

Virginia Board of Workforce Development
2013-2014 Annual Report

EleVAte Virginia:

Skills for Jobs and
Business Growth



From the Desk of the Chairman

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Dear Governor McAuliffe:

I am pleased to convey to you the Annual Report of the Virginia Board of Workforce Development.

You will see that we are once again focusing our results on Virginia's Workforce System Report Card as a framework. As you know, our new brand is **EleVAte Virginia: Skills for Jobs and Business Growth**. You enthusiastically kicked off the month of October 2014 as EleVAte Virginia month in the Commonwealth.

The Board's theme is making our human capital our most valuable natural resource and the key to growing our economy and our prosperity. The focus of my term as Chair has been around these key points:

Workforce Development is the fourth leg of the stool for Virginia's economic development

- For Virginia to attract new businesses, outside investments and to keep and grow companies organically, we must have a balance of essential components of economic development.
- Of course the state must have the right infrastructure, the right tax and regulatory environment and an attractive quality of life for employees.
- But in today's economy, a well-trained, prepared and capable workforce is the most important element for new and existing employers.

Virginia is leading the nation in turning our Workforce Development system into one that is more focused on the needs of employers—Supply Chain Approach

- We are changing who we think of as the customers of our workforce development system.
- Yes, the unemployed, displaced workers, youth and other individuals will always be an essential focus.
- But, now we also see employers as key customers, driving content and focus areas.
- We must move to a Supply Chain Approach that is demand-driven and employer-oriented.
- Our workforce systems needs to deliver a supply of human capital with in-demand skills and credentials.
- From K-12 to higher education to workforce training; all elements of the workforce system will be focused on developing a talent pipeline.
- 24 programs across 8 state agencies will have shared values, shared ownership and shared benefit of a system that will operate at the speed of business.
- Over \$360 million dollars is spent annually on workforce programs and we will work to ensure the system is as efficient as possible and promote collaboration and innovation.

A new brand and a new focus for Virginia's Workforce Development System

- "eleVAte Virginia" is the new brand for Virginia's Workforce System.
- It is intended to be an eco-system; a network of business, education and workforce development partners committed to elevating Virginia's economic vitality by connecting Virginians to the skills and credentials that lead to jobs and lifelong career progression, and businesses to regional solutions to ensure a skilled and ready workforce today and in the future.
- We connect public and private stakeholders, resources and funding that gives "eleVAte Virginia" the reach to deliver customized workforce and education solutions that transform Virginia's regions, businesses and individuals.
- "eleVAte Virginia" was selected as the brand name for the broader focus on workforce, education and economic development. It is an inspirational brand name that has resonance with all target audiences.

- The tagline is “Skills for Jobs and Business Growth”, as “skills” is the common thread woven through workforce and education programs and initiatives that lead to jobs for residents and a workforce that helps businesses grow and thrive.

Filling the skills gap and focusing our efforts – The jobs coming in the next 10 years will shape our focus

- We expect 687K job openings in the next five years, with 452K being replacement jobs, leaving 235K as net new jobs.
- Of these 235K net new jobs, the top five categories are:
 - Healthcare – 30K, Office/Admin – 23K, Computer/Math – 21K, Sales – 20K, Construction – 18K
- Most of these jobs do not require four year degrees, but they do require post-secondary education and training—these are the middle skills jobs that require more attention.
- The public needs to be informed of the opportunities for these middle skills jobs that provide attractive wages and plentiful employment.

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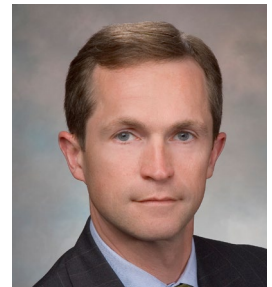
I trust that you will find this report informative and encouraging, as we continue to strive for an increase in middle skills jobs with a living wage for all Virginians.

Respectfully submitted,

R. Danny Vargas
Chair



R. Danny Vargas



Mark Herzog

Performance measures for the federal Workforce Investment Act (WIA) Title I programs are established in Section 136 of the Workforce Investment Act of 1998. The U.S. Secretary of Labor provides further guidance on the calculation of the measures. The VBWD interactive scorecard is located in the new EleVAte Virginia website. The scorecard is being revamped to reflect the newly developed quarterly updates which are being provided to the Local Workforce Investment Areas to support their associated activities.

<http://www.eleVAtevirginia.org/about-the-virginia-board-of-workforce-development/data-publications/>

2014 Report from the Secretary of Commerce and Trade

Executive Order 23 and Credentials to Compete

By now, almost all of us know that in less than a decade, Virginia will need to replace over 930,000 workers and will create another 500,000 new jobs. About 45% of Virginia's current labor market is comprised of jobs requiring less than a baccalaureate degree, but more than a high school diploma. In August, with the signing of Executive Order 23, Governor McAuliffe made creating a credentialed workforce to fill these current and emerging jobs the top priority for Virginia's workforce system, comprised of 15 local Workforce Investment Boards (WIBs) and 24 state programs administered by eight agencies. These programs serve about one million Virginians each year, from middle school to retirement age. The Executive Order created a common goal for these diverse programs: achieving 50,000 more STEM-H workforce credentials in the next three years as a bold step in addressing the increasing skills gap in technician, technologist, and trades occupations in key industry sectors such as advanced manufacturing, energy, information technology and cyber security, life sciences and health care and more.

Now, for the first time, preparing Virginians for these occupations through credentials that demonstrate in-demand skills will be a top priority for all of Virginia's career and technical education and workforce programs. In September of this year, on behalf of the Virginia Business-Higher Education Council, the Virginia Chamber of Commerce and the Council for Virginia's Future, I announced a first-ever long term goal for workforce credentials of nearly half a million credentials by 2030, a goal that positions long term development of Virginia's capacity to deliver workforce training on par with its ability to deliver degrees. This announcement underscored the importance and timeliness of workforce credential attainment as the primary goal of the Governor's workforce agenda.

