capabilities unless measures are undertaken to ensure that those in the workforce have the appropriate education and training to meet such needs. The educational skills of many people, however, will have to be enhanced for training to be effective.

To address these findings, the joint subcommittee made the following recommendations:

1 - To eliminate some of the duplication of services by state agencies, facilitate the sharing of information between the agencies by having the Governor develop a standard client information form and adopt a basic test for use by all state agencies involved in employment and training programs.

2 - To eliminate some of the duplication of services and encourage the sharing of available information and coordination of activities among state agencies, have the Governor's Job Training Coordinating Council encourage the coordination of activities of and the Virginia Occupational Information Coordinating Committee monitor the sharing of information among state agencies involved in employment and training programs.

3 - To address the problem of the mismatch between the needs of business and the skills of the work force:

- Request the Department of Education to study the feasibility and advisability of restructuring the vocational education curriculums in the schools to provide the opportunity for blocks of time larger than those traditionally provided for on-the-job, cooperative, and apprenticeship training.

- Include the provisions of § 22.1-209 which require that each school board shall make available to secondary school students employment counseling and placement services in the Standards of Quality requirements. This will help ensure that information relating to employment opportunities are available to students graduating from or leaving the public schools.

- Encourage greater participation in the Apprenticeship Program administered by the Department of Labor and Industry.

- Direct the state agencies involved in training and employment programs to study the feasibility and desirability of state income tax credits for businesses that hire the chronically unemployed or at-risk

youths.

- Request the Governor to develop performance standards for the job training programs administered by state agencies.

- Relate to the joint subcommittees studying dropouts and early childhood and day care programs its findings as they relate to the issues they are studying.

Additionally, the joint subcommittee determined that the study should be continued for another year in order to allow the members to monitor the effects of their recommendations as well as to concentrate on the problems of those individuals with the highest risks for unemployment.

Throughout the study, it was repeatedly stressed that before any job skills training, retraining, vocational education or placement services can be provided to individuals, they must have the basic educational skills, including not only reading, writing and arithmetic, but also the ability to reason, learn, listen, solve problems and participate or work on teams. Today's work place more than ever demands that youths have a solid educational background. Businesses depend upon a flow of new employees with basic skills at a minimum and optimally with some of the job skills they require.

The state agencies involved in employment and training services pointed out that it is difficult if not impossible for them to serve large numbers of clients or to provide long term training on their limited budgets. The agencies stressed that additional resources are needed to enable them to adequately prepare individuals for the jobs of the future.

## INTRODUCTION

The economic strength, productivity, and national and international competitiveness of the Commonwealth depends on its ability to build and maintain a quality work force in view of a rapidly changing economy and work place. Jobs themselves are changing in content and skill requirements regardless of the type or size of the business, and the workers of the future must be prepared for such. Their skills, education, adaptability and basic reasoning abilities will determine whether they are prepared for the jobs and whether the Commonwealth will be able to continue to attract new and retain existing businesses.

The many unskilled and semi-skilled positions that once provided employment to Virginians with limited educations are disappearing and the continuous technological innovations and ever-increasing economic competition from other states and abroad ensure that this trend will continue. Workers of the future will be required to work within much more complicated work environments while performing multiple and more intricate tasks. By the year 2000 the major occupational categories with the largest number of openings are projected to be professional, technical and managerial and sales and clerical yet the largest segment of workers available will be the groups most at-risk who will not have the qualifications to fill them. The most critical factor in determining the preparedness of the work force is whether workers have good basic educational skills, for without them their chances for success are poor.

Additionally, without an adequate supply of qualified workers, employers might be forced to (i) take their jobs elsewhere, thus reducing the job opportunities in the state and eroding its economic base; (ii) hire underqualified workers which could result in inferior product qualities, thus reducing their abilities to compete in the national and international markets; (iii) seek out qualified workers already employed by other companies, thus driving up the wage scales and reducing price competitiveness; and (iv) expend considerable resources to remediate workers to bring them to a productive level. Currently, some of the larger businesses in the Commonwealth provide remedial education courses for their employees, yet have indicated that they may not be able to continue to do because of the highly competitive nature of their businesses. Small businesses cannot afford to offer these remedial courses.

Concern over whether Virginia's work force is receiving the appropriate training, retraining, vocational education and placement assistance to secure the jobs of the future led the 1988 General Assembly, pursuant to House Joint Resolution No. 159, to establish a joint subcommittee to study the issue. A copy of the resolution appears as Appendix 1 to this report.

Delegate Frederick H. Creekmore of Chesapeake served as chairman of the joint subcommittee. Other members of the House of Delegates appointed to serve were Mitchell Van Yahres of Charlottesville,

W. Henry Maxwell of Newport News, and Mark W. Hagood of Halifax.

Senator Robert C. Scott of Newport News served as vice chairman of the joint subcommittee. Other members of the Senate appointed to serve were Edwina P. Dalton of Henrico and Elliot S. Schewel of Lynchburg.

Terry Mapp Barrett, Research Associate, and C. William Cramme' III, Senior Attorney, of the Division of Legislative Services served as research and legal staff. Anne R. Howard with the House Clerk's Office provided the administrative and clerical duties for the joint subcommittee.

#### WORK OF THE SUBCOMMITTEE

In carrying out its responsibilities as directed by the study resolution, the joint subcommittee held five meetings, one of which was a public hearing. During each of these meetings, in addition to hearing from representatives of the various state agencies mentioned below which are involved in employment and training programs, the joint subcommittee heard from representatives of a number of organizations and private businesses regarding training programs in the private sector as well as their concerns about the quality of the labor force. These included the Governor's Job Training Coordinating Council, Newport News Shipbuilding, the Virginia Association of Private Career Schools, the Electronic Computer Programming Institute, the Virginia Association of Vocational Administrators, the State Council on Vocational Education, LaMountain and Associates, Philip Morris, USA, the former Capitol Records plant in Winchester, the Virginia Association of Community Action Agencies, the Shenandoah Valley Private Industry Council, the Virginia Manufacturers' Association, and the Richmond Electrical Apprenticeship Committee.

The joint subcommittee, at its first meeting, established a task force to perform the initial fact-gathering and analysis for the items specified in the resolution and to report back to it. The resolution called for the:

- (a) review of existing training, retraining, vocational education, and placement programs operated or supported by state agencies;
- (b) identification of clients served;
- (c) documentation of revenue sources and dollar amounts of funding;
- (d) identification of duplicative or overlapping programs;
- (e) evaluation of training programs in light of labor market needs; and
- (f) determination of recommendations to maximize program effectiveness and financial efficiencies, enhance cooperative efforts between state agencies, and pinpoint unfilled needs or voids in existing programs.

The task force was comprised of the following representatives of

state agencies which administer training, retraining, vocational education, and placement programs: Marilyn Mandel, Director, Division of Planning, Research & Policy Analysis, Department of Labor & Industry; Forrest Powell, Chief of Operations for Programs, Division of Adult Institutions, Department of Corrections; Marshall W. Smith, Vice Chancellor for Academic and Student Affairs, Virginia Community College System; Jerry Hicks, Administrative Director of Adult & Vocational Education, Department of Education; Wayne M. Turnage, Research Assistant, Governor's Employment & Training Department; Robert G. Lawson, Deputy Director, Department of Economic Development; Rick Pond, Manager of Employment Services, Department of Social Services; Al Dickerson, Commissioner, Department of Rehabilitative Services; Jeffrey A. Windom, Deputy Commissioner, Virginia Employment Commission; Thelma E. Bland, Deputy Commissioner, Department for the Aging; Mark Hill, Director of Supported Employment, Department of Mental, Health, Mental Retardation, and Substance Abuse Services; Wallace Sterling, Acting Vocational Director & Principal of Correctional Unit Schools, Department of Correctional Education; and James G. Taylor, Program & Policy Specialist, Vocational Rehabilitation, Department for the Visually Handicapped. Additionally, Harry L. Frazier, Jr., Director of Economic Development with the Virginia Chamber of Commerce, and Gino A. Canale, Director of the Center of Continuing Education at Norfolk State University and representing the Association of Continuing and Adult Educators, were asked to serve on the task force. Senator Scott served as its chairman. The task force met several times and developed a number of recommendations for the subcommittee's consideration. Its findings and recommendations were presented at the fourth meeting of the subcommittee.

In order to fully understand how each state agency is involved in training, retraining, vocational education and placement services, the joint subcommittee had each agency on the task force brief them on their programs at the beginning of the study. A brief summary of these programs appears as Appendix 2 to this report. Throughout the study, it was pointed out repeatedly that before any job skills training, retraining, vocational education or placement services can be provided to individuals, they must have basic educational skills, including not only the abilities to read, write and perform basic math operations, but also the abilities to reason, learn, listen, solve problems and participate or work on teams. Without such skills, a number of clients served by these agencies will not reap any long term benefits from the programs and will spin in and out of minimum wage jobs.

It was also pointed out that it is difficult if not impossible for the agencies to serve large numbers of clients or to provide long term training on limited budgets. The agencies stressed that additional resources are needed to enable them to adequately prepare individuals for the jobs of the future. Much of the time all they can hope for their clients is to train them enough to enable them to secure minimum wage jobs.

General projections about the work force of the year 2000 were also related to the joint subcommittee. It was explained that the state's population growth is expected to slow from seven percent through 1990 to



five percent by 2000. The labor force growth is also expected to slow from thirteen percent in 1990 to five percent by 2000. The percentage of sixteen- to twenty-four-year-olds in the work force will decline from twenty percent in 1985 to sixteen percent by 2000. Minorities will constitute about twenty-nine percent of all new entrants between now and 2000, which is twice the current share and more women will continue to enter the work force. It is projected that over sixty percent of all working age women will be at work. The middle aging of the work force is expected as thirty-five years olds who represented forty-two percent of the labor force in 1970 and thirty-eight percent in 1985 will represent fifty-one percent by 2000. The skills levels of jobs will increase and workers will have to adjust more quickly and seventy-five to eighty percent of all new jobs will require some postsecondary education. The major occupational categories with the largest number of openings are projected to be professional, technical and managerial and sales and clerical, yet the largest segment of workers will be the groups most at-risk who will not have the qualifications to fill them.

Additionally, representatives of private organizations and employers explained their training programs and related their concerns about the quality of workers to the joint subcommittee. A representative of Newport News Shipbuilding informed the members that his company views education and training for both its new and experienced employees as essential elements in its ability to meet current commitments and to ensure its future. The company offers a number of training programs including basic literacy education and one of the state's most successful and largest apprenticeship programs. The apprenticeship program enables the company to attract outstanding people, many of whom would not have joined the company had it not been for the program. It was pointed out that their company is faced not only with a shortage of workers with skills unique to their industry, but also in terms of the number of people.

In general, the private industry representatives stressed the need for the public education system to better prepare the potential labor force with basic skills as private sector employers need to devote their internal training money to something other than teaching someone how to read a rule or to perform basic operations with fractions. Most employers require that their employees have achieved a tenth grade education level but many have found that although a number of their job applicants have completed high school, they have not attained this educational level. Employers depend upon a flow of new employees with basic skills at a minimum and optimally with some of the jobs skills they require and reported that although they generally can bear the costs of the training unique to their businesses, educating or reeducating people in basic educational skills is an added cost which they cannot afford to assume in a highly competitive business. Some businesses use the community colleges for remedial education for their employees, but small employers cannot afford this.

A representative of the Virginia Manufacturers' Association reported that some of its members have reported that they are not getting the quality of workers they need because a number are lacking basic skills

and thus cannot adjust very well to differing situations. Several of the Association's members view the Apprenticeship Program operated by the Department of Labor and Industry and the Job Training Partnership Act as valuable programs for getting the private industry involved in training individuals. In addition to the educational value of private sector involvement in educating and training students, this involvement provides students with access to facilities and equipment which are not economically feasible to duplicate within an educational institution.

Representatives of the Department of Education reported that they have been attempting to develop innovative ways, including attitude and value development and work experience, to strengthen students' foundations in the basics as they realize that businesses are no longer satisfied with prospective employees who just have the basics. Businesses want employees who have the ability to reason and solve problems. To better prepare students, the schools are now requiring more credits, especially in the science and math areas, to graduate from high school and stress more writing skills as these help in developing thinking and problem-solving abilities. The Department of Education indicated that it knows how to encourage students to stay in school and to enhance their basic educational skills, but the Department needs additional resources to accomplish these efforts. It was pointed out that schools cannot cure all of the problems themselves and need the help of families, communities, social services agencies and others in encouraging students to learn.

