

NEW RIVER/MOUNT ROGERS WORKFORCE INVESTMENT BOARD

MEETING AGENDA

October 27, 2010

CALL TO ORDER & WELCOME – Chair Samples

INTRODUCTION OF NEW BOARD MEMBER

- A. Melinda Leland, Virginia Highlands Community College

ROLL CALL

APPROVAL OF THE AGENDA

[APPROVAL OF MINUTES](#) (Previously Distributed)

PUBLIC COMMENT PERIOD

[FISCAL AGENT REPORT](#)

ONE STOP COMMITTEE REPORT

- A. [Additional Funds Distribution Discussion](#)
- B. [Transfer \\$55,000 of ARRA Administrative funds to DLW Program](#)
- C. [Incumbent Worker Proposal from HCA Hospitals](#)
- D. [Rapid Response Proposal from Goodwill Industries of the Valleys](#)
- E. [OJT-MOA with Goodwill Industries of the Valleys](#)

YOUTH COUNCIL REPORT – Rhonda Roop, Chair

- A. [Funding Distribution Recommendation](#)

APPROVE APPOINTMENT TO THE YOUTH COUNCIL

- A. [Galena Grubb – Juvenile Justice Representative](#)

CONSORTIUM BOARD UPDATE – David Hutchins, Chair

ONE STOP OPERATOR REPORT

OPERATOR PRESENTATION – People Inc. of Virginia

GRANTS UPDATE – Staff

GED WEEK UPDATE – Marty Holliday

WIB TRAVEL VOUCHER

2010 WIB MEETING SCHEDULE

**NEXT SCHEDULED WIB MEETING – December 1, 2010 – Wytheville Meeting Center – 10:00 a.m.
(Joint Meeting with Elected Officials)**

ADJOURNMENT

NEW RIVER/MOUNT ROGERS WORKFORCE INVESTMENT BOARD

MEETING MINUTES

August 25, 2010

A meeting of the New River/Mount Rogers Workforce Investment Board was held on August 25, 2010 at the Wytheville Workforce Center. Those in attendance were as follows:

Board Members

Martha Samples, Chair	Lynn White
Mike Ketner	David Wright
Mike Rouse	John Overton
Wilma Faulkner	Robbie Wyrick
Rob Goldsmith	Robert Pierce
Jim Topping	Carl Mitchell
Virginia Leadbetter-Bolte	Neil Sagebiel
Dave Elmore	Howard Bartholomay
Tim McVey	Melinda Roberts
Todd Davis	Roger Frye (alternate)
Michael Jennings	Clay Stein (alternate)
David Hutchins	

Guest

Jim Coen
Dana Laney
Missy Bray
Patrick Callahan
Patricia Moore
Margaret Johnston
Brenda Rigney
Gray Parks
Steve Hackler

Staff

Ronnie Martin
Marty Holliday
Mary Ann Gilmer
Angela Alley

Martha Samples – Chair called the meeting to order at 10:00 a.m. and welcomed all WIB members and guests to the meeting.

Chair Samples introduced three new Board members: Tim McVey, Michael Jennings and Todd Davis.

The roll was then called and it was established that a quorum was present.

Chair Samples asked for a motion to approve the agenda, Mr. Topping made a motion that the agenda be approved as presented. Mr. Goldsmith seconded the motion which was unanimously approved.

Chair Samples then asked for a motion to approve the minutes of the previous WIB meeting, which had been previously distributed to each member. Mr. Topping made a motion to approve the minutes as distributed. Mr. Pierce seconded the motion and the motion was passed unanimously.

Chair Samples asked for any public comments. Angela Alley stated that she was “one happy mom” as her son, who had been serving in Iraq, is now on U.S. soil.

Chair Samples asked Mr. Martin to present the Fiscal Agent Report. Mr. Martin brought the members attention to the Fiscal Agent Report for the period 7/01/09 – 6/30/10. All programs did well in PY’09. Mr. Martin reviewed expenditure levels for individual programs. Mr. Martin

continued bringing the members' attention to the Fiscal Agent Report for ARRA programs. Mr. Martin reviewed expenditure levels for individual programs and indicated that all ARRA funds should be expended by December 31, 2010.

Mr. Martin next discussed his receipt of a Notice of Obligation for partial Adult and DLW funding for PY' 10. He indicated that 100% of Youth funding had been awarded and the balance of Adult and DLW funding should be awarded sometime in October. A letter restricting Program Operator expenditures for PY' 10 was also reviewed with the Board.

Next, Mr. Martin reviewed with Board members notification that had recently been received awarding Area 2, \$88,793 in WIA-DLW Rapid Response funding effective September 1, 2010. The Elected Officials Executive Committee has requested that current DLW Program Operator, Goodwill Industries of the Valleys, submit a proposal for usage of the funds. They are looking for new creative initiatives with measurable outcomes. Proposals are due on September 10, 2010.