Executive Order 23 directed agencies and programs to collect and report data on current levels of workforce credential attainment and to provide three year stretch goals for increasing credential rates. Workforce credentials include

STEM-H associate of applied science degrees, and, to align with labor market demands, they also include career studies certificates, apprenticeship credentials, professional licenses, and industry driven certifications. Promoting these *Credentials to Compete* will be the centerpiece of our workforce agenda in 2015 including legislative, budget, and administrative actions. In January, cross-program, cross-agency work teams will be assembling to identify resources and solutions needed to produce regional supply and demand dashboards that include information on certifications as well as other credentials in demand in the private sector. My workforce team will also be working with workforce agencies to negotiate and finalize goals for credential attainment, set up methods to collect data on common performance metrics and set up a public information site to report progress toward the 50,000 STEM-H credentials and other workforce goals. Also in 2015, we will be working with business and industry to drive a public awareness campaign for

Credentials to Compete so that more students, parents, teachers and counselors understand the opportunities for good wages and career growth that are available to those with the right credentials.

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Governor's Workforce Agenda

The Governor's Workforce Agenda for 2015 contains several legislative policies that are intended to improve the workforce system's capacity to deliver workforce credentials by reducing administrative and overhead costs and replication and duplication between programs. Reducing unnecessary administrative costs and duplication will allow us to redirect currently available, federal funds to education and training for the skills employers need. To increase collaboration and resource sharing between key partners in the workforce system, we propose to transition administration of the Commonwealth's largest federally funded workforce grant—the Workforce Innovation and Opportunity Act (WIOA)—from a single agency to a consortium of the Governor's Chief Workforce Advisor and staff, the Virginia Community College System and the Virginia Employment Commission (VEC).

In order to align with the Joint Legislative Audit and Review Commission's (JLARC) recommendations, we are proposing new quality standards for workforce regions that demand higher levels of business engagement, collaboration and cooperation between partners, and regular regional convening of key entities in both the public and private sectors to stand up regional workforce training aligned with industry needs. In addition, we are shifting funds to expand workforce training, repurposing 40% of WIOA adult and dislocated worker funds, available to local Workforce Boards, to drive regionally demanded workforce credentials. We also propose to use 30% of WIOA state discretionary funds to create fiscal incentives for regions to increase credential attainment.

We will further reduce administrative overhead by merging registered apprenticeship and apprenticeship related instruction programs under one agency, the Virginia Department of Labor and Industry, thus providing a single point of contact for businesses sponsoring apprentices. We are proposing legislation and taking administrative actions to further develop a more business driven, and effective, Workforce Board, including hiring a full time Director to staff the Board.

The Governor's Workforce Agenda also includes two budget proposals: \$1 million in state funds will be matched with federal and private funds to incentivize business-led, regional consortia to create or expand workforce pipelines; an additional \$1 million will support need-based financial aid for certification training at community colleges. Last year, the VCCS, assisted by VEC and other workforce partners, was awarded more than \$38 million in national and federal workforce grants. The partners in Virginia's workforce system remain resolved to leave not one federal dollar on the table that can be brought home to Virginia for workforce skills development and training.

With the goals of Executive Order 23 and the Governor's Workforce Agenda in front of us, 2015 will be a banner year for the Virginia Board of Workforce Development. I look forward to working with the Board to meet the challenges of the upcoming year and seize its opportunities for building a new Virginia economy.

Maurice Jones
Secretary of Commerce and Trade



Maurice Jones

Virginia Career Readiness Certificate

2014 Annual Report

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

In FY2014, Virginia awarded approximately 10,172 CRCs, only a slight increase over the previous year's figures.

Community colleges, paired with their local WIB and One-Stops Centers, improved partnerships with businesses, enhanced outreach efforts and saw increases in the number of CRCs achieved from the previous year. In FY2014, Virginia awarded approximately 10,172 CRCs, only a slight increase over the previous year's figures. This number includes self-reported additions to the number reported from the Virginia CRC database. Over the lifetime of this program, over 66,000 Virginians have received a CRC.

CRC Attainment for WIA Recipients: WIBs were guided by the requirements set by the VWC in November 2012 to incrementally increase the attainment of the CRCs by WIA recipients to 25% by FY2015. This year, WIB regions went beyond the prescribed 18% goal by identifying strategies to overcome any barriers to the CRC for WIA recipients.

The 15 WIB regions in Virginia awarded 3871 CRCs in FY 2014, over 16% increase over the prior year attainment of 3,275 CRCs. The CRC attainment among the FY2014 participants is 38%.

ACT's Certified Work Ready Community in Virginia's Southern Region: The Commonwealth of Virginia has tested ACT Work Ready Communities through a local or regional economic development approach — utilizing Southern Virginia's Dan River Region as its pilot. Based on county-level education, employment rates, and population data, in mid-2013 ACT set common goals to be met by the region for the designation of "work ready." These common goals include 2,311 emerging, transitioning and current workers earning the National Career Readiness Certificates (NCRC) and 287 employers recognizing, preferring, or recommending the NCRC as a part of their hiring process. In FY2014, the region is 76% to goal in workers attaining the NCRC and 50% to goal of employers engaged with the NRCR. In April 2014, the Commonwealth established its local criteria, in addition to ACT's common criteria, consisting of a threshold high school diploma or equivalent attainment rate of 70% or more of working adult population (ages 18-64). The Governor of the Commonwealth of Virginia will certify localities or regions that meet established benchmarks for these criteria.

Southern Virginia's WRC initiative is an effort to align workforce and education to meet the unique economic needs of the region. Southern Virginia is the first regional-state hybrid in the country to be selected by ACT to participate in this program. It is guided by key community and state leaders including elected officials, economic development, business leaders, chambers of commerce, educators and workforce development.

Southern Virginia's vision for the Certified Work Ready Communities is to create a new regional workforce story that leads to business retention, expansion and relocation. The CWRC program works in concert with the National Career Readiness Certificate (NCRC), and serves as a validating tool that a community has a skilled labor force for targeted industries.

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

Inspiring Tomorrow's Innovators

The Apprentice School student section of the Society of Naval Architects and Marine Engineers (SNAME) hosts an annual event, its Boat Design Competition, for high school students. This competition focuses on increasing awareness of the naval architecture profession and shipbuilding industry. The competition engages students' math, science and creative abilities and introduces them to the principles of engineering, drafting, project planning and leadership. Participating high schools form one or more student teams and work independently to design the fastest, most maneuverable boat in order to satisfy the mission. A panel of maritime industry professionals critiques the designs and selects four finalists to be constructed by The Apprentice School. Finalists compete in a race on Lake Maury, at The Mariners' Museum, in Newport News. A panel of judges then selects the ultimate winner by evaluating hydrostatic characteristics, speed and maneuverability.