The Virginia Association of Private Career Schools testified that private career schools play an important role in the training, retraining, education, and placement of Virginia's workforce and are highly responsive to the changes in the labor market and to the needs of local employers. Additionally, a large number of the individuals they serve are disadvantaged students. The schools constitute a vocational training resource at least equal in size to the Virginia Community College System's occupational/technical program. It was pointed out that they spend as much money placing their students as they do in recruiting them. Individuals they cannot help are referred to state agencies for assistance and some state agencies, such as the Virginia Employment Commission, contract with private career schools for training some of their clients.

As mentioned earlier, the task force presented the findings of its research and recommendations to the joint subcommittee at the fourth meeting. After hearing from private businesses and other interested groups and reviewing the task force's work and findings, which are summarized below, the joint subcommittee concurred with the task force's findings and adopted and/or modified some of its recommendations.

#### Work of the Task Force

In carrying out its responsibilities as requested by the joint subcommittee and the resolution, the task force met three times and its members attended each of the meetings of the joint subcommittee. To

ensure uniformity and facilitate the compilation of the data submitted by the various state agencies on the programs they administer for analysis, a questionnaire was developed and discussed at its organizational meeting. The questionnaire requested the following:

- 1 - a brief program description and summary of the results of the program;
- 2 - a brief explanation of the use of labor market needs projections and industry/business input sought in the program administration;
- 3 - information on the clients served by their programs including special clients such as:
  - a. the economically disadvantaged,
  - b. handicapped [physically (including visually), mentally, and emotionally],
  - c. dislocated workers,
  - d. offenders,
  - e. veterans,
  - f. migrant and seasonal farmworkers,
  - g. older workers, and
  - h. others facing barriers to employment, including the undereducated and functionally illiterate, displaced homemakers, alcoholics and drug addicts, individuals with limited English-speaking proficiency;
- 4 - information on the services provided in their programs including job counseling, intake/assessment, skill training, etc.; and
- 5 - information on program appropriation by funding source.

The information requested by the instrument was for the most convenient last twelve month period. The data provided for the special clients served, services provided and program appropriation categories were then summarized in matrix form for ease of comparison and to show areas of duplication and overlap. Copies of these matrices appear as Appendices 3, 4, and 5 respectively. Additionally, information on the number of clients served by each program appears in Appendix 6.

The task force met twice to discuss the results of the survey and possible solutions to the problems illustrated by such. The comments and recommendations made by the private sector representatives at the public hearing held by the joint subcommittee were also taken into consideration in the determination of their findings and recommendations. Based upon its analysis of the information provided by each of the agencies, the task force determined that:

1. Some duplication of services provided and overlap in terms of clients served by various state agencies involved in training, retraining, vocational education and placements programs exist; however, the duplication should not necessarily be considered bad.
2. Additional information about the jobs of the future and the skills needed to secure them is needed.
3. A mismatch will exist between the needs of business and the

work force capabilities unless measures are undertaken to ensure that those in the work force have the appropriate education and training to meet such needs. The educational skills of many people, however, will have to be enhanced in order for training to be effective.

As mentioned earlier, the task force made a number of recommendations to the joint subcommittee, the majority of which, after careful review, were adopted as recommended or modified by the joint subcommittee based on additional information received.

### CONSIDERATIONS

The following are some of the recommendations made by the task force which the joint subcommittee considered but determined were unnecessary after review of all the information received:

1 - Implement a tracking/follow-up system for high school graduates, especially for vocational education program graduates and for the clients of the agencies involved in employment and training services.

The task force reported that by tracking high school graduates and the clients of the various agencies who have been placed in employment they could determine the effectiveness of the employment and training programs as well as what additional types of training, retraining, vocational education and placement programs are needed. The Virginia Employment Commission indicated that it has done some developmental work in its system which will allow them, using information from unemployment compensation wage and tax files, to track an individual's earnings, spells of unemployment, geographic mobility, and mobility between firms and industries. Once the basic model is completely developed the VEC will be able to manipulate the data to generate specific information about particular groups. A complete tracking system already has been developed for the Virginia Community College System to provide employment and wage information on its graduates. The VEC reported that it needs additional funding, approximately \$100,000 to \$150,000 annually, to fully develop a good tracking system.

The joint subcommittee agreed that a tracking system would be very beneficial to the state agencies, but determined the system being developed by the VEC, once completed, could provide the follow-up information desired by the agencies.

2 - Establish a job council comprised of representatives of the private sector and state agencies involved in training, retraining, vocational education and placement programs to keep abreast of what jobs are currently available and projected to be available in the

future, as well as the skills needed for such.

The joint subcommittee learned that the Virginia Occupational Information Coordinating Committee (VOICC), which is comprised of representatives of the majority of state agencies involved in employment and training programs, already does this. It was suggested that the Committee could be asked to encourage state agencies to share the available information. One of the publications most widely used by state agencies in developing their own labor market needs projections, "Virginia Occupational Demand, Supply, and Wage Information," is prepared for VOICC and the Virginia Employment Commission by the Center for Public Affairs at the University of Virginia every two years. The report contains current information and projections to the year 1995 for most occupations for the state and, where available, for the nine metropolitan areas within the state. Information on wages and salaries, the job markets, training enrollments and completions is provided.

Beginning January 1989, more localized information will be published in the report. Included in the report, which is distributed to a number of agencies and localities statewide, is an explanation of how to use the information.

3 - Provide that the Commissioner of the Department of Labor and Industry has the authority to allow seventeen-year-old graduates of vocational programs to become registered apprentices in potentially hazardous occupations.

The Commissioner currently has this authority. However, other barriers to seventeen-year-old graduates of vocational programs obtaining employment in potentially hazardous occupations, such as insurance coverage for employers, exist and were pointed out to the joint subcommittee. In its proposal to expand its Apprenticeship Program to include more high school students, the Department of Labor and Industry has proposed that a field supervisor be employed to promote the Program in the schools and to coordinate with school divisions in placing students in part-time employment as apprentices with local employers. The field supervisor will devote special attention to existing barriers prohibiting school/work linkages such as the difficulties with insurance carriers prohibiting the employment of minors in certain trades, the reluctance of some employers to engage in formal apprenticeship training, etc. The Department also proposed the hiring of additional field representatives to coordinate the working relationships between employers and schools in given geographical territories.

4 - Have individual localities do their own job assessments so that information on the local job market is available.

The task force reported that local information is needed since the people who are most in need of jobs cannot move for financial

reasons. As mentioned earlier, beginning in January 1989, VOICC's report which is distributed to localities will contain localized information. This information has been added to assist localities in making their own labor market and job assessments. Additionally, the Virginia Employment Commission indicated that it has economists available to assist localities if they so desire; therefore, the joint subcommittee determined that it would not be necessary to require localities to perform their own job assessments.

5 - Provide support for private career schools.

Private career schools constitute a vocational training resource at least equal in size to the Virginia Community College System's occupational/technical program. A diversity of programs are offered yet no state financial assistance is received by them. However, beginning in 1989 their students will be eligible for participation in the Virginia College Work Study Program. This will enable them to work in a training-related position in the business community. It was pointed out that the state indirectly supports these schools as information about their course offerings is included in the Virginia VIEW Career Information and some state agencies contract with the schools for job training.

## RECOMMENDATIONS

After careful consideration of the information it received during the course of its study, including the findings and recommendations of the task force, the joint subcommittee decided to offer the following recommendations:

1. THE RESOLUTION REQUESTING THE GOVERNOR TO DEVELOP A STANDARD CLIENT INFORMATION FORM AND ADOPT A BASIC TEST FOR USE BY ALL STATE AGENCIES INVOLVED IN EMPLOYMENT AND TRAINING PROGRAMS SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

2. THE RESOLUTION REQUESTING THE GOVERNOR'S JOB TRAINING COORDINATING COUNCIL TO ENCOURAGE THE COORDINATION OF ACTIVITIES AND THE VIRGINIA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE TO MONITOR THE SHARING OF INFORMATION AMONG STATE AGENCIES INVOLVED IN EMPLOYMENT AND TRAINING PROGRAMS SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

3. THE RESOLUTION REQUESTING THE DEPARTMENT OF EDUCATION TO STUDY THE FEASIBILITY AND ADVISABILITY OF RESTRUCTURING THE VOCATIONAL EDUCATION CURRICULUMS IN THE SCHOOLS TO PROVIDE THE OPPORTUNITY FOR BLOCKS OF TIME LARGER THAN THOSE TRADITIONALLY PROVIDED FOR ON-THE-JOB, COOPERATIVE AND APPRENTICESHIP TRAINING SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

4. THE LEGISLATION WHICH PLACES THE EMPLOYMENT COUNSELING AND PLACEMENT PROVISIONS OF § 22.1-209 UNDER THE STANDARDS OF QUALITY PROVISIONS SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

5. GREATER PARTICIPATION IN THE APPRENTICESHIP PROGRAM ADMINISTERED BY THE DEPARTMENT OF LABOR AND INDUSTRY SHOULD BE ENCOURAGED.

6. THE RESOLUTION REQUESTING THE STATE AGENCIES INVOLVED IN TRAINING, RETRAINING, VOCATIONAL EDUCATION AND PLACEMENT PROGRAMS TO STUDY THE FEASIBILITY AND DESIRABILITY OF ESTABLISHING INCOME TAX CREDITS FOR BUSINESSES THAT HIRE THE CHRONICALLY UNEMPLOYED OR AT-RISK YOUTHS SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

7. THE RESOLUTION REQUESTING THE GOVERNOR TO DEVELOP PERFORMANCE STANDARDS FOR THE JOB TRAINING PROGRAMS ADMINISTERED BY STATE AGENCIES SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

8. THE RESOLUTION CONTINUING THE STUDY SO AS TO ENABLE THE SUBCOMMITTEE TO MONITOR THE RESULTS OF ITS OTHER LEGISLATIVE RECOMMENDATIONS AND TO CONCENTRATE ON GROUPS WITH THE HIGHEST RISK FOR UNEMPLOYMENT SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

9. LETTERS REPORTING THE FINDINGS AND CONCERNS OF THE JOINT SUBCOMMITTEE AS THEY RELATE TO EDUCATION SHOULD BE SENT TO THE JOINT SUBCOMMITTEES STUDYING THE DROPOUT PROBLEM AND EARLY CHILDHOOD AND DAY CARE PROGRAMS.

## REASONS FOR RECOMMENDATIONS

1. THE RESOLUTION REQUESTING THE GOVERNOR TO DEVELOP A STANDARD CLIENT INFORMATION FORM AND ADOPT A BASIC TEST FOR USE BY ALL STATE AGENCIES INVOLVED IN EMPLOYMENT AND TRAINING PROGRAMS SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

Duplication of services provided and overlap in terms of clients served by the various state agencies were found by the task force; however, it was determined that the duplication should not necessarily be considered bad. In many cases, it is a continuum of services rather than a duplication of such. The same people may receive different services from the agencies at different times in their lives. Currently, most of the state programs are faced with serving large numbers of clients with limited resources and therefore do not have much time or resources to devote to any one client, let alone serve them all. Much of the time all they can hope for their clients is to train them enough so they can secure minimum wage jobs. Often the training results in short-term employment and sometimes a client may not be ready for employment when a training program has been completed. Long term results, however, are needed in order to assure that their clients do not spin in and out of minimum wage-paying jobs the rest of their lives.

For a number of the agencies, the specific nature of their programs and the clients served are affected by budget constraints as the various funding sources have different stipulations. It was pointed out that federal programs are very stringent as to whom is to be served. For example, the Job Training Partnership Act which is administered primarily by the Governor's Employment and Training Department makes the state principally responsible for the employment and training activities yet the activities are limited to a federally-defined target population.