Chair Samples next asked Ms. Holliday to present her request for Incentive Funds. Ms. Holliday indicated that she is requesting \$5,000 to support Adult Career and Education Exploration Fairs during GED and Lifelong Learning week of October 18-23, 2010. After discussion among Board members, Mr. Goldsmith made a motion to approve the funding request as presented, Mr. White seconded the motion which was unanimously approved.

Chair Samples next asked Mr. Martin to present the "Final" PY' 10 Budget. Mr. Martin reviewed details of the "Final" Budget highlighting the changes from the "Draft" Budget previously approved. After the Budget details had been reviewed, Mr. Topping made a motion to approve the "Final" PY' 10 Budget as presented. Mr. Overton seconded the motion which was approved unanimously.

Next, Mr. Martin reviewed Summer 2010 ARRA Youth activities by Operator and indicated that each Operator had done an excellent job serving youth this summer with very limited resources. He also indicated that all Youth ARRA funds are projected to be expended by September 30, 2010.

Chair Samples continued with the agenda asking Jim Coen to present the One Stop Operator Report. Mr. Coen drew the members attention to a report contained in their packets detailing the One Stop Operator activities and Service delivery thru July 31, 2010. Mr. Coen reviewed the data in detail with Board members.

Chair Samples next introduced Gray Parks with Rooftop of VA-CAP, Adult and Youth Program Operator for Carroll County, Grayson County and Galax City under a sub-contract arrangement with People Incorporated of Virginia, who gave a detailed presentation on services and activities that are occurring in his area. Gray presented youth activities and Steve Hackler presented adult activities.

Chair Samples continued with the agenda asking Mr. Martin, in the absence of Rhonda Roop, Chair of the Youth Council, for a report on Youth Council activities. Mr. Martin indicated that the Youth Council was reviewing possible distribution options for the additional available PY' 10 youth funds and would be presenting a funding recommendation to the full Board at their October 27, 2010 meeting.

Chair Samples next introduced Patrick Callahan and Patricia Moore with the State apprenticeship program who gave a presentation to the Board concerning apprenticeship, what it is and how it benefits business in Virginia. Questions were asked by Board members to which Mr. Callahan and Ms. Moore responded.

Chair Samples then recognized Ms. Leadbetter-Bolte who provided clarification on the On Ramp Program that had been reviewed during the One-Stop Operator report.

Next staff provided updates to the Board on the following initiatives and grants:

1. Disability Employment Initiative
2. Statewide OJT Grant
3. CREATES Grant (Green Grant)
4. HITE Grant

Mr. Martin next reviewed the PY'10 Committee assignments and discussed the Travel Voucher that each Board member must complete and sign if they want reimbursement for their travel.

Mr. Martin drew the members attention to the 2010 WIB meeting schedule contained in their packets, noting that the next schedule meeting would be held October 27, 2010 at the Wytheville Meeting Center, beginning at 10:00 a.m.

Chair Samples next notified the Board that Angela Alley, Systems Administrator, was leaving the Board and moving to Colorado. She thanked Ms. Alley for many years of dedicated service to the Board and wished her the best of success in the future.

With no further business to discuss the meeting was adjourned at 12:00 noon.

Respectfully Submitted,

Ronnie Martin
Executive Director

Workforce Investment Board Treasurer's Report

Report Period: 7/01/10 – 9/30/10

WIA Available Administration Funds		\$ 330,088
Obligated	239,073	
Un-obligated	<u>91,015</u>	
Expenditures		\$ 35,083
Board/Fiscal Agent	30,251	
One Stop Operator	<u>4,832</u>	
Balance		\$ 295,005

WIA Available Adult Program Funds		\$ 836,834
Obligated	646,010	
Un-obligated	<u>190,824</u>	
Expenditures		\$ 155,668
Board	13,672	
Operators	<u>141,996</u>	
Balance		\$ 681,166

WIA Available DLW Program Funds		\$ 745,511
Obligated	605,950	
Un-obligated	<u>139,561</u>	
Expenditures		\$ 160,432
Board	16,651	
Operators	<u>143,781</u>	
Balance		\$ 585,079

Workforce Investment Board Treasurer's Report

Report Period: 7/01/10 – 9/30/10

WIA Available Youth Program Funds		\$ 901,068
Obligated	<u>686,657</u>	
Un-obligated	<u>214,411</u>	
Expenditures		\$ 208,227
Board	<u>16,698</u>	
Operators	<u>191,529</u>	
Balance		\$ 692,841

Workforce Investment Board Treasurer's Report

Report Period: 5/01/09 – 9/30/10

ARRA Available Administration Funds		\$ 221,147
Obligated	122,790	
Un-obligated	98,357	
Expenditures		\$ 136,973
Board	90,331	
One Stop Operator	46,642	
Balance		\$ 84,174

ARRA Available Adult Program Funds		\$ 326,384
Obligated	326,384	
Un-obligated	0	
Expenditures		\$ 283,381
Board	6,929	
Operators	276,452	
Balance		\$ 43,003

ARRA Available DLW Program Funds		\$ 774,152
Obligated	774,152	
Un-obligated	0	
Expenditures		\$ 748,231
Board	9,974	
Operators	738,257	
Balance		\$ 25,921