Since the Boat Design Competition began in fall 2007, more than 1,500 high school students have participated.

Since the Boat Design Competition began in fall 2007, more than 1,500 high school students have participated in the competition. 94 percent of competitors report a desire to attend post-secondary education at a two- or four-year college or technical school. In fact, 88 percent of competitors plan to study in the fields of science, technology, engineering or



mathematics (STEM). Some of the prior participants have even entered The Apprentice School and are currently studying in STEM-related fields. Other competitors cited the competition as an influence in pursuing STEM-related degrees and have gone on to attend Virginia Tech, Old Dominion University and the Coast Guard Academy.

Team members from Jamestown High School celebrate their 2014 first-place finish in The Apprentice School's SNAME Boat Design Competition.

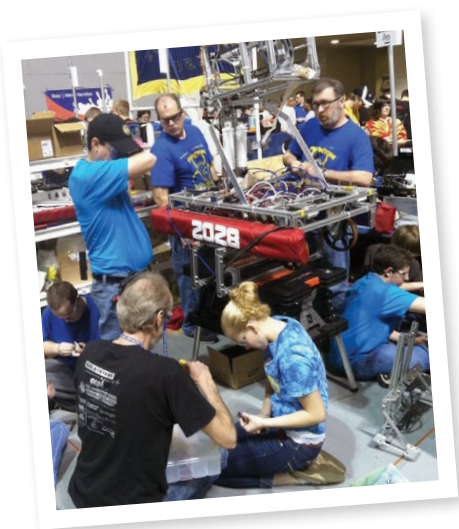
Paving the Way for STEM Careers

The Apprentice School of Newport News Shipbuilding is helping to pave the way for local high school students interested in entering the Science, Technology, Engineering and Mathematics (STEM) workforce. With support from The Apprentice School, students from Phoebus High School are able to participate in the For Inspiration and Recognition of Science and Technology (FIRST®) Robotics Competition (FRC). FRC encourages students to work in engineering prototype teams to gain practical experience in Computer Aided Drafting and Design (CAD), computer controlled manufacturing and construction of robots using hand and power tools.

Approximately 80 percent of Phoebus Robotics team participants seek college degrees in STEM fields.

Kevin Bond, an electrical craft instructor with The Apprentice School, donates many hours of his time to mentoring Phoebus students involved with the FRC. Approximately 80 students have joined the Phoebus Robotics team since 2007. According to Don Williams, the initiator and head coach of the Phoebus team, approximately 80 percent of team participants

seek college degrees in STEM fields. Many attend Virginia institutions such as The Apprentice School, Virginia Commonwealth University, Virginia Polytechnic Institute and State University, the University of Virginia and Old Dominion University. Additionally, approximately 10 percent have gained employment in STEM-related fields immediately upon graduating high school.



Phoebus High School students construct robots.

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

Exploring Health-Related Careers

Career-focused boot camps for teachers and counselors represent an effective “train-the-trainer” approach to increasing the number of students going into careers in Science, Technology, Engineering, Math and Health (STEM-H). In June 2014, Opportunity Inc. held a three-day camp focusing on the healthcare sector.

The program was packed with guest speakers, interactive activities and tours of local healthcare facilities including Sentara CarePlex Hospital, Sentara Norfolk General Hospital and the Hampton University Proton Therapy Institute. Latasha Sykes, a career and technical counselor at Churchland High School in Portsmouth, was one of 37 healthcare boot camp participants. “We were able to tour the cardiovascular department of a hospital, learn how various professionals work together to help patients get well, and receive exposure to careers I never knew existed such as a diabetes educator,” remarked Sykes.

The camp also included interactive activities like a game in the style of “Family Feud” that informed participants about healthcare-related programs at institutions such as Old Dominion University, ECPI Medical Careers Institute, Riverside School of Health and Tidewater Community

College. The teachers and counselors all felt the experience gave them “tools for the toolbox.” Said Maurice Glenn, a technical education teacher at Green Run High School, “I plan to incorporate hospital field trips and guest speakers into the classroom to help students become aware of the exciting opportunities out here.”

In June 2014, Opportunity Inc. held a three-day camp focusing on the healthcare sector.

Teachers and guidance counselors pose in front of the Nightingale Regional Air Ambulance Service’s helicopter.



Exploring Career Opportunities

In February 2014, area students attended the Youth Career Expo at the Hampton Roads Convention Center. The Peninsula Council for Workforce Development (PCFWD) hosted the award-winning event in partnership with the Virginia Peninsula Chamber of Commerce and the six Peninsula school divisions.

One of the Expo’s highlights featured Sen. Mark Warner, the honorary event chair. The Senator hosted “Warner’s World of STEM,” where he stressed how incredibly vital Science, Technology, Engineering and Mathematics (STEM) are to the future of our country.


More than 2,200 high school students attended the event. The Expo included more than 300 professionals from business, education and industry. They served as mock interviewers, workshop leaders and representatives for the 70-plus business exhibitors. One student was lucky enough to be interviewed by Sen. Warner himself.

Another popular exhibit involved interactive STEM activities presented by Newport News Shipbuilding. Six students (one from each of the six school divisions) also received iPads donated by ECPI and Motivating the Team Spirit.

One of the Expo’s highlights featured Sen. Mark Warner, the honorary event chair.



The Youth Career Expo attracted more than 2,200 high school students from across the region.

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

Succeeding with “Countdown to Graduation”

The future is now more secure for 18 recent high school graduates, thanks to the Arlington Employment Center’s “Countdown to Graduation” program. Each of the students referred to the program by their school’s guidance counselors had been identified as “at risk” due to poor academic performance and, for some, seemingly insurmountable life issues. Some were living outside of their families, some had been in youth detention and some had academic and life skills below their grade levels.