The matrix on services provided, Appendix 4 of this report, illustrates that the most duplication appears in the intake/assessment area. Considerable staff time is used in the gathering of information from clients, and clients are often frustrated when they have to go through the same processes with each of the agencies to which they are referred. It was determined that generic information, such as name, address, social security number, etc., could be obtained through a standard form and information specific to certain agencies, such as information about disabilities or financial needs for the Department for the Visually Handicapped and the Department of Rehabilitative Services, could be entered on an additional page and attached to the form. It was suggested, however, that it would be a major undertaking to develop such a form because of the varying degrees of technical sophistication of the agencies involved. Some agencies have eliminated the use of paper forms by completely automating their systems.

Additionally, considerable staff time is used in testing individuals to determine their education and skills levels, aptitudes and interests.



It was determined that a basic test, the results of which could be shared among the agencies, would also help streamline the intake/assessment process and eliminate some of the duplication for both state agencies and their clients. Currently, some agencies use the GATB, General Aptitude Test Battery, which is designed to better match the individual's abilities and interests with jobs and helps in identifying individuals who will be more productive as well as those who need to be referred to other services, such as those requiring help with basic literacy. Without accurate assessment, many of these individuals needing help would never be identified.

The issue of standard tests, however, is very controversial, yet the GATB is considered to be one of the best because it has been screened for cultural bias. Many feel, however, that a basic literacy test might be more appropriate for the clients of some of the agencies.

The joint subcommittee determined that the development of a standard client information form and the adoption of a basic test for use by all state agencies involved in employment and training programs could eliminate some of the time and effort devoted to essentially repetitious procedures. This would allow more resources to be devoted to better serving the agencies' clients and increase the ability of the various agencies involved to provide more comprehensive services to individuals served by more than one agency. Since the agencies involved in training, retraining, vocational education, and placement services fall under four Secretarial areas, the subcommittee determined that the Governor could most effectively coordinate the development of such a form and adoption of a test.

A copy of the resolution requesting this appears as Appendix 7 to this report.

2. THE RESOLUTION REQUESTING THE GOVERNOR'S JOB TRAINING COORDINATING COUNCIL TO ENCOURAGE THE COORDINATION OF ACTIVITIES AND THE VIRGINIA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE TO MONITOR THE SHARING OF INFORMATION AMONG STATE AGENCIES INVOLVED IN EMPLOYMENT AND TRAINING PROGRAMS SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

The joint subcommittee determined that to further reduce duplication of services the agencies themselves should be encouraged to identify similar functions they perform and establish a cooperative effort so as to assure that the total needs of their clients are met in a comprehensive and effective manner. It was suggested that the Governor's Job Training Coordinating Council, which was created to make recommendations to the Governor in the areas of job training plans, coordination, service delivery, performance standards and other employment and training issues could monitor these efforts.

A number of the state agencies participating in the study indicated a need for additional information on the jobs that are and will be available as well as the skills needed for such despite all of the information currently available to them including "Virginia Occupational

Demand, Supply, and Wage Information," the report prepared by VOICC which was explained earlier in this report. This information is needed to ensure that the programs are concentrating on preparing their clients for jobs that are available. The Virginia Occupational Information System with the Center for Public Service at the University of Virginia has recently analyzed, among other things, how agencies use labor market information, and made recommendations as to ways in which labor market information can be produced more efficiently and used more effectively. The Virginia Occupational Information Coordinating Committee, which is comprised of representatives of practically all of the agencies involved in employment and training activities, reported that they are considering these recommendations.

A representative of VOICC indicated that they are responsive to requests for changes in information provided in their report from the users of such. Beginning January 1989, at the request of localities, VOICC will make the information published in its report more adaptable so localities can more easily extract the information they need.

The joint subcommittee determined that since the Governor's Job Training Coordinating Council and the Virginia Information Coordinating Committee are attuned to the needs of the marketplace and are comprised of representatives of state agencies as well as of private industry, it would be appropriate for them to become more involved in the overall relationship of the agencies that administer employment and training programs so as to ensure that the programs are being operated as efficiently as possible and their clients are receiving the appropriate training to secure employment. It recommended that (i) the Governor's Job Training Coordinating Council be urged to encourage the coordination of activities among state agencies involved in these programs and (ii) the Virginia Occupational Information Coordinating Committee be urged to monitor and assure the sharing of the best possible occupational information among the agencies for the purpose of vocational program planning and career counseling.

The resolution urging the involvement of these two groups appears as Appendix 8 to this report.

3. THE RESOLUTION REQUESTING THE DEPARTMENT OF EDUCATION TO STUDY THE FEASIBILITY AND ADVISABILITY OF RESTRUCTURING THE VOCATIONAL EDUCATION CURRICULUMS IN THE SCHOOLS TO PROVIDE THE OPPORTUNITY FOR BLOCKS OF TIME LARGER THAN THOSE TRADITIONALLY PROVIDED FOR ON-THE-JOB, COOPERATIVE AND APPRENTICESHIP TRAINING SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

Contributing to the mismatch which exists between the jobs currently available and those projected to be available in the future and the skills of people to fill them are the large number of high school dropouts as well the thousands of students who do graduate but do not meet the basic requirements for such jobs. It was pointed out that approximately thirty-seven percent of working age adults are high school dropouts and that in Greensville County, two-thirds of the population

fall into this category. These figures alone illustrate the need for the education system to do whatever it can to encourage students to stay in school and to learn.

The joint subcommittee determined that restructuring the vocational education curriculums in the schools to provide the local school divisions the opportunities to offer blocks of time larger than those traditionally provided for on-the-job, cooperative and apprenticeship training might provide some of the encouragement that students need to stay in school. Allowing students to train in a work environment for longer periods of time, such as full days or even weeks, might enhance their interests and skills as well as encourage more private sector employers to participate in such programs resulting in additional access to facilities and equipment which are not economically feasible to duplicate within an educational institution. Linkage of such programs with the private industry has been noted as a prime motivator for encouraging students to remain in school. Students not only receive job-specific training which may enable them to secure employment or to receive more favorable consideration as applicants for apprenticeship programs upon graduation but in some cases, through this hands-on experience, determine prior to investing very much time in it, that the vocation is not to their liking. In addition, research has shown that students who enter vocational programs early in high school often begin to realize the value of reading or math.

It was stressed that vocational education not be seen as an either/or situation. Vocational programs generally have been perceived as "dumping grounds" and as an alternative to an academic route, with vocational students entering the job market immediately upon graduation from high school. Educators, however, point out that the role of vocational education is to enhance basic educational skills. Many students who have participated in vocational programs go on to college to earn two- or four-year degrees, yet there are some who take a smattering of courses just to get by and thus do not benefit from the program. Participation in such programs is optional and guidance counselors are responsible for helping students decide what they want to do with their lives. The Department of Education reported that vocational programs should have only those students who can benefit from them and that in the past vocational education has tried to be all things for all people.

The Department of Education indicated that the best way to eliminate the "dumping ground" perception is to have quality programs with quality students and that a good way to ensure this is to have jobs available to the students upon graduation. The Department is beginning to redirect and rethink its vocational education programs and has several initiatives underway to encourage students to stay in school. One of these initiatives entails expanded coordination between high school and community college vocational-technical programs such as a structured 2+2 program beginning in the junior year of high school and finishing in the second year of college. Representatives of the Department pointed to the need to balance good vocational programs with strong basic skills in academics to be effective.

Due to the important role guidance counselors play in helping students make critical decisions about their futures, educators have determined that they should not only have knowledge about academic alternatives but also have first-hand knowledge of jobs which students may secure upon graduation from high school. The Department of Education reported that it has begun to work on this as well.

Attached as Appendix 9 to this report is a copy of the resolution requesting the Department of Education to study the feasibility of restructuring its vocational programs.

#### 4. THE LEGISLATION WHICH PLACES THE EMPLOYMENT COUNSELING AND PLACEMENT PROVISIONS OF § 22.1-209 UNDER THE STANDARDS OF QUALITY PROVISIONS SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

Section 22.1-209 of the Code of Virginia provides that each school board shall make available to secondary school students employment counseling and placement services so as to provide information relating to the employment opportunities available to those graduating from or leaving the public schools. It was pointed out to the joint subcommittee that sometimes the requirements of this section are overlooked. Many people stressed that career counseling should receive the same emphasis and intensity as counseling for college preparation as research shows that by 1990, eighty percent of the jobs available will not require a college degree but will require some training beyond high school. Those students who intend to sample various vocational classes rather than concentrate on a particular area and develop skills will have difficulty finding jobs upon graduation. However, with the direction and help of guidance counselors these students might realize the need for developing job-specific skills in order to obtain meaningful employment.

A number of apprenticeship programs require that prospective apprentices have at least one year of algebra; therefore, it is important that guidance counselors are aware of this and other requirements related to apprenticeship and vocational-technical training in order to pass this information on to students. The failure of a student's having taken certain courses could be an obstacle to his pursuing his desired occupation and might discourage him from pursuing it entirely.

Representatives of private industry pointed out that students need better and more accessible information about careers and the education and training necessary to support them. They indicated that the image of occupational and vocational education needs to be improved by having better materials, better and more expensive professional development for guidance staff, reasonable guidance loads, and possibly including in the guidance function people from noncollegiate backgrounds.

The joint subcommittee determined that by placing the employment counseling and placement services provisions under the SOQ requirements, the local school divisions might pay more attention to it.

Attached as Appendix 10 to this report is a copy of the legislation effecting this change.

5. GREATER PARTICIPATION IN THE APPRENTICESHIP PROGRAM ADMINISTERED BY THE DEPARTMENT OF LABOR AND INDUSTRY SHOULD BE ENCOURAGED.

The state's Apprenticeship Program has been very successful in expanding and improving the state's skilled work force and in providing opportunities for people to receive training in the skilled trades. The program acts as a facilitator which brings together people needing training and employment, employers seeking skilled workers and the resources of the adult vocational education delivery system. It depends on the voluntary participation of employers who pay their apprentices while providing on-the-job training to them. The state is involved, through an appropriation to the Department of Education, in supporting the costs of related classroom instruction which is required of all apprentices and also provides certificates upon completion of the programs to the apprentices. The program is very cost effective as for every dollar the state spends on it, between six and seven dollars are returned in the form of taxes.

A representative of the Virginia Manufacturers' Association reported to the joint subcommittee that a number of his association's members had indicated that the Apprenticeship Program has been a valuable asset in getting the private sector involved in the training of individuals. Additionally, the Newport News Shipbuilding has one of the largest apprenticeship programs in the state with over 700 men and women serving as apprentices in twenty different trades. It has been registered with the Virginia Apprenticeship Council since 1942 and been accredited by the Southern Association of Colleges and Schools, Commission on Occupational Education Institutions, since 1982. The company believes that the program has enabled it to attract outstanding people, many of whom would not have joined the company had it not been for the program.

In 1988, the General Assembly, recognizing the important role that the Apprenticeship Program plays in improving the state's skilled work force, provided the funding to the Virginia Employment Commission to open three apprenticeship centers, in Richmond, Alexandria and Portsmouth, to serve the entire state in recruiting apprentices to match with employers. The apprenticeship centers are a cooperative effort between the VEC, the Department of Labor and Industry, and the Department of Education.

During discussions about the Apprenticeship Program, a representative of the Department of Labor and Industry indicated that the Department would like to expand its program into high schools yet did not have the staff or funding for this. It was pointed out that this expansion not only would provide additional incentives to students to remain in school but would also encourage more private sector employers to participate in such programs.

The joint subcommittee agreed that much broader and more effective use could be made of apprenticeship, internship and other forms of experiential learning and, therefore, decided to support the Department of Labor and Industry's proposal to expand the staff of its Apprenticeship Division. The proposal called for a field supervisor for

high school/apprenticeship linkage to be employed by July 1, 1989, and four field representatives, one in each regional office to work specifically with employers and high school vocational students, to be hired sometime thereafter. The field supervisor's responsibilities would include traveling throughout the state to work with the schools in placing students in part-time employment as apprentices with local employers, devoting special attention to barriers reported which prohibit school and work linkages, such as difficulties with insurance carriers prohibiting the employment of minors in certain trades and the reluctance of some employers to engage in formal apprenticeship training. The field representatives would be responsible for coordinating the working relationships between employers and schools in given geographic areas.

Attached to this report as Appendix 11 is a copy of the proposal.

6. THE RESOLUTION REQUESTING THE STATE AGENCIES INVOLVED IN TRAINING, RETRAINING, VOCATIONAL EDUCATION AND PLACEMENT PROGRAMS TO STUDY THE FEASIBILITY AND DESIRABILITY OF ESTABLISHING INCOME TAX CREDITS FOR BUSINESSES THAT HIRE THE CHRONICALLY UNEMPLOYED OR AT-RISK YOUTHS SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

The effectiveness of tax credits in encouraging employers to hire the chronically unemployed or at-risk youth was debated extensively by the task force and later by the joint subcommittee. It was determined that although "the jury is still out on their effectiveness," overall they tend to do more good than bad. During the discussions it was pointed out that Congress must see some merit in them as they have extended the federal targeted jobs tax credit program to December 1989.

The Department of Social Services reported that with the targeted tax credit program for employers who hired welfare clients, the clients were reluctant to admit to employers that they were on welfare even though it may have encouraged the employers to hire them. Most preferred to compete on the same playing field with others for the positions. It was explained that some Social Services clients believe that they are less likely to be hired or will be treated differently by employers if the employers know they are on welfare. Many believe that the mere mention of the word "welfare" immediately conjures up negative thoughts about a person. They reported, however, that the program may have made a difference for some welfare clients seeking employment.

A similar problem with the Youth Incentive Program of the U.S. Department of Labor in 1981 was also discussed. The program guaranteed to pay the salaries of youths for four years yet private sector employers showed no interest in it. Many feel that this was because of the scrutiny from the Department of Labor which would come with the hiring of these youths.

The joint subcommittee determined that the issue needs to be studied, as with the disappearance of the numerous unskilled and semi-skilled positions that once provided employment to Virginians with limited educations and the other changes taking place in the labor market,

unskilled and semi-skilled individuals and those with limited educations will need whatever assistance they can receive in securing employment. It is estimated that one of every four students entering high school today will drop out before graduating and that currently, approximately thirty-seven percent of working age adults are high school dropouts. As mentioned earlier, in Greenville County, two-thirds of the population fall into this category. With some incentives, such as income tax credits, some employers may be encouraged to hire these individuals.

The joint subcommittee, therefore, recommended that the state agencies involved in training, retraining, vocational education, and placement programs should look into the feasibility and desirability of state income tax credits for businesses which hire disadvantaged youths and the chronically unemployed. They also recommended that the agencies consider the feasibility of providing additional tax credits for businesses that offer high school students the opportunity to work for them while in school with the intent of hiring them after graduation.

A copy of the resolution requesting this study is attached to this report as Appendix 12.

**7. THE RESOLUTION REQUESTING THE GOVERNOR TO DEVELOP PERFORMANCE STANDARDS FOR THE JOB TRAINING PROGRAMS ADMINISTERED BY STATE AGENCIES SHOULD BE PASSED BY THE GENERAL ASSEMBLY.**

Since a number of agencies that administer job training programs must serve large numbers of clients on limited budgets it is important that the funding they receive is being used to accomplish the purposes for which the programs were created. Several state agencies currently operate under federal performance standards and others have taken the initiative to develop their own. The Governor's Employment and Training Department reported that the U.S. Department of Labor sets minimum performance levels for each of the service delivery areas which administer the Job Training Partnership Act. The standards are adjusted for each area's economic conditions and the characteristics of the particular clients served. Actual performance is then compared to the standard to determine what the standards should be in the future.

In developing performance standards the joint subcommittee agreed that it is important that they be tailored to the individual programs since the educations, skills and capabilities of the clients served by them vary considerably. The subcommittee also determined that such standards should not be based on the placement rates of the agencies. The clients of some of the programs may have good skills that only need to be refined, yet others may not even be able to read. It would, therefore, be unfair to compare the job placement rates of these programs. The joint subcommittee determined that in order to ensure that services are provided to the clients of job training programs in the most effective and comprehensive manner possible, performance standards should be developed for the state agencies involved in these programs. Such standards would help to eliminate the agencies' "cream-skimming" or serving only those clients they know they can place. The joint

subcommittee felt that it would be appropriate for the Governor to establish such standards.

The resolution requesting the establishment of performance standards is attached to this report as Appendix 13.

8. THE RESOLUTION CONTINUING THE STUDY SO AS TO ENABLE THE SUBCOMMITTEE TO MONITOR THE RESULTS OF ITS OTHER LEGISLATIVE RECOMMENDATIONS AND TO CONCENTRATE ON GROUPS WITH THE HIGHEST RISK FOR UNEMPLOYMENT SHOULD BE PASSED BY THE GENERAL ASSEMBLY.

Although both the joint subcommittee and the task force devoted considerable time to its study, because of the complexity and breadth of the issues, the subcommittee was unable to examine some of the specific problems brought to its attention such as those of the groups with the highest risk for unemployment, including the chronically unemployed. Additionally, the joint subcommittee determined that since it will not know the impact of some of its recommendations until after their implementation, and thus additional follow-up work might be needed, the study should be continued. It was decided that the second year of study would focus on those groups with the highest risk for unemployment to ensure that the programs administered by the state agencies are helping them.

Attached as Appendix 14 to this report is a copy of the resolution requesting the continuation of the study.

9. LETTERS REPORTING THE FINDINGS OF THIS STUDY GROUP AS THEY RELATE TO EDUCATION SHOULD BE SENT TO THE JOINT SUBCOMMITTEES STUDYING THE DROPOUT PROBLEM AND EARLY CHILDHOOD AND DAY CARE PROGRAMS.

Recognizing that the state's economic strength, productivity and competitiveness depend on its ability to build and maintain a quality work force which in turn depends on its education system's ability to produce students who have good basic skills, the joint subcommittee determined that letters should be sent to the joint subcommittees studying the dropout problem and early childhood and day care programs urging them to do whatever they can to encourage students to develop good basic skills so that they have better chances in securing meaningful employment and thus better lives. The letters related some of the subcommittee's findings about the need for a quality education system to assure a quality workforce. They pointed out that the dropout problems could possibly be avoided if special attention is devoted to any particular learning problems which are detected when the child is young and that students' interests in education constantly need stimulation. The letters also pointed out that in addition to basic educational skills, personal skills, including communication skills, and a good work ethic are needed by students seeking employment.



## CONCLUSION

The joint subcommittee expresses its appreciation to all parties who participated in its study, particularly the members of its task force, and requests that they continue to participate in the next year of study. The study group's recommendations have been offered only after careful and thorough study of the information it received. The subcommittee believes that its recommendations are in the best interest of the Commonwealth and it encourages the General Assembly to adopt its recommendations.

Respectfully submitted,

Frederick H. Creekmore, Chairman  
Robert C. Scott, Vice Chairman  
Mark W. Hagood  
W. Henry Maxwell  
Mitchell Van Yahres  
Edwina P. Dalton  
Elliot S. Schewel

## APPENDICES

- 1 - House Joint Resolution No. 159 of 1988
- 2 - Summary of the Training, Retraining, Vocational Education, and Placement Programs Administered by State Agencies
- 3 - Matrix of the Special Clients Served by the Agencies
- 4 - Matrix of the Services Provided by the Agencies
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- 6 - Table on Employment and Training Clients of the Agencies
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- 8 - House Joint Resolution No. 358 (coordination of activities & information)
- 9 - House Joint Resolution No. 359 (restructuring vocational programs)
- 10 - House Bill No. 1629 (employment counseling and placement services)
- 11 - Proposal of the Department of Labor and Industry
- 12 - House Joint Resolution No. 361 (tax credits)
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- 14 - House Joint Resolution No. 362 (continuing study)

APPENDIX 1

**GENERAL ASSEMBLY OF VIRGINIA -- 1988 SESSION**

**HOUSE JOINT RESOLUTION NO. 159**

*Requesting the creation of a joint subcommittee to study how well Virginia's training, retraining, vocational education, and placement programs are preparing individuals to meet the labor force needs of the 1990's and beyond.*

Agreed to by the House of Delegates, March 11, 1988

Agreed to by the Senate, March 10, 1988

WHEREAS, Virginia's economy is dependent upon a well-trained, employable, and productive labor force; and

WHEREAS, many of the technical skills needed to fulfill today's job requirements are changing, thereby displacing many workers possessing obsolete skills; and

WHEREAS, the successful employment of both experienced workers and new entrants into the labor force is dependent upon their ability to perform the tasks required; and

WHEREAS, there are numerous state and local agencies operating training programs, overseeing such programs, referring individuals to such programs, or placing program completers in the labor force; and

WHEREAS, there has been no comprehensive study of these programs to determine the delivery structure, clients served, duplication or fragmentation of efforts, costs involved, resource allocation, and program results or impact on the Commonwealth; and

WHEREAS, the funds to finance these programs, whether they be state or federal, are becoming more scarce each year, while the number of people needing these services is increasing; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That a joint subcommittee be created to study the training, retraining, vocational education, and placement programs in Virginia. The subcommittee shall: (a) review existing programs operated or supported by state agencies, including but not limited to, Labor and Industry, the Department of Corrections, the Community College System, Education, the Governor's Employment and Training Department (GETD) or entities receiving funds through GETD, Economic Development, Social Services, Aging, Rehabilitative Services, Correctional Education, and the Virginia Employment Commission; (b) identify clients served; (c) document revenue sources and dollar amounts of funding; (d) identify duplicative or overlapping programs; (e) evaluate training program trends in light of labor market needs; and (f) make recommendations to maximize program effectiveness and financial efficiencies, enhance cooperative efforts between state agencies, and pinpoint unfulfilled needs or voids in existing programs; and, be it

RESOLVED FURTHER, That the subcommittee is requested to form a task force composed of representatives of the above-mentioned agencies and other agencies to perform the initial fact-finding research on the items listed above and other areas as deemed appropriate and to analyze the data. After compiling the data, the task force shall report its findings to the subcommittee.

The joint subcommittee shall be composed of seven members: one member from the House Education Committee, one member from the House Health, Welfare and Institutions Committee and two members from the House Labor and Commerce Committee, all to be appointed by the Speaker of the House of Delegates; and one member from the Senate Commerce and Labor Committee, one member from the Senate Education and Health Committee and one member from the Senate Rehabilitation and Social Services Committee, all to be appointed by the Senate Privileges and Elections Committee.

The agencies of the Commonwealth shall provide assistance upon request. The joint subcommittee shall complete its study in time to submit its findings and recommendations to the Governor and the 1989 Session of the General Assembly.

The indirect costs of this study are estimated to be \$9,650; the direct costs of this study shall not exceed \$5,760 .

## APPENDIX 2

### Brief Summary of the Training, Retraining Vocational Education, and Placement Programs Administered by the Agencies

The Virginia Employment Commission - The Job Service Division of the VEC administers the basic employment services for employers and citizens seeking jobs. Its mission is to provide a statewide system of public employment offices through which employment services are provided to employers who are seeking workers and to workers who are seeking employment. Its statewide delivery system primarily consists of five regions with thirty-nine full service local offices, most of which are co-housed with unemployment insurance activities. The VEC administers the Local Veterans Employment Representative and Disabled Veterans Outreach Programs, the Trade Adjustment Assistance Program, the Dislocated Worker Program, the Targeted Jobs Tax Credit, the Jobs Corps Program, the Alien Certification Program and the Project Placement Program. In the most recent fiscal year it registered nearly 290,000 applicants, referred over 143,000 on more than 122,000 job orders listed by their employers, and actually found jobs for nearly 66,000 people at an average hourly wage of \$5.22. Its average cost per individual placed was \$300.

The Department of Labor and Industry - The Apprenticeship Division promotes, develops and maintains a statewide system of apprenticeship training. Its program exists to expand and improve the state's skilled workforce and to provide opportunities for people to receive training in the skilled trades. The Division is the facilitator that brings together the people needing training and employment, employers seeking skilled workers and the resources of adult vocational education delivery systems. Currently, there are 2,595 employers training 8,179 apprentices. The cost factor for each apprentice served for the 1987 fiscal year was \$65.95. The Department reported that for every one dollar that the state spends in the program, over six dollars is returned in the form of taxes.