In spite of their situations, all 18 students received their high school diplomas this June, with credit going to the guiding effect of the program on their lives. Thirteen of the students have gone on to post-secondary educational opportunities, with the rest gainfully employed in career-type jobs.

*All 18 participants
in the 2014
“Countdown to
Graduation” program
received their high
school diplomas.*

Financed with funding from the U.S Department of Labor, the program provided assistance in a number of ways, including (1) intensive one-on-one counseling sessions with Arlington Employment Center youth staff; (2) workshops on attending college held at George Mason University; (3) workshops on developing life skills in the areas of personal finances, housing and emotional health; (4) community service activities; and (5) guidance on conducting a job search. Additionally, a job fair specifically for these students was held at the Arlington Employment Center.

“Countdown to Graduation” is now in its fourth year. The program has been so successful that its youth specialist was awarded special recognition from Arlington Public Schools (APS) for her positive impact and work in improving the APS graduation rate.



Arlington Employment Center’s “Countdown to Graduation” participants

Seeing University Life Up Close

In September 2014, students from Prince Edward County High School and Central High School attended the Virginia State University Open House with Workforce Investment Act (WIA) case managers Suzanne Lawson and Bridgette White. The students spoke with representatives from a variety of the university’s academic departments including the School of Business, School of Agriculture and School of Science, Engineering and Technology.

The students learned about admission requirements and had the opportunity to submit their transcripts and SAT scores for on-site admissions. Maurice Williams, a senior at Prince Edward High School and scheduled to graduate in May 2015, was accepted on-site to the university. He also spoke with a financial aid representative and ROTC scholarship recruiter to get details on financing his education.

To really get into the spirit of university life, the students attended a Virginia State Union football game and cheered on the Trojans. They enjoyed listening to the university’s excellent band as well as its Gospel Chorale, which made the semi-finals on “America’s Got Talent” in 2013.



Maurice Williams, a senior at Prince Edward High School, has been accepted to Virginia State University.

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

Success Story: Allison Friend

Finding that a Little Courage Goes a Long Way

To Allison Friend, “courage” means finding certain things in life frightening but doing them anyway. Although Allison has been through a lot in her life, she recently found the courage to go back to school to earn her GED® certificate so that she could go on to college.

Not long ago, if Allison were asked if she thought this was possible she would have answered, “Never.” Because Allison struggles with depression and anxiety disorder, it can be difficult to go out into the world without having an anxiety attack.

Determined not to let anxiety control her life, Allison attended a nonprofit organization, the Sunrise Center, and earned her GED certificate under teacher Tammy Brown in December 2013. In May 2014, she enrolled at Southwest Virginia Community College with the

“Always believe in yourself. You can do anything you put your mind to. A little courage goes a long way. Others struggle just like you do; you are not alone!”

goal of becoming a crime scene technician. “I was so scared that I almost backed out of going but I didn’t want to let Tammy Brown down after all she had helped me through,” said Allison. “I am so glad I did go to class because I have so many friends now. They have become like my second family.”

To people struggling with anxiety and depression, Allison offered this advice: “Always believe in yourself. You can do anything you put your mind to. A little courage goes a long way. Others struggle just like you do; you are not alone!”



The Sunrise Center helped Allison Friend earn her GED and go on to college.

Success Story: Marty Stone

Pursuing a Dream and Beating the Odds

Marty Stone is a young man navigating the difficult task of reentering his community after spending time in the juvenile justice system. While about 100,000 youth like Marty exit the system every year, only about 30 percent are involved with either school or work after just 12 months.*

Marty knew he had a passion for becoming a chef but wasn’t sure how to make his dream come true or even if it *could* come true given his past. On the advice of his reentry specialist, Marty enrolled in the Workforce Investment Act (WIA) Youth Program and began working with a case manager on application skills, resume skills and interview skills. His case manager was also able to partner with Cruis-In Café in Keysville, Virginia, to offer Marty a work experience that allowed him to gain basic culinary skills.

Marty blossomed in the workplace and has received praise from Cruis-In-Café owners, Mr. and Mrs. Balland, as well as his coworkers. They say that Marty is eager to learn new skills, always asks for more work when he is finished with his tasks, and is very punctual.

“It’s people like those at the WIA that help guys like me to know we are still people, and we can still follow our dreams.”

This work experience has deepened Marty’s desire to become a chef one day. Working with his case manager, Marty found a Culinary Arts certificate program at Central Virginia Community College. He was accepted and started classes in late 2014.

Marty continues to appreciate all the help and support he is receiving from the WIA Youth Program.

*Source: “Back on Track,” a report prepared by the Youth Reentry Task Force of the Juvenile Justice and Delinquency Prevention Coalition in Washington, D.C. (2009) http://www.sentencingproject.org/doc/publications/cc_youthreentryfall09report.pdf



Marty Stone gained valuable work experience at Cruis-In Café

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

Success Story: Joshua Russell Using Education to Create a Secure Future

Joshua Russell was a high school dropout at 16. He remembers hating high school and didn't believe education was important in his life. As time passed, though, Joshua began to worry about his future.

Joshua, who is now 24, was working with a local roofing company when he heard about the PluggedInVA welding program offered in summer 2014 by Southwest Regional Adult Education and Southwest Virginia Community College. He applied for admission to the program in hopes of acquiring the education and skills needed to put him on a new career path.

Joshua enrolled in a GED® test preparation class at Honaker High School in April 2014 and was the second adult student enrolled in Southwest Regional Adult Education to pass the computer-based GED test in May 2014. Once Joshua was in the GED preparation class, he realized that he actually enjoyed being a student. He also saw how education could give him a more secure future. "It's worth it to get my GED," he said. "You just have to work a little harder to pass the new test. It felt good to accomplish something."

Joshua began the 10-week welding program in June 2014. After completing the first half of the welding program, he said, "The welding program has taught me a lot. In the five weeks I have been here, I have gained the confidence that I will be able to have a career in welding. This program is great for anyone trying to improve his life."

Earning a GED certificate was just the first step to a better future for Joshua and his family. Joshua completed the welding program in August 2014 with a number of certifications in hand. By completing this 10-credit program, he had earned a Career Studies Certificate in Semi-Automated (MIG) Welding from Southwest Virginia Community College, OSHA 10 and First Aid/CPR/AED certifications, and a gold-level Career Readiness Certificate.