The Department of Education - Vocational Education - Vocational education programs serve a diverse population, including high school students and adults, and strive to meet the needs of the students, localities, employers, and the total state economy. Programs and courses are offered within high schools and in local or regional vocational-technical centers and vary considerably throughout the state as specific program decisions are made in response to local and regional employment needs. In 1986-87 enrollments in vocational education in high schools exceeded 337,000. Adult enrollment in vocational programs in 1986-87 exceeded 69,000. Cooperative education programs provided on-the-job training experience for more than 20,000 students with over 13,000 employers participating. Students earned in excess of \$49 million in wages while participating in these cooperative learning experiences. A 1986 study of program completers indicated that fifty-two percent were employed, eight percent were unemployed, six percent were in the

military, and thirty-four percent were continuing their education. The average reported wage was \$5.27.

The Governor's Employment and Training Department - The GETD administers the federal Job Training Partnership Act, the mission of which is to establish programs which prepare youth and unskilled adults for entry into the labor force and to afford job training to economically disadvantaged individuals facing serious barriers to employment who are in special need of such training to obtain productive employment. The state is divided into fourteen service delivery areas, each of which works with a locally appointed private industry council to jointly plan and implement the program for the area. Some of the performance results for Program Year 1986 were: sixty-three percent of the adults and fifty-one percent of the youths served were employed thirteen weeks after the program. The average weekly earnings for the adults was \$168 or twenty-seven percent higher than their pre-program levels and the average weekly earnings for the youths was \$146 or forty-two percent higher than their pre-program levels.

The Department of Economic Development - Its Industrial Training Division is a unique service program which offers training and assistance for new and expanding basic industries throughout the state. It is designed to: (i) train or retrain as many Virginians as possible for increased economic opportunities and (ii) reduce the start-up costs of new or expanding concerns by providing a pre-trained labor force. A number of services are offered to any concern seeking to add employees to its payroll. Since 1965 over 100,000 Virginians have been trained in the Division's 1,000 different programs. For fiscal year 1987-88, 8,323 individuals were trained and hired at a cost of \$511 per trainee, yet the tax revenue returned to the state was \$623, resulting in a 9.8 month payback period.

The Department of Mental Health, Mental Retardation and Substance Abuse Services - The Department provides vocational training and employment services to people with mental impairments through performance contracts with the forty local Community Service Boards. The training and employment services include pre-vocational training, extended sheltered employment or work activity, supported employment, and psychosocial rehabilitation. In fiscal year 1987-88, 894 people were in its pre-vocational training program, 2,821 were in the extended sheltered employment of work activity, 379 were in its supported employment program, and 4,856 were in the psychosocial rehabilitation program.

The Department of Corrections - The Department has three operating divisions, Youth Services, Adult Institutional Services, and Adult Community Services, which directly serve its clients. The Correctional Enterprise program is the Department's main provider of vocational training, in addition to the courses offered by the Department of Correctional Education. The Division of Youth Services provides services to approximately 21,000 juveniles and vocational training is provided by DCE and Rehabilitative Services. The Division of Adult Institutional Services has approximately 12,000 inmates and the major portion of its

vocational training is provided by DCE and Correctional Enterprises. The Division of Adult Community Services serves approximately 23,400 probationers, parolees and others in community diversion programs. Formal vocational training is not directly provided to this group but probation and parole officers are often requested to refer these individuals to needed community services which include vocational programs.

The Department of Correctional Education - The Department offers vocational courses to inmates incarcerated in the institution operated by the Department of Corrections. These courses train individuals for job entry level skills so that they may re-enter the community as productive citizens and participation is voluntary. It has sixty-nine vocational course offerings representing thirty-six trades. It offers apprenticeship training for journeyman level skills and has thirty-nine apprenticeable programs with an enrollment of 320 inmates. In June 1988, DCE had a total vocational enrollment of 1,048 students and, during the fiscal year 1987-88, issued 1,175 completion certificates to inmates across the state.

The Department of Rehabilitative Services - The Department is the state agency primarily concerned with providing employment-oriented vocational rehabilitation services on a statewide, uniform basis to handicapped persons. It provides or coordinates an array of locally-oriented vocational rehabilitation services to handicapped persons through a statewide community services program and also residential services at the Woodrow Wilson Rehabilitation Center. The primary objective of the services provided by the Department is to assist handicapped persons develop the skills they need to remain in competitive employment. In fiscal year 1988, a total of 29,087 clients received services and 3,922 clients were being successfully rehabilitated.

The Department of Social Services - Its Employment Services Program, which provides employment opportunities to applicants and recipients of Aid to Dependent Children and General Relief assistance, is operated in each of its 124 local agencies statewide. In the first full four years of operation, 37,643 participants have entered employment and for every one dollar spent annually, approximately \$2.35 has been saved through reduced welfare payments.

Its TRADE (Grant Diversion) Project, which permits the state to convert public assistance grants into employer incentives, is operated in six pilot sites. In fiscal year 1987-88, it placed sixty-six individuals with the average hourly wage being \$4.60. The average incentive was \$214.

The Food Stamp Employment and Training Program focuses on immediate employment whenever possible since most recipients have had a recent attachment to the labor force. In fiscal year 1987-88, 2,179 individuals participating in this program entered employment. For every one dollar spent, \$2.54 was saved through reduced food stamp benefits.

The Virginia Community College System - The twenty-three community colleges offer a wide variety of educational and training opportunities to the citizens of the state. They offer transfer and occupational/technical programs as well as continuing education classes.

Courses are custom-developed to meet the needs of companies in each area and their employees. Two hundred-twenty career programs are offered on thirty-four campuses throughout the state. In 1987-88, the System served 221,325 different credit students. Annual full-time equivalent students for that year was 58,310.

The Department for the Aging - The Department administers employment service programs for senior citizens. It subcontracts employment service activities with various Area Agencies on Aging across the state and has called for increased opportunities for older persons for continued employment and for access to new jobs by encouraging corporations to establish flexible job arrangements. The Department has also worked on increasing opportunities for older persons to learn and gain experience in jobs through joint work-training programs and initiating information programs aimed at making employers aware of the value of employing older workers. Enrollment at the end of its fiscal year 1987-88, in one of its programs was 287. Fifty-nine people had been placed in unsubsidized. In a second program, 174 individuals were enrolled through the third quarter and forty-one had been placed in unsubsidized employment.

The Department for the Visually Handicapped - Through its Vocational Rehabilitation Program, the Department provides specialized services to blind and visually impaired citizens to help them gain personal and economic independence. Through six regional offices it serves adolescents and adults who wish to enter or return to employment. During the last fiscal year, the Program successfully rehabilitated approximately 350 individuals.

APPENDIX 3  
AGENCIES AND THEIR SPECIAL CLIENTS

Agency/Program	Economically Disadvantaged	Handicapped	Dislocated Workers	Offenders	Veterans	Migrant Seasonal Farm Workers	Older Workers	Others Facing Barriers to Employment
<u>Aging</u>								
Senior Community Serv. Empl. Program-DOL -NCOA							X(a) X(a)	
<u>Correctional Ed.</u>								
Adult Vocational				X				
Youth Prevoc.				X				
Apprenticeship Training				X				
<u>Corrections</u>								
<u>Adult</u>								
Correctional Enterprises				X				
Institutional Jobs				X				
Work Release				X				
Unassigned work				X				
<u>Adult Community</u>								
Parole, Probation, Community Diversion				X				
<u>Youth</u>								
Learning Centers				X				
Probation				X				
<u>Economic Development</u>								
Industrial Training	(does not define clients in this manner, however an Industrial Training program may cover any or all of these.)							
<u>Education</u>								
Occupational Prep.	X	X						
Adult Tr. & Retraining								
Adult Basic	X	X						
Gender Equity								X
<u>GETD</u>								
Empl. Assist. Serv. JTPA	X	X	X	X	X		X	X
<u>Labor &amp; Industry</u>								
Apprenticeship	(Employers select & hire apprentices. Categories may include: economically disadvantaged, handicapped, dislocated workers, offenders, veterans, and older workers, yet specific data is not recorded on this.)							
<u>Mental Health, Mental Ret.</u>								
Pre-vocational Training	X	X						X(b)
Extended Shel. Empl.	X	X						X(b)
Psychosocial Rehab.	X	X						X(b)
Supported Empl.	X	X						X(b)



AGENCIES AND THEIR SPECIAL CLIENTS

<u>Agency/Program</u>	<u>Economically Disadvantaged</u>	<u>Handicapped</u>	<u>Dislocated Workers</u>	<u>Offenders</u>	<u>Veterans</u>	<u>Migrant Seasonal Farm Workers</u>	<u>Older Workers</u>	<u>Others Facing Barriers to Employment</u>
<u>Rehabilitative Services</u>								
Rehab. Assist. Services	X	X		X	X	X		X
Higher Ed. Stud. Fin. Asst Instruction	X	X		X	X	X		X
	X	X		X	X	X		X
<u>Social Services</u>								
Employ. Services	X							
Grant Diversion	X							
Food St. Empl & Tr.	X							
<u>Va. Community College System</u>								
Reg. Academ. Courses & Prog.	X	X		X	X	X	X	X
College Transfer								
Occupational-Technical Developmental								
Business & Industry Prog.								
Occupational-Technical Contract Credit								
Prog. for Special Clients								
Disabled Stud. Serv.		X						
Services for the Deaf		X						
Comm. Col. Instruct. & Tr.				X				
Vet. Benefits - Higher Ed.					X			
Summer Youth Empl.& Tr.						X		
Literacy - PRIDE								X
Financial Aid	X	X	X					
<u>Va. Employment Comm.</u>								
Core Program	X	X	X	X	X	X	X	X
LVER/DVOP					X(c)			
Trade Adjustment Dislocated Worker			X(d)					
Targeted Job Tax Cr.	X	X	X(e)	X	X			X
Job Corps	X			X				X
Project Placement	X	X		X				X
Alien Certification	N/A							
<u>Visually Handicapped</u>								
Vocational Rehabil.		X						

(a) many of the older workers in these programs are also economically disadvantaged, veterans or have less than an 8th grade education.

(b) substance abusers

(c) Vietnam era, disabled & special disabled

(d) certified by USDOL

(e) meeting JTPA eligibility criteria



AGENCIES AND SERVICES PROVIDED

Agency/Program	Intake/ Assessment	Job Counseling	Job Search Assistance	Skill Training			Referral	Supportive & Other Services	Job Development	Job Referral & Placement	Follow Up
				1	2	3					
<u>Social Services</u>											
Empl. Services	X	X	X	X	X		X	X		X	X
TRADE (Grant Diver.)	X	X			X		X	X		X	X
Food Stamp Empl & Tr.	X	X	X	X	X		X	X		X	X
<u>Va. Community College</u>											
Reg. Acad. Courses											
College Transfer	X*	X*		X*							
Occupational/Tech. Developmental	X*	X*		X*	X*	X*					
Bus. & Industry Prog. Occupational/Tech. Contract Credit	X			X	X	X		X		X	
Prog. for Sp. Clients Disabled Stud. Serv. Services for Deaf	X	X		X	X	X					
Comm. Col. Instr. & Tr. Vet. Bnfts. - Highr. Ed. Sum. Youth Empl. & Tr. English as 2nd Lang. Literacy - PRIDE	X*	X*		X*	X*	X*					
<u>Va. Employment Comm.</u>											
Core Program	X*	X*	X*				X*		X*	X*	
LVER/DVOP	X*	X*	X*				X*		X*	X*	X*
Trade Adjustmt.	X*	X*	X*		X*	X*	X*	X*(a)	X*	X*	X*
Disloc. Wkr. Prog. TJTC	X*	X*	X*		X*	X*	X*	X*(b)	X*	X*	X*
Job Corps	X*	X*	X*				X*	X*(c)	X*	X*	X*
Project Placement Alien Certification	X*	X*	X*				X*		X*	X*	X*
(Certification of Tax Credit for Employers)											
(Certification of alien labor for employers - not applicant oriented program)											
<u>Visually Handicapped</u>											
Vocational Rehab.	X*	X*	X*		X*	X*	X*	X*	X*	X*	

\* services required to be provided

(a) relocation assistance + readjustment allowance through unemployment insurance benefits system

(b) relocation assistance

(c) coordinate transportation of youths to Job Corps Center

Services

- a. intake/assessment - comprises (i) screening for eligibility; (ii) making the initial determinations as to whether the program can benefit the individual; (iii) evaluating an individual's interests and abilities to determine the appropriate employment and training activities; and (iv) disseminating program information.
- b. job counseling - comprises employment-related counseling and testing.
- c. job search assistance - comprises job seeking skills instruction, individualized job search plan development, labor market information, and other special activities that will enable an individual to secure unsubsidized long-term employment.
- d. skill training - specify what type (i.e. d1, d2):
  - 1. basic education and remedial instruction (generic)
  - 2. on-the-job training in the private sector, work experience, and apprenticeship, institutional, and advanced skills training
  - 3. job specific education
- e. referral - involves referring individuals to other employment and training programs or to supportive services.
- f. supportive and other services - encompasses services that enable an individual to participate in an employment and training program but are not of an employment and training nature. These services depend on an individual's circumstances and needs, and include health care, medical services, transportation services, and relocation assistance.
- g. job development - consists of outreach, by employment and training and service providers, to prospective employers in both the public and private sector in order to encourage employers to hire persons who are or will be job ready after receiving employment and training services.
- h. job referral and placement - comprises placement of individuals in jobs related to their levels of skills training.
- i. follow up - consists of contacting employers and participants who are placed in unsubsidized employment to assess the participant's success on the job and to determine the effectiveness of training.