Joshua Russell now works as a welder for Heintzmann Corporation.

Joshua experienced further success after the program when he was hired in September 2014 as a welder. He now works for Heintzmann Corporation, which manufactures mining equipment and supplies, in Cedar Bluff, Virginia.

Strengthening the Advanced Manufacturing Career Pathway

Building robust career pathways is an integral part of Opportunity Inc.'s industry sector strategy. Throughout the program year, the organization completed several advanced manufacturing initiatives, helping to strengthen the region's advanced manufacturing career pathway. Under contract with Opportunity Inc., Old Dominion University developed an 11-module "Foundations of Mechatronics" class to be taught in local high schools. The goal of the class is to prepare students to enroll in mechatronics certificate courses like those at Tidewater Community College, for example.


In July 2014, Opportunity Inc. hosted a two-day teacher-training workshop for "Foundations of Mechatronics." The event provided an overview of the course, teaching aids and a lab kit for use in the classroom. Teachers received the materials necessary to intersperse the coursework in their existing classes as a teaching tool. "I knew that mechatronics combines all of the disciplines that are taught in my department – electrical, mechanical, computer and industrial engineering – but I didn't understand how it all comes together as a career path," said Dawn Rountree, a teacher at Suffolk's Nansemond River High School. Eventually, the goal is for school divisions to create standalone "Foundations of Mechatronics" courses using the materials.

Opportunity Inc. was also instrumental in bringing together Tidewater Community College (TCC) and the Virginia Beach City Public Schools

to develop a dual enrollment program. The program allows students to earn TCC college credits toward six manufacturing-related certifications by taking a sequence of courses at Virginia Beach's Advanced Technology Center. The program, which was highlighted in a May 2014 "U.S. News & World Report" article entitled "Two-for-One Deal: Earning College Credit for STEM in High School," began in the fall 2014 semester.



Teachers work on a lab project at Opportunity Inc.'s "Foundations of Mechatronics" training workshop.

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

Tracking the Value of Credentials in the Workforce

In 2014, the Virginia Longitudinal Data System (VLDS) conducted several studies demonstrating the return on investment of credentials. This included studies of college and career readiness, return on investment study of workforce programs, and mid-career wages of college graduates.

One of the studies, “Early Predictors of College Success,” focused on postsecondary outcomes of high schools students. The study, sponsored by the Virginia Department of Education (VDOE), found that programs of study consistent with Virginia’s Advanced Study diploma coupled with high achievement in math and writing courses predict better college outcomes. Ninety-three percent of advanced study diploma earners who enrolled in four-year institutions were still enrolled or had earned a credential by their fourth year compared to only 73 percent of those who earned a standard diploma.

Another study, “Investments in Training Provide Greater ROI,” was sponsored by the Virginia Community College System (VCCS) and the Virginia Employment Commission (VEC). It highlighted that the Workforce Investment and Trade Adjustment Act programs showed that earning a certificate or other credential yielded higher returns than training without earning a credential. In addition, programs that provide services to disadvantaged demographic groups yielded the highest ROI (reduced need for government services) despite their lag behind other groups in actual performance (entered employment, average earnings, etc).

Yet another study, “Wages of Graduates 20 Years Later” was released in fall 2014 by the State Council of Higher Education (SCHEV). The mid-career wage report highlights that earnings are not just impacted by the level of degree (master’s, bachelor’s, associate’s), but also by the type of major an individual chooses, such as a major in engineering versus education.



The VLDS Work Group met on April 24, 2014 at Virginia Commonwealth University’s Rice Center in James City County.

The VLDS is a partnership that includes VDOE, VCCS, VEC, and SCHEV. The partnership recently expanded to include the Department of Rehabilitative Services and the Department of Social Services. The VLDS sponsors an annual conference to allow individuals to share ideas and research projects to identify methods to improve programs and policies and increase outcomes for the people they serve. Studies are selected based on alignment with the partnership’s priority areas (what the VLDS called its “Burning Questions”) and trends reflected in the Workforce Report Card. For more information regarding VLDS, visit <http://vlDs.virginia.gov>.

Success Story: John Leach Transitioning to a New Career with In-Demand Skills

John Leach is an Air Force veteran who speaks five languages and has a background in Accounting and Sales. John had been unemployed for over two years when he attended a Veterans’ Career Fair. After being introduced to SkillSource Group, Inc.’s Northern Virginia Jobs for Veterans (J4Vets) program, John enrolled with a positive attitude, a strong work ethic and willingness to network that eventually paid off.

John sought a career transition and expressed interest in a Project Management Professional (PMP) credential. J4Vets connected him to Intellectual Point for training. Since John lacked the required hours of experience needed to sit for the PMP exam, he pursued a Certified Associate Project Management (CAPM) certification instead. John passed the CAPM exam on his first try and also obtained an Information Technology Information Library (ITIL) certification.


With two certifications in hand, John was referred to the Networking Pilot Program with the Northern Virginia Technology Council. He worked closely with a Mitre Corporation mentor, where he learned

about an IT training program and job opening both at Accenture. He applied and was offered a full-time software engineering associate position that started in October 2014.

“The J4Vets program and the Mitre Corporation’s new Networking Pilot program were critical factors in my transition from accounting to information technology” said John. “These programs are a most valuable resource and do work. We need more of them.”



Veteran John Leach transitioned from a career in accounting to information technology.

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

Providing Affordable Training from a Major Employer

Since it was created in 2010, a community college training partnership with Newport News Shipbuilding (NNS) has resulted in exceptional success for over 350 Hampton Roads residents. The partnership created the Marine Skilled Trades Training Program, a groundbreaking collaboration with NNS, the state's largest private employer and a division of Huntington Ingalls Inc. and the NSF SMART center.

The three-year business/education partnership has resulted in 397 unskilled workers trained as marine electricians, machinists, painters and welders. It also boasts a 98 percent completion and 93 percent hiring rate. "I use everything I was taught in the class," said Lydia Boone, who completed the Marine Electrician course at Thomas Nelson Community College and now works as an electrician at Newport News Shipbuilding. "I never worked with anything electrical before and the class has given me a leg-up in the shipyard. I wish others could have benefited from the same experience."

Students hired by NNS earn wages of \$32,000 plus benefits following two to three weeks of intensive training in college workforce centers and mobile labs. The training models the NNS's curriculum, technical and workforce competencies, tools, machinery and work environment. Students receive scholarships provided through state funding and pay \$250 for the course, which the shipyard reimburses upon hiring.

In a July 31, 2014, editorial, the "Daily Press" wrote: "This is the sort of common sense program we want to see. It provides affordable training that is directly related to available jobs within the region. That's a situation in which everyone draws big dividends."

Thomas Nelson Community College chaired the program. Other participating colleges were Tidewater Community College, Paul D. Camp Community College, Rappahannock Community College and Eastern Shore Community College.



Lydia Boone, who completed the Thomas Nelson led collaborative for the Marine Skilled Trades Training program, now works as an electrician at Newport News Shipbuilding.

Culinary Training Program Helps Homeless Achieve Economic Independence

Imagine a program that helps local businesses fill their open positions by transforming the lives of those who are struggling to survive. That is exactly what the Alexandria/Arlington Culinary Training Program is doing by putting homeless or immediately at risk of becoming homeless individuals back into the workforce.

The program will prepare and place 20 individuals in need of work in promising jobs, help them achieve economic independence, and aid a local industry in need of workers. The Fall Class had nine people enrolled with six graduating. A total of five of the six were hired by a local restaurant prior to their graduation on February 7, 2014.

"It was an honor and a joy to witness the graduation of the Fall Class. As someone who came from difficult, austere circumstances, I understand how difficult it can be to overcome adversity. The dedication and determination evidenced by the graduates, the program staff, and all the supporters, are a testament to human spirit. The fact that almost all of them already have jobs is a testament to the effectiveness of the program and the eagerness of employers to hire individuals that have completed training that meets their needs."

-Danny Vargas, Chair, Virginia Workforce Board

The Culinary Training Program is a collaboration between the Alexandria/Arlington Workforce Investment Board, Alexandria City Department of Community and Human Services, Arlington County Department


of Human Services, both jurisdiction's One-Stop Employment Centers, and local business partners Hyatt Regency and Marriott. The program consists of four primary components: outreach and recruitment, screening, training, and job placement.

Various social services, like housing support and transportation assistance, will be provided by the Departments of Human Services throughout the program. Hyatt and Marriott assist in providing candidates with an overview of the culinary career path in local hotels, as well as provide locations for culinary internships and assistance in soliciting other hotels and restaurants into this program.

Training is delivered by DC CENTRAL KITCHEN, in a professional kitchen-lab setting. Successful participants earn a SafeServe Certification and receive a set of Chef's Knives. Participants are Workforce Investment Act (WIA) -eligible individuals in the City of Alexandria and Arlington County.



Arlington County's 4th Culinary Training Program graduation class

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

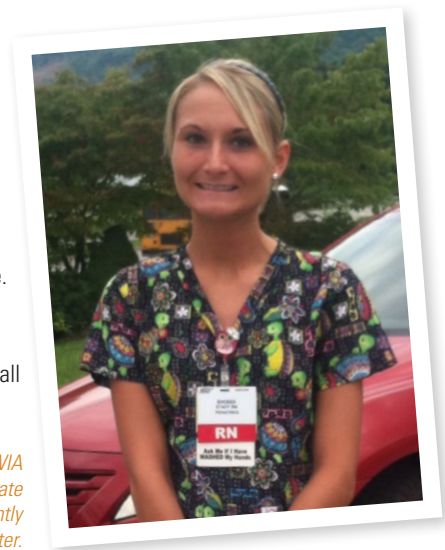
Success Story: Shondi Caldwell

Reaching Out for Help to Finish Nursing School

Shondi Caldwell was attending Mountain Empire Community College and enrolled in its nursing program. She needed assistance to complete her education and obtain employment. Referred by her nursing instructor, Shondi enrolled in the Workforce Investment Act (WIA) Youth program operated by People Incorporated.

Through the WIA Youth program, Shondi earned a silver career readiness certificate. She also received the financial assistance she needed to fund the cost of her board of nursing examination fee.

With the help she received through the program, Shondi earned an Associate of Applied Science Degree in Nursing, followed by assistance searching for a job. She is now employed full time as a registered nurse at Pikeville Medical Center and making \$19.78 per hour! Shondi is appreciative of all of the opportunities provided to her through the WIA youth program.



Through the help Shondi Caldwell received from the WIA Youth Program, Shondi graduated with an Associate of Applied Science Degree in Nursing and is currently employed as a full time RN at Pikeville Medical Center.

High School Career Coach Provides Missing Link Between Students and Local Industry

Before becoming a high school career coach, Sarah Brown worked as a public defender, and before that, she helped struggling socioeconomic groups and dislocated workers get trained and employed. Brown has always been drawn to helping people get the support they need.

“It was really very fulfilling to see people who had no hope of turning things around for themselves,” she said.

Today, Brown brings her heart of service and experience to her job as a High School Career Coach at East Rockingham and Spotswood High Schools – both located within the RURAL HORSESHOE INITIATIVE region of Virginia (begins on the Eastern Shore, stretches across Southside to Southwest Virginia and up the Shenandoah Valley).

As of 2013, 1 in 4 people across parts of the Rural Horseshoe had less than a high school education. Brown and her counterparts are doing great work to ensure high school students graduate with a path in place to career success and stability.

On a normal day, you might find Brown in a classroom administering career assessments, conducting mock interviews, and teaching resume writing and soft skills.

She also works one-on-one with students who are undecided or have an interest area but no knowledge of how to pursue it.

“There is a focus on the “middle majority students” – students who aren’t planning to attend a four-year school and who might need a little more training past high school to figure out their career path and be successful in their lives.”

Brown views career coaches as the missing link between the students, employers hiring locally, and the community college.

“I have worked with students who were unaware of the opportunities out there. They are starting to realize that there are local companies hiring for jobs that are interesting and fulfilling, that require skills, but not a four-year degree. These jobs offer a lot of upward mobility. It is really neat to see students and parents realize they can stay here, make a good living and do something really interesting that is needed.”




High School Career Coach Sarah Brown enjoys working with students.