## PROGRAM APPROPRIATIONS BY FUNDING SOURCE

<u>Agency/Program</u>	<u>Total</u>	<u>State</u>	<u>Federal</u>	<u>Other*</u>	<u>Comments**</u>
<u>Aging</u>					
JTPA	\$ 883,935	\$ -0-	\$ 883,935	\$ -0-	No match required 90% Fed/10% Non-Fed match. requirements
NCOA	990,982	-0-	769,281	221,701	
DOL	1,618,731	-0-	1,379,164	239,567	
<u>Correctional Ed.(a)</u>					
Adult Vocational	1,710,663	1,616,652	94,011		
Youth Vocational	1,643,578	1,553,254	90,324		
<u>Apprenticeship(b)</u>					
<u>Corrections</u>					
Due to nature of Corrections, specific costs for vocational training cannot be identified in operating budget.					
<u>Economic Development</u>					
Industrial Training	4,266,839	4,266,839	-0-		
<u>Education</u>					
Vocational Ed.(c)	63,081,569	41,960,611	21,120,958		-All programs require a match of fed funds from st. & loc. sources except: single parent, sex equity comm. based org., consum. & homemaking, and sex equ. admin. -8% JTPA St. Education Grant Funds -Grant
Empl. Training Serv.	2,106,285	-0-	2,106,825		
Adult Education	2,989,065	626,238	2,357,827	5,000	
<u>GETD</u>					
Empl. Assist. Serv. JTPA	37,800,000	-0-	37,800,000		Tot. program approp. of \$43.6 mil yet only \$37.8 mil admin. by GETD 78% passed from GETD to SDAs; 8% used by DOE to devel. basic skill prog.; 6% used by GETD to fund tech. assist. serv. & reward SDAs 5% used by GETD for admin. costs; 3% to Dept. of Aging. Title III funds of 2.5 mil. admin. by VEC.
<u>Labor &amp; Industry</u>					
Apprenticeship(d)	544,987	544,987	-0-		General Fund
<u>Mental Health, Mental Ret.</u>					
Psychosocial Rehab.	9,443,327	6,461,965	405,490	129,780 --> 337,009 Fees 2,109,083 Local	Special funds which don't apply to other categories.
Trans/Sheltered	13,332,592	4,678,734	7,000	3,133,408 --> 1,590,467 Fees 3,922,983 Local	Special funds which don't apply to other categories.
Adult Devel/Day Activ.	5,291,470	2,606,648	3,000	308,814 --> 490,569 Fees 1,882,439 Local	Special funds which don't apply to other categories.
Supported Empl.	549,243	170,623	1,600	33,000 --> 32,451 Fees 311,569 Local	Special funds which don't apply to other categories.

<u>Program</u>	<u>Total</u>	<u>State</u>	<u>Federal</u>	<u>Other*</u>	<u>Comments**</u>
<u>Rehabilitative Services</u>					
Rehab. Assist Services	\$ 32,751,602	\$ 8,955,094	\$ 23,767,165	\$ 29,343	Special Funding
Higher Ed. Student F/A	971,407	229,711	741,374		
Instruction	2,238,118	1,266,744	971,376		
<u>Social Services</u>					
Empl. Serv.(86-87)	7,472,991	3,157,377	4,315,583		<ul style="list-style-type: none"> <li>•Fed. funds include both WIN Demo(90% fed/1-% state) &amp; Title IV-A (50% fed/50% st.) For supp. serv. local. put up 10% of match requirement. ESP funds are allocated to 124 jurisd. based on caseld. size and previous performance.</li> <li>•Grant Diversion pilot alloc. made based on proj. activity levels.</li> <li>•FSET funds are allocated to 22 localities based on food stamp caseloads.</li> <li>•All st. funds Gen. Funds appr.</li> </ul>
Grant Diversion(87-88)	308,210	154,105	154,105		
Food St. Empl&Train.(87-88)	1,070,000	-0-	1,070,000		
<u>Va. Community College Sys.</u>					
Educat. & General Progr.	233,759,395	163,382,382	10,457,749	52,395,962 778,282 6,152,837 592,183	Tuition & fees Private grants Auxiliary Enterprises Special funds
<u>Va. Empl. Commission</u>					
Core Program (Wagner-Peyser)	14,558,941	-0-	14,558,941		<ul style="list-style-type: none"> <li>•Direct funding by formula nat. based on Civilian Labor Force &amp; Unemploy.</li> <li>•Fed. grants-USDOL Off. of Vet. Progr</li> </ul>
LVER	959,907	-0-	959,907		
DVOP	1,616,296	-0-	1,616,296		<ul style="list-style-type: none"> <li>•Direct Funding</li> <li>•JTPA Title III (in-kind matching req)</li> <li>•JTPA Title III Discretionary-no match</li> <li>•Fed. Reimbursable Grant.</li> <li>•Fixed-unit price contracts.</li> <li>•Fed. grant applied for jointly by VEC DOE and Rehab. Serv.</li> <li>•Fed. Reimbursable Grant.</li> </ul>
Trade Adj.	1,058,706	-0-	1,058,706		
Disloc. Wkr.	2,001,924	-0-	2,001,924		
(DWP Discretionary)	783,668	-0-	783,668		
TJTC	442,278	-0-	408,446	33,832(e)	
Job Corps	194,332	-0-	194,332		
Project Placement	35,528	-0-	35,528		
Alien Certification	708,836	-0-	708,836		
<u>Visually Handicapped</u>					
Vocational Rehabilitation	3,824,543	637,424	3,187,119		<ul style="list-style-type: none"> <li>•Funding is 80% fed. w/ req. of a 20% state match.</li> </ul>

\*includes grants, special funding, etc.

\*\*comment on type of funding (i.e. general, special, discretionary, direct); matching requirements; formulas for apportionment; reasons for receiving funding

- all appropriations, both state & federal are allotted to DCE as one sum. DCE then allocateds funds to indiv. youth or adult schools.
- money for the Apprenticeship Program is allocated to the adult schools from vocational funds.
- see attached.
- no funds specifically appropriated to the Apprenticeship Training.
- Core program (Wagner-Peyser) funds expended (included in \$14,558,941 listed under Core program).

PROGRAM APPROPRIATIONS BY FUNDING SOURCE

1986-87

<u>Program Vocational Ed</u>	<u>Total*</u>	<u>State</u>	<u>Federal</u>	<u>Other**</u>	<u>Comments</u>
Total Funds	63,081,569	41,960,611	21,120,958		
State Administration	3,513,421	2,387,195	1,126,226		Includes funding for administration and technical assistance.
Add-On Cost (SOQ Funding)	29,556,886	29,556,886			State funds are distributed to localities based on formula.
Handicapped Education	1,793,913		1,793,913		Funds are distributed through the Vocational Education Management System (VEMS)
Disadvantaged	4,793,764		4,793,764		Same as handicapped
Adult Training/ Retraining	4,484,905	3,562,005	922,900		Funds are distributed through VEMS on prior year data. Apprenticeship funds are included in total. Additional federal funds are distributed to universities and the Virginia Community College System.
Single Parents/ Homemakers	2,183,280		2,183,280		100% federal distributed directly to project recipients.
Sex Equity	966,040		966,040		100% federal distributed directly to project recipients.
Guidance and Counseling	635,228		635,228		Also includes funds for VOICC and VA VIE
Curriculum Development	690,000		690,000		Includes funds for Vocational Curriculum Center.
Personnel Development	1,408,000		1,408,000		A portion of the funds are distributed to teacher education universities and to the Virginia Community College System.

**PROGRAM APPROPRIATIONS BY FUNDING SOURCE**

Program	1986-87				<u>Comments</u>
	<u>Total</u>	<u>State</u>	<u>Federal</u>	<u>Other</u>	
<u>Employment Training Service</u>	2,106,285		2,106,825		8% Job Training Partnership Act State Education Grant (SEG) Funds
 <u>Adult Education</u>					
Total Funds	2,989,065	626,238	2,357,827	5,000	
Adult Education	477,533	151,238	326,295		
ABE Aid to to Locality	1,931,532		1,931,532		
Community Education	5,000			5,000	Mott Foundation Grant
Adult Literacy Office	100,000		100,000		
Adult Secondary	475,000	475,000			Adult Diploma Program



PROGRAM APPROPRIATIONS BY FUNDING SOURCE

1986-87

<u>Program</u> <u>Vocational Ed</u>	<u>Total*</u>	<u>State</u>	<u>Federal</u>	<u>Other**</u>	<u>Comments</u>
Program Improvement	11,861,019	6,454,525	5,406,494		A portion of the funds are distributed to teacher education universities and the Virginia Community College System.
Consumer and Homemaking	1,029,583		1,029,583		Some funds must be used in economically depressed areas.
Community Based Organizations	165,530		165,530		

\*All programs require a match of federal funds from state and local sources except: Single Parent, Sex Equity, Community Based Organizations, Consumer and Homemaking, and Sex Equity Administration.

\*\*Other funds include appropriations by school divisions and other state agencies and institutions.

APPENDIX 6

EMPLOYMENT & TRAINING CLIENTS

<u>AGENCY/PROGRAM</u>	<u>CLIENTS</u>	<u>TOTAL</u>
<u>Aging</u>	older persons	
Senior Community Serv. Empl. Program-DOL -NCOA		287(a) 174(b)
<u>Correctional Ed.</u>	offenders	
Adult Vocational		3,450
Youth Prevocational		2,465
Apprenticeship Training		478
<u>Corrections</u>	offenders	
Adult		
Correctional Enterprises		2,500
Institutional Jobs		7,500
Work Release		275
Unassigned work		1,725
Adult Community		
Parole, Probation, Community Diversion	(in community)	23,400
Youth		
Learning Centers		1,000
Probation	(in community)	20,000
<u>Economic Development</u>		
Industrial Training	private sector employers	180
<u>Education</u>		
Occupational Preparation	students	183,310
	handicapped	3,761
	disadvantaged	8,422
Orientation & Exploration	students	77,370
Consumer & Homemaking	students	64,361
Adult Tr. & Retraining		128,959
Adults Served through Pub. Sch.	adults	69,543
Apprentices	"	9,800
Adult Basic		17,926
	adults	11,174
	handicapped	1,183
	disadvantaged	5,569
General Adult Education		27,154
Gender Equity Programs		2,870
	displ. homemakers	2,411
	teenage parents	85
	non-traditional progr.	374
Job Training Partnership Act (8% set-aside funds)		1,666

<u>AGENCY/PROGRAM</u>	<u>CLIENTS</u>	<u>TOTAL</u>
<u>GETD</u>		
Empl. Assist. Serv.		
JTPA	JTPA service areas	16
	their clients - adults	7,200
	- youths	6,727
<u>Labor &amp; Industry</u>		
Apprenticeship	private sector emplyrs	2,595
	apprentices	8,179
<u>Mental Health, Mental Ret.</u>		
	mentally handicapped & substance abusers	
Pre-vocational Training		894
Extended Shel. Empl.		2,821
Psychosocial Rehab.		4,856
Supported Employment		379
<u>Rehabilitative Services</u>		
	physically/mentally handicapped	
Rehab. Assist. Services		29,087(c)
Higher Ed. Stud. Fin. Asst		880
Instruction		1,926
<u>Social Services</u>		
	economically disadvantaged	
Employment Services	registered for program	31,575
Grant Diversion	screened for program	144
Food Stamp Empl & Tr.	registered for program	17,768
	enrolled in activities	8,953(d)
<u>Va. Community College System</u>		
	general population (headcount)	123,086
Reg. Academic Courses & Prog.		
College Transfer	"	FTE 26,755
Occupational-Technical	"	FTE 25,991
Developmental	stud. w/ basic skills defic.	FTE 5,752
Business & Industry Prog.	general population	
Occupational-Technical	"	included in O-T above
Contract Credit	employees of priv. sect. emplyrs	14,783
Prog. for Special Clients		
Disabled Stud. Serv.	handicapped	301
Services for the Deaf	handicapped	15
Comm. College Instruct.& Tr.	offenders	1,003
Vet. Benefits for Higher Ed.	veterans	3,411
Summer Youth Empl.& Tr.	migrant & seasonal farmworkers	75
English as 2nd lang.	limited English proficiency	1,300
Literacy - PRIDE	illiterate	500
Financial Aid		15,175

<u>AGENCY/PROGRAM</u>	<u>CLIENTS</u>	<u>TOTAL</u>
<u>Va. Employment Comm.</u>	general population	
Core Program	"	
	unemployment insurance claimants	289,279
	special clients:	
	eco. disadv.	10,705
	handicapped	7,531
	disloc. wkrs.	6,170
	veterans	42,987
	migrant & seasonal	1,294
	olders workers >45	40,192
	others < 8th gr. ed.	8,336
LVER/DVOP	veterans, Vietnam era, disabled	42,987
Trade Adjustment	dislocated workers	2,680
Dislocated Worker	" "	3,490
Targeted Job Tax Cr.		5,924
Job Corps	youths	1,075
Project Placement	"	34
Alien Certification	not applicable	
<u>Visually Handicapped</u>		
Vocational Rehabil.	handicapped	2,161

- (a) of these 287,277 are also economically disadvantaged, 28 are veterans and 98 have an 8th grade or under education.
- (b) through 3rd quarter FY87-88; of these 174,153 are also economically disadvantaged, 9 are veterans and 34 have an 8th grade or under education.
- (c) all clients are served through this program therefore this figure includes the number of clients for the Higher Education and Instruction programs.
- (d) included in the 17,768 figure.

APPENDIX 7  
**1989 SESSION**

LD5633446

**HOUSE JOINT RESOLUTION NO. 357**

Offered January 24, 1989

*Requesting the Governor to develop a standard client information form and adopt a basic test for use by all state agencies involved in employment and training programs.*

Patrons—Creekmore, Van Yahres, Hagood and Maxwell; Senators: Schewel and Scott

Referred to the Committee on Labor and Commerce

WHEREAS, training, retraining, vocational education and placement programs for Virginians are administered by a number of state agencies which fall into four Secretarial areas; and

WHEREAS, the joint subcommittee established pursuant to House Joint Resolution No. 159 of the 1988 General Assembly to study how well Virginia's training, retraining, vocational education and placement programs are preparing individuals to meet the labor force needs of the 1990's and beyond found duplication in some of the services provided by these state agencies; and

WHEREAS, the joint subcommittee also found that considerable staff time is used in gathering information from clients and in testing them to determine their education and skills levels, aptitudes and interests, and that often clients are frustrated when they have to go through the same processes with each of the agencies to which they are referred; and

WHEREAS, the joint subcommittee determined that to facilitate the sharing of client information and eliminate some of the duplication that exists in the services provided, thereby saving considerable staff time and money, a standard client information form for generic information such as name, address, education, etc., could be developed for use by all agencies involved in employment and training programs, and a system established for the movement of such form between agencies in the case of referrals; and

WHEREAS, the joint subcommittee also determined that a basic test, such as the General Aptitude Test Battery (GATB), could be adopted and its results shared among the agencies, but recognized that in many cases a basic literacy test might be more appropriate; and

WHEREAS, it is important to ensure that state funds are not being wasted on duplicative services and that citizens of this Commonwealth who are utilizing the training and employment services offered by state agencies receive such services in the most efficient and timely manner as possible; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Governor is hereby requested to develop a standard client information form and adopt a basic test for use by all state agencies involved in employment and training programs.

All agencies of the Commonwealth shall assist the Governor's Office in its work as called upon. The work shall be completed in time to submit a written report by December 1, 1989, to the Clerk of the House of Delegates for the House Committee on Labor and Commerce and the Clerk of the Senate for the Senate Committee on Commerce and Labor.

APPENDIX 8  
**1989 SESSION**

LD5630446

**HOUSE JOINT RESOLUTION NO. 358**

Offered January 24, 1989.

*Urging the Governor's Job Training Coordinating Council to encourage the coordination of activities and the Virginia Occupational Information Coordinating Committee to monitor the sharing of information among state agencies involved in employment and training programs.*

—————  
Patrons—Creekmore, Van Yahres, Hagood and Maxwell; Senators: Schewel and Scott

—————  
Referred to the Committee on Labor and Commerce

WHEREAS, Virginia's economy is dependent upon an educated, well-trained and productive labor force; and

WHEREAS, there are a number of state agencies which are involved in providing employment and training services to the citizens of this Commonwealth; and

WHEREAS, the joint subcommittee established pursuant to House Joint Resolution No. 159 of the 1988 General Assembly to study how well the Commonwealth's training, retraining, vocational education and placement programs are preparing individuals to meet the labor force needs of the 1990's and beyond found that some duplication exists in some of the services provided by the various agencies; and

WHEREAS, its members learned that many of the agencies feel they need additional information on the jobs that currently are and will be available and the skills needed to secure such so as to ensure that their programs are adequately preparing their clients to enter the labor force; and

WHEREAS, the joint subcommittee determined that the state agencies need to be encouraged to identify similar functions they perform and to establish a cooperative effort in reducing overlap and duplication and in sharing information so as to ensure that their employment and training programs are being operated as efficiently as possible and their clients are receiving the appropriate training to secure employment; and

WHEREAS, since both the Governor's Job Training Coordinating Council and the Virginia Occupational Information Coordinating Committee address employment and training issues and have both private industry and state agency representatives as members, the joint subcommittee felt that it would be appropriate for them to provide the encouragement to the agencies and to monitor their cooperative efforts; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Governor's Job Training Coordinating Council is hereby urged to encourage the coordination of activities among state agencies involved in employment and training programs so as to ensure that the programs are being operated efficiently and serving the best interests of their clients; and, be it

RESOLVED FURTHER, That the Virginia Occupational Information Coordinating Committee is urged to monitor and assure the sharing of the best possible occupational information for the purpose of vocational program planning and career counseling.

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APPENDIX 9  
**1989 SESSION**

LD9027446

**HOUSE JOINT RESOLUTION NO. 359**

Offered January 24, 1989

*Requesting the Department of Education to study the feasibility and advisability of restructuring the vocational education curriculums in the schools to provide the opportunity for blocks of time larger than those traditionally provided for on-the-job, cooperative and apprenticeship training.*

Patrons—Creekmore, Van Yahres, Hagood and Maxwell; Senator: Scott

Referred to the Committee on Education

WHEREAS, the joint subcommittee, established pursuant to House Joint Resolution No. 159 of the 1988 General Assembly, learned in its study that one of four students entering high school today will drop out before graduating and that the problem is expected to worsen; and

WHEREAS, its members also learned that there are thousands of students who graduate each year but do not meet the basic requirements for entry-level jobs; and

WHEREAS, the joint subcommittee determined that students need vigorous encouragement to stay in school and that restructuring the vocational programs to provide for blocks of time larger than those traditionally provided for on-the-job, cooperative and apprenticeship training might provide some of this encouragement; and

WHEREAS, allowing students to train in a work environment for longer periods of time might enhance their interests and skills and encourage more private sector employer involvement in the programs; and

WHEREAS, experience has shown that students who enter vocational programs early in high school often begin to realize the value of reading or learning math; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Department of Education is hereby requested to study the feasibility and advisability of restructuring the vocational education curriculums in the schools to provide the opportunity for blocks of time larger than those traditionally provided for on-the-job, cooperative and apprenticeship training.

The Department shall submit a written report by December 1, 1989, to the Clerk of the House of Delegates for the House Committee on Labor and Commerce and the Clerk of the Senate for the Senate Committee on Commerce and Labor.

Official Use By Clerks

**Agreed to By  
The House of Delegates**  
without amendment   
with amendment   
substitute   
substitute w/amdt

**Agreed to By The Senate**  
without amendment   
with amendment   
substitute   
substitute w/amdt

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Clerk of the House of Delegates

\_\_\_\_\_  
Clerk of the Senate

APPENDIX 10  
**1989 SESSION**

LD5628446

**HOUSE BILL NO. 1629**  
Offered January 24, 1989

*A BILL to amend and reenact § 22.1-253.13:1 of the Code of Virginia, relating to employment, counseling and placement services for secondary students.*

Patrons—Creekmore, Van Yahres, Hagood and Maxwell; Senators: Schewel and Scott

Referred to the Committee on Education

Be it enacted by the General Assembly of Virginia:

1. That § 22.1-253.13:1 of the Code of Virginia is amended and reenacted as follows:

§ 22.1-253.13:1. Standard 1. Basic skills, selected programs, and instructional personnel.—

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to achieve the essential basic skills that are necessary for success in school and for a productive life in the years beyond, and find that the quality of education is dependent on the quality of classroom teachers and that the availability of high quality classroom teachers is related to the salaries offered such personnel.

B. The Board of Education shall establish educational objectives to implement the development of the basic skills that are necessary for success in school and for a productive life in the years beyond, which shall be known as the Standards of Learning. School boards shall implement these objectives or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives utilized by the school division at each grade level.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 which emphasizes reading, writing, speaking, mathematical concepts and computations, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of history, economics, government, foreign languages, international cultures, health, and geography necessary for responsible participation in American society and in the international community; fine arts and practical arts; knowledge and skills needed to qualify for further education or employment or, in the case of handicapped children, to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment.

Students whose scores are in the bottom national quartile on Virginia State Assessment Program Tests, or who do not pass the literacy test, shall be required to take special remedial programs which may include attendance in public summer school sessions. Based on the number of students attending and the Commonwealth's share of the per pupil costs, additional state funds shall be provided for summer remediation programs as set forth in the appropriations act. Such summer remediation programs shall not be required prior to July 1, 1989.

D. Local school boards shall also implement the following:

1. Remedial programs in grades K through 12 for students who score in the bottom national quartile on Virginia State Assessment Program Tests and for those who fail the literacy test.

2. Programs designed to reduce the number of students who drop out of school. As provided in the appropriations act, state funding, in addition to basic aid, shall be allocated to support programs to reduce the number of students who drop out of school.

3. Career education programs for all students that promote student awareness and knowledge of careers, and emphasize the consequences of leaving school without marketable skills.

4. Competency-based vocational education programs, career guidance *including employment counseling and placement services as provided for in § 22.1-209*, and job-seeking skills for all secondary students including those identified as handicapped.



1 5. Academic and vocational preparation for students who plan to continue their  
2 education beyond secondary school or who plan to enter employment.

3 6. Early identification of handicapped students and enrollment of such students in  
4 appropriate instructional programs consistent with state and federal law.

5 7. Early identification of gifted students and enrollment of such students in appropriate  
6 instructional programs.

7 8. Educational alternatives for students whose needs are not met in programs prescribed  
8 elsewhere in these standards. Such students shall be counted in average daily membership  
9 (ADM) in accordance with the regulations of the Board of Education.

10 E. Each local school board shall employ with state and local basic, special education,  
11 gifted, and vocational education funds a minimum number of certified, full-time equivalent  
12 instructional personnel for each 1,000 students in average daily membership (ADM) as set  
13 forth in the appropriations act. Certain of such full-time equivalent instructional positions  
14 shall be funded from basic school aid and other such instructional positions shall be funded  
15 from programs for the gifted pursuant to the appropriations act.