Career coaches also work closely with local businesses to ensure students are equipped with the skills needed for specific local industries.

“Employers are really great at working with us because working together is the best outcome for everyone. They voice what they need in their workers and the community college responds with skills training, including soft skills like communication and punctuality.”

Career Coaches are on-site at the high schools, know what is happening with industry AND communicate daily with the local community colleges – completing the circle that once had a missing link.

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

Success Story: Sam Kang Achieving Financial Independence

In Sam Kang's native South Korea, attending formal schooling while having a physical disability proved challenging. In 1994, he pursued his educational dreams in the United States, where he attended a community college in Los Angeles. He went on to finish his degree in sociology at the University of California, Berkeley, where he graduated with multiple academic honors. After graduation, Sam moved to Virginia and has worked as a prolific writer, authoring several books and numerous articles in Korean newspapers, magazines and journals.

In 2012, Sam entered the SkillSource Group, Inc.'s, "Ticket to Work" (TTW) program. He sought more traditional career opportunities and steady income to build his financial independence and grow a nonprofit tutoring group. The SkillSource TTW program connected Sam to a volunteer opportunity at the SkillSource Annandale Center, where he assisted job seekers, helped with employer outreach and honed his networking skills.

While volunteering, an acquaintance contacted Sam about an insurance job he had previously declined. This time Sam accepted. He passed a licensing exam and was hired by New York Life to sell

annuities and life insurance. Immediately a top performer, Sam received an employer award for highest sales. Sam credited the SkillSource TTW program for its support services and encouragement on his journey to financial independence.



Sam Kang credits the SkillSource TTW program for helping him achieve financial independence

Connecting Veterans and Employers

The Virginia Employment Commission (VEC) Workforce Services Division continues its good work in promoting employers to the veteran community and matching qualified veterans to their open positions. In two months in 2014 alone, the division assisted in the hiring of more than 300 veterans. Some of the VEC's efforts to connect veterans with jobs in the past year include:


- In Winchester, VEC joined forces with Lord Fairfax Community College and other local partners to host a job fair attended by more than 45 vendors and 100 veterans. Thirteen veterans were hired on the spot! To learn more about this event, visit <http://www.your4state.com/story/d/story/va-governor-end-veteran-homelessness-by-dec-2015/73918/aFyuBKEw3Uu-2BjobEuhww>
- In Charlottesville, VEC held a job fair at the local American Legion Post. Seventy-two veterans, more than 25 companies and 172 referrals attended the event. Two veterans were hired through the event and several companies reported possible future hires.
- Around the state, local VEC offices have been holding targeted recruitment days on a weekly basis. These events have assisted employers such as Costco, Bojangles' Famous Chicken 'n Biscuits, Patriot Aluminum, Coach and CR England to meet candidates and fill positions. These events have created more than 500 job opportunities across the state and have already filled 98 positions. They continue to be the VEC's most successful veteran hiring events.

The VEC worked with McDonalds to post veteran-friendly career opportunities in Northern Virginia. The fast food industry leader is seeking qualified veterans for its management training programs. To learn more about these positions, register at www.vawc.virginia.gov.

CarMax is also working with VEC staff in the Richmond area to hire more than 50 veterans. For details upcoming events, register at www.vec.virginia.gov.



Resume writing is just a piece of what the VEC does to prepare veterans for the hiring events.

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

Producing Better Results, Together

In 2009, Goodwill Industries of the Valleys and Virginia Western Community College (VWCC) set out to strengthen their partnership so they could better prepare people living in poverty to meet the changing needs of Roanoke Valley businesses. Using a model developed by Goodwill International and the American Association of Community Colleges, Goodwill and VWCC created a partnership framework that has delivered big results for the region.

Linda Matthews, Goodwill’s senior vice president of workforce development, said, “We are thrilled to see individuals who were living in poverty now getting jobs that pay great wages, sometimes over \$20 per hour.” She noted several factors in the partnership’s success:

Working from a shared vision – Leaders at both Goodwill and VWCC sought to engage individuals disconnected from post-secondary education and to provide businesses with workers with in-demand skills and credentials.

Sticking to areas of expertise – For VWCC, it’s career planning and training that yield credentials recognized by area businesses. For Goodwill, it’s providing the wrap-around services and intensive case management needed for individuals with barriers to success.

Co-locating when possible – VWCC provides Microsoft Office Specialist and Manufacturing/Industrial Maintenance programs at Goodwill’s Roanoke location. Leah Coffman, coordinator of workforce development services with VWCC, loves the arrangement. “By co-locating our career navigator, Goodwill’s case manager and the training in one location, we are achieving great success,” she said. She noted

that co-located programs have a 40 percent higher completion rate than traditional programs located on campus. Matthews also noted the payoff for Goodwill participants. “Our placement rate is 17 percent higher for those who complete co-located programs.”

To date, the partnership has secured over \$2 million in foundation, WIB, state and federal funding. A total of 213 individuals have received credentials in programs ranging from Advanced Manufacturing to Customer Service/Call Center and Microsoft Office Specialist training. The partnership continues to grow with new programs serving Trade Act participants and those in need of ESL services.



Individuals receive training in programs like Microsoft Office Specialist training.

Benefiting Businesses and Workers

The year 2014 has been an exciting one for community action agency People Incorporated of Virginia. The organization just celebrated 50 years of helping individuals to build their futures and realize their dreams.

One of the agency’s goals is to continue that legacy by having an even greater community and economic impact. To that end, it focused this past year’s efforts on dual goals: (1) to continue providing stellar services to career seekers and (2) to expand to serve the business customer more effectively. Through its Workforce Investment Act (WIA) program, People Incorporated of Virginia is offering business services such as internships and on-the-job training to help new businesses like Classic Creations in Hillsville, Virginia, start production. It’s also helping existing Virginia businesses like Empire Ford of Abingdon and Steel Fab of Lebanon to serve more customers.

“We have been extremely happy with the quality of employees that the WIA program has provided Classic Creations,” said Keith Sanders, president of Classic Creations. Increased focus on the business customer proved to be an effective plan as People Incorporated of Virginia successfully helped find jobs for 87 percent of the 681 career seekers in WIA programs for adult, youth and dislocated workers. “These types of numbers create a win-win for

everyone,” said Betty Rowe, director of workforce development for People Incorporated of Virginia. “The career seeker and the business both benefit, resulting in lasting economic impact.”