16 F. In addition to the positions supported by basic aid and in support of regular school  
17 year remedial programs, state funding, pursuant to the appropriations act, shall be provided  
18 to fund certain full-time equivalent instructional positions for each 1,000 students estimated  
19 to score in the bottom national quartile on Virginia State Assessment Program Tests and  
20 those who fail the literacy tests.

21 G. Certified instruction personnel shall be assigned by each school board in a manner  
22 that produces divisionwide ratios of students in average daily membership to full-time  
23 equivalent teaching positions, excluding special education teachers, principals, assistant  
24 principals, counselors, and librarians, that are not greater than the following ratios: (i)  
25 twenty-five to one in kindergarten with no class being larger than thirty students; if the  
26 average daily membership in any kindergarten class exceeds twenty-five pupils, a full-time  
27 teacher's aide shall be assigned to the class; (ii) twenty-four to one in grade one with no  
28 class being larger than thirty students; (iii) twenty-five to one in grades two and three with  
29 no class being larger than thirty students; (iv) twenty-five to one in grades four through six  
30 with no class being larger than thirty-five students; and (v) twenty-four to one in all  
31 English classes in grades six through twelve. However, the twenty-four to one ratio in grade  
32 one with no class being larger than thirty students as provided in (ii) above and the  
33 twenty-four to one ratio in all English classes in grades six through twelve as provided in  
34 (v) above shall not be required prior to July 1, 1989.

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<b>Official Use By Clerks</b>	
<b>Passed By</b>	<b>Passed By The Senate</b>
<b>The House of Delegates</b>	<b>without amendment</b> <input type="checkbox"/>
without amendment	<input type="checkbox"/>
with amendment	<input type="checkbox"/>
substitute	<input type="checkbox"/>
substitute w/amdt	<input type="checkbox"/>
Date: _____	Date: _____
Clerk of the House of Delegates	Clerk of the Senate

APPENDIX 11

DRAFT

Proposal

Apprenticeship Division Expansion  
Virginia Department of Labor and Industry

In response to the Report Of The Special Taskforce Established By The Joint Subcommittee Studying The Labor Force Needs Of The 1990's, funding is requested from the General Assembly for the implementation of the following plan.

To expand services statewide and ensure that the workforce is adequately trained for an expanding economy, the staff of the Apprenticeship Division should be increased by employing an additional Field Supervisor for High School/Apprenticeship Linkage by July 01, 1989. Four Field Representatives will be required, one in each Regional Office to work specifically with employers and high school vocational students in apprenticeship training. Services will be available to 257 public high schools with over 68,000 senior students.

The additional Field Supervisor will travel throughout the Commonwealth to coordinate with every school division to place students in part-time employment as apprentices with local employers. Special emphasis will be placed on matching employment with projected labor shortages, placing at-risk students and encouraging the participation of minorities and females in non-traditional trades. Utilizing employers for on-the-job training is cost effective for the schools and training is conducted on state-of-the-art equipment in a true work setting. Special attention will be given to existing barriers prohibiting school/work linkages i.e. difficulties with insurance carriers prohibiting the employment of minors in certain trades, the perceived threat to the job security of vocational classroom instructors when students are released from classrooms to work as part-time apprentices and the reluctance of some employers to engage in formal apprenticeship training.

The additional Field Representatives will coordinate the working relationships in given geographical territories between employers and schools. Local plans for related classroom instruction for each student/apprentice must be developed and maintained. On going development and promotion will be necessary with emphasis on attending career days to disseminate information to students, parents, guidance counselors and principals. This will relieve the present staff from these time consuming duties and allow them to devote more time recruiting additional employers and providing quality assessment of the training effort of existing sponsors.

Funds are requested for four portable video cassette players to be used by field personnel in each region to make professional presentations to prospective employers. Promotional and educational videos will also be presented to students in classroom settings and to other interested groups.

Additional funding for printed material will be necessary to reach and inform high school students, teachers, guidance counselors and employers.

The expansion of the Apprenticeship Division of the Department of Labor and Industry is imperative if Virginia is to address the need for an expanded trained workforce to meet the needs of industry in the 1990's.

Training for youth through direct linkage of high schools with local industries can be accomplished through Apprenticeship Training. Re-training of older workers and displaced workers will also be assisted by a fully staffed Apprenticeship Division with manageable geographical territories and the ability to concentrate on areas of economic expansion and special needs for the workforce.

FINANCIAL REQUEST

Personnel

1 Field Supervisor (grade 12)		
Salary		\$ 25,903
Fringe benefits	.2591 x \$\$25,903	6,712
		\$ 32,615
4 Field Representatives (grade 9)		
Salary	3 @ \$19,817	\$ 59,451
Fringe benefits	3 @ .2591 x \$19,817	15,404
		\$ 74,855
Salary	1 @ \$21,666*	21,666
Fringe benefits	.2591 x \$21,666	5,614
		\$ 27,280
1 Office Services Specialist (grade 5)		
Salary		\$ 13,881
Fringe benefits	.2591 x 13,881	3,597
		\$ 17,478
TOTAL SALARIES AND FRINGES		\$ 152,228
Other Operating Expenses at 10% of Personnel and Fringes, Excluding Offices Services Specialist		\$ 13,475
<u>Travel</u>	\$1,000 x 5	\$ 5,000
<u>Training</u>	\$500 x 5	\$ 2,500
<u>Equipment</u>	\$1,500 x 5	\$ 7,500
<u>Printing</u>		
5,000 Pamphlets "Invest In Your Future"		\$ 550
5,000 Pamphlets "Apprenticeship - A Unique Business Opportunity"		550
10,000 Booklets "Virginia Apprenticeship"		1,579
		\$ 2,679
TOTAL PRINTING		\$ 2,679
TOTAL COST		\$ 183,382

\* Northern Virginia Differential

APPENDIX 12  
**1989 SESSION**  
**ENGROSSED**

HP9031446

**HOUSE JOINT RESOLUTION NO. 361**

House Amendments in [ ] - February 3, 1989

*Requesting the state agencies involved in training, retraining, vocational education and placement programs to study the feasibility and desirability of establishing income tax credits for businesses that hire the chronically unemployed or at-risk youths.*

Patrons—Creekmore, Maxwell and Van Yahres; Senators: Schewel and Scott

Referred to the Committee on Labor and Commerce

WHEREAS, the numerous unskilled and semi-skilled positions that once provided employment to Virginians with limited education are disappearing and continuous technological innovations and ever-increasing economic competition from other states and abroad ensure that this will continue; and

WHEREAS, unskilled and semi-skilled workers and those who have been chronically unemployed, therefore, will have even more difficulty finding and keeping jobs in the future; and

WHEREAS, with some incentives, such as income tax credits, some employers may be encouraged to hire these individuals; and

WHEREAS, the joint subcommittee established pursuant to House Joint Resolution No. 159 of the 1988 General Assembly to study the labor force needs of the 1990's and beyond considered state income tax credits as a means of helping people who have had difficulty securing jobs; and

WHEREAS, in its deliberations, the subcommittee learned that "the jury is still out" on the effectiveness of tax credits, but that they are more beneficial than harmful; and

WHEREAS, Congress has found some merit in tax credits as it has extended the federal Targeted Jobs Tax Credit program until December 1989; and

WHEREAS, the joint subcommittee feels that the issue of state income tax credits for businesses that hire the chronically unemployed or at-risk youths warrants further study as these individuals need all possible help in securing jobs; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the state agencies involved in training, retraining, vocational education and placement programs are hereby requested to study the feasibility and desirability of establishing state income tax credits for businesses that hire the chronically unemployed or at-risk youths. The study group shall also consider the feasibility and desirability of providing additional income tax credits for businesses that offer high school students the opportunity to work for them while in school with the intent of hiring them after graduation.

The study group shall be comprised of one representative of each of the following agencies and any other agencies as deemed appropriate: the Department of Labor and Industry; the Department of Corrections; the Department of Correctional Education; the Virginia Community College System; the Department of Education; the Governor's Employment and Training Department; the Department of Economic Development; the Department of Social Services; the Department of Rehabilitative Services; the Virginia Employment Commission; the Department for the Aging; the Department of Mental Health, Mental Retardation and Substance Abuse Services; and the Department for the Visually Handicapped. The Virginia Employment Commission is requested to act as the coordinator of the study.

The Department of Taxation shall provide assistance upon request to the study.

The state agencies involved in the training, retraining, vocational education and placement programs shall submit a written report by December 1, 1989, to the [Clerk of the] House of Delegates for the House Committee on Labor and Commerce and the Clerk of the Senate for the Senate Committee on Commerce and Labor.

APPENDIX 13  
**1989 SESSION**

LD5632446

**HOUSE JOINT RESOLUTION NO. 360**

Offered January 24, 1989

*Requesting the Governor to develop performance standards for the job training programs administered by state agencies.*

Patrons—Creekmore, Van Yahres, Hagood and Maxwell; Senator: Scott

Referred to the Committee on Labor and Commerce

WHEREAS, there are a number of state agencies that administer job training programs; and

WHEREAS, in the administration of such programs the agencies must serve large numbers of clients on limited budgets; and

WHEREAS, it is important that the funding they receive is being used to accomplish the purposes for which the programs were created; and

WHEREAS, performance standards tailored to the individual programs are one means of ensuring that the agencies are using the funds to provide the services to their client populations; and

WHEREAS, some state agencies currently operate under federal performance standards and others have taken the initiative to develop their own; and

WHEREAS, the joint subcommittee established by the 1988 Session of the General Assembly pursuant to House Joint Resolution No. 159 to study how well Virginia's training, retraining, vocational education and placement programs are preparing individuals to meet the labor force needs of the 1990's and beyond determined that performance standards should be used by all agencies involved in job training programs to ensure that they are accomplishing the purposes for which the programs were created; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Governor is hereby requested to develop performance standards for the job training programs administered by state agencies.

All agencies of the Commonwealth shall assist the Governor's Office in its work as called upon. The work shall be completed in time to submit a written report by December 1, 1989, to the Clerk of the House of Delegates for the House Committee on Labor and Commerce and the Clerk of the Senate for the Senate Committee on Commerce and Labor.

Official Use By Clerks

**Agreed to By  
The House of Delegates**  
without amendment   
with amendment   
substitute   
substitute w/amdt

**Agreed to By The Senate**  
without amendment   
with amendment   
substitute   
substitute w/amdt

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Clerk of the House of Delegates

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Clerk of the Senate

APPENDIX 14  
**1989 SESSION**

LD9028446

**HOUSE JOINT RESOLUTION NO. 362**

Offered January 24, 1989

*Continuing the Joint Subcommittee Studying the Labor Force Needs of the 1990's.*

Patrons—Creekmore, Maxwell and Van Yahres; Senators: Schewel and Scott

Referred to the Committee on Rules

WHEREAS, the 1988 Session of the General Assembly created a Joint Subcommittee pursuant to House Joint Resolution No. 159 to study how well Virginia's training, retraining, vocational education, and placement programs are preparing individuals to meet the labor force needs of the 1990's and beyond; and

WHEREAS, the Joint Subcommittee made considerable progress in its study and submitted a number of recommendations to the 1989 General Assembly, including some for legislative changes and some for further study of various issues by specific groups; and

WHEREAS, due to the complexity and breadth of the issues under study and the time constraints under which the Joint Subcommittee was operating, its members were unable to devote the time needed to examine the specific problems of some of the groups with the highest risk for unemployment; and

WHEREAS, the Joint Subcommittee believes that its study needs to be continued so that its members can focus on these high risk groups and monitor the legislative changes and studies they are recommending; now, therefore, be it

RESOLVED by the House Delegates, the Senate concurring, That the Joint Subcommittee Studying the Labor Force Needs of the 1990's be continued. The membership of the Joint Subcommittee shall remain the same, with any vacancy being filled in the same manner as the original appointment.

The Joint Subcommittee shall complete its work in time to submit its findings and recommendations to the Governor and the 1990 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for processing legislative documents.

The indirect costs of this study are estimated to be \$8,255; the direct costs of this study shall not exceed \$3,780.

Official Use By Clerks

**Agreed to By  
The House of Delegates**  
without amendment   
with amendment   
substitute   
substitute w/amdt

**Agreed to By The Senate**  
without amendment   
with amendment   
substitute   
substitute w/amdt

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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Clerk of the House of Delegates

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Clerk of the Senate