Through its Workforce Investment Act (WIA) program, People Incorporated of Virginia is offering business services such as internships and on-the-job training

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

Training Tomorrow's Manufacturing Workforce

Virginia's manufacturing community is critical to the viability of the Commonwealth, with 6,000 manufacturers employing more than 200,000 people and contributing \$34 billion to the state's gross national product. A recent partnership between the Virginia Manufacturing Association (VMA) and nine community colleges will offer manufacturing skills credentials to ensure the sustainability of Virginia's manufacturing workforce.

The MT1 manufacturing certification and training is a curriculum and skills assessment program of the Manufacturing Skills Institute, a workforce development affiliate of the VMA. It was developed to help train a pipeline of people with the skills needed to enter manufacturing jobs, and to fill an anticipated gap as current workers retire.

Blue Ridge Community College will be an assessment center for the MT1. It is also offering training designed to help prospective manufacturing employees gain the skills they need in targeted areas. "We are excited to partner with the VMA to provide local industry with a measurable gauge of workforce readiness for prospective employees," said BRCC President, Dr. John Downey.

The curriculum and skills assessment will focus on math and measurement skills, spatial reasoning, manufacturing technology, and business judgment. Initially, the manufacturing technician certification will be offered as a baseline credential.



Photo: Steve Maylone, courtesy Moseley Architects

MT1 manufacturing training hands-on classroom

The participating community colleges are: Blue Ridge Community College, John Tyler Community College, Mountain Empire Community College, Reynolds Community College, Southside Virginia Community College, Thomas Nelson Community College, Tidewater Community College, Virginia Highlands Community College and Virginia Western Community College.

Changing Minds About Manufacturing Careers

They came with robots, 3D printers and advanced machinery of all types. Manufacturers from across Coastal Virginia arrived at ECPI University's Virginia Beach campus ready to change some minds about careers in manufacturing. It was all part of a nationwide event called "Manufacturing Day Expo," held in October 2014. Sponsored by a coalition of professional associations and leading manufacturers, it was one of many such events held simultaneously at cities around the nation, all with one purpose in mind: to dispel the outdated myths associated with manufacturing careers.

"People who work in manufacturing now operate in a more automated and rewarding environment," said ECPI University Virginia Beach Campus President Kevin Paveglio. "They use technical skills to troubleshoot, set up and program components like robots, automated systems and computers, and they experience very competitive compensation and benefits." Unfortunately, this positive message still needs to reach a large sector of American job seekers who mistakenly think that manufacturing is a dead-end career that's dirty and labor-intensive. Getting this message out is critical, given that a recent study by Deloitte Touch estimated that there are 600,000 technical jobs waiting to be filled throughout the nation.

Many minds were changed during "Manufacturing Day Expo," which was attended by approximately 250 high school students.

They spent several hours going from booth to booth, interacting with machinery, attending workshops and learning about computer numerical controls, solid 3D modeling, pneumatic controls, data communications and more. Most importantly, they learned how to get the training and education they need to enter a career field that many of them never knew existed.



Approximately 250 high school students attended a Manufacturing Day Expo at ECPI University.

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

Getting a Jump on Advanced Manufacturing Careers

In a first for John Tyler Community College, seven Amelia County High School students crossed the college's stage as part of the Class of 2014, before they'd even completed high school. The students became the first contingent of high schoolers to graduate from the college with a career studies certificate in Basic Precision Machining Technology. Their graduations from John Tyler took place about a month before they completed high school.

The students who took part in the program at the college's Chester campus are Anthony Bickley; William Clements, III; Andrew Collins; Wilson Morgan; Billy Phillips, III; Seth Roberts and Ricky White. During the two-year program, each gained valuable, hands-on experience in manual and automated machining and developing skills that are marketable in today's competitive workforce. Through the program, each student earned at least one National Institute for Metalworking Skills certification, a nationally recognized industry credential. Some earned as many as three. Roberts and Morgan also earned internships at the Rolls-Royce manufacturing facility in Prince George, while White secured a job at Coesia in Chesterfield County. Others are taking what they've learned in different directions. Clements plans to use his skills in the military, and Collins wants to apply the knowledge he's gained toward a computer science degree that will lead him to a career at an

advanced manufacturing company.

John Tyler's decision to extend its precision machining program to high school students was based on industry workforce needs

and interests expressed by high schools in JTCC's service region. The program, which began with Amelia's school system, has now expanded to include students from Dinwiddie, Hopewell, Petersburg and Sussex.



Seven Amelia County High School students graduated from John Tyler Community College before they completed high school.

Setting a New Standard for Advanced Manufacturing Training

In 2014, Danville Community College (DCC) began developing an innovative, new program designed to provide businesses with workers equipped with 21st century skills. In a revolutionary model, the program provides training in a real-world integrated machining flow cell environment. DCC partnered with the Institute for Advanced Learning and Research (ILAR) to create this new Capstone program, which is the first of its kind in Virginia. Graduates of DCC's precision machining program, as well graduates of similar programs in Virginia, will be eligible to participate in this third-year program in 2015. The program will earn them advanced-level certifications and qualify them for positions with advanced manufacturing companies that are higher than entry level.

DCC has received strong support for this initiative from businesses and industries including Piedmont Precision, Master Gage & Tool, Babcock and Wilcox, Rolls-Royce, Mitutoyo America and Sandvik Coromant. The college is also developing a two-year Metrology curriculum as a result of industry requests. To that end, DCC is working with the National Institute for Metalworking Skills (NIMS) to develop national metrology certifications not currently available.

Haas Automation will be providing more than \$600,000 in equipment to the project on an ongoing basis. It will also designate DCC as a Train-the-Trainer site to provide Computer Numerical Control training for high school and community college machining instructors throughout the Southeastern United States.

DCC plans to develop two additional dual enrollment precision machining programs in Danville and Halifax County high schools. This will allow these students to complete the DCC program in only one year after high school. There are currently more than 120 students in the DCC precision machining program, including the dual enrolled students.



For more information about
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