Workforce Investment Board Treasurer's Report

Report Period: 5/01/09 – 9/30/10

ARRA Available Youth Program Funds		\$ 889,790
Obligated	<u>889,790</u>	
Un-obligated	<u>0</u>	
Expenditures		\$ 882,687
Board	<u>16,025</u>	
Operators	<u>866,662</u>	
Balance		\$ 7,103

**New River/Mount Rogers Workforce Investment Area
Summary of Funding Allocations/Carryover/Distributions
Program Year 2010**

<u>Distribution to Program Operators</u>	<u>"Draft"</u>	<u>"Final"</u>
One-Stop Administration	\$37,500	\$37,500
Formula	\$25,000	\$25,000
ARRA	\$12,500	\$12,500
Program Costs:		
Formula Adult	\$575,000	\$765,000
Formula DLW	\$525,000	\$660,000
Formula Youth	\$600,000	\$810,000
ARRA Adult	\$47,450	\$77,319
ARRA DLW	\$196,775	\$131,692
ARRA Youth	\$27,900	\$75,775
Total to Program Operators	<u>\$1,972,125</u>	<u>\$2,519,786</u>
	<u>\$2,009,625</u>	<u>\$2,557,286</u>
 <u>Un-Obligated Funds</u>		
Formula Administration	\$100,328	\$91,015
Formula Adult Program	\$103,614	\$824
Formula DLW Program	\$157,144	\$4,561
Formula Youth Program	\$195,238	\$4,411
ARRA Administration		\$11,537
ARRA Admin. to Program	\$57,500	\$50,000
Total Unobligated	<u>\$613,824</u>	<u>\$162,348</u>
 <u>Grand Totals</u>		
Board	\$487,565	\$487,565
Fiscal Agent	\$60,000	\$60,000
Board Reserved	\$70,000	\$70,000
Program Operators	\$2,009,625	\$2,557,286
Unobligated	\$613,824	\$162,348
Total	<u>\$3,241,014</u>	<u>\$3,337,199</u>

PY'10 Additional Available Funding Distribution

DLW

Projected Available Funding - \$135,000

Adult

<u>Jurisdiction</u>	<u>6 Month Average</u> <u>U.I.</u>	<u>% of Total</u>	<u>Funding</u>
Giles County	9.1	7.19%	13,657
Montgomery County	7.6	6.00%	11,406
Pulaski County	9.9	7.82%	14,858
Floyd County	7.8	6.16%	11,706
Radford City	10.2	8.06%	15,308
Total	<u>44.6</u>	<u>35.23%</u>	<u>\$66,935</u>
Grayson County	12.0	9.48%	18,009
Carroll County	11.5	9.08%	17,259
Galax City	10.9	8.61%	16,359
Wythe County	10.2	8.06%	15,308
Smyth County	11.4	9.00%	17,109
Bland County	7.1	5.61%	10,656
Washington County	9.0	7.11%	13,507
Bristol City	9.9	7.82%	14,858
Total	<u>82</u>	<u>64.77%</u>	<u>\$123,065</u>
Grand Totals	<u><u>126.6</u></u>	<u><u>100%</u></u>	<u><u>\$190,000</u></u>

PY'10 Additional Funding Distribution Summary

DLW

	<u>Initial</u>	<u>Additional</u>	<u>Revised</u>
Goodwill Industries of the Valleys	\$525,000	\$135,00	\$660,000

Adult

	<u>Initial</u>	<u>Additional</u>	<u>Revised</u>
People Inc. of Virginia	\$376,565	\$123,065	\$499,630
Goodwill Industries of the Valleys	<u>\$198,435</u>	<u>\$66,935</u>	<u>\$265,370</u>
	\$575,000	\$190,000	\$765,000

ARRA Administrative Funds

End of September Balance	\$84,175
Obligated (One Stop Operator)	\$11,300
Available	\$72,875
Expected Expenses	\$15,000
Projected Balance	\$57,875

Recent research has shown that new graduate residency programs benefit hospitals in the areas of nurse retention, quality care, patient safety and cost savings. To this end, a group of staff nurses, preceptors, nurse educators, new graduates, nurse managers and university faculty came together with the goal of developing a transition to practice model for HCA Southwest Virginia. These nurses, with varying levels of education, professional experience and personal perspectives, recognized the need for improved training of new nurses. It was felt that current practice of task-based competencies did not allow new graduate nurses to reach their full potential during the given orientation time frame. Research supports the theory that residency programs may speed development of the graduates' professional maturity as evidenced by critical thinking, confidence in one's own decisions, clinical reasoning, and the ability to recognize learning needs and seek guidance. Such nurses are shown to provide high quality, safer care.

HCA Southwest Virginia is embarking on a new initiative for 2010-11 which will lead to the development and implementation of a nurse residency program. The Compass Nurse Residency for HCA Southwest Virginia includes Alleghany Regional Hospital, Lewis-Gale Medical Center, Montgomery Regional Hospital and Pulaski Community Hospital. Compass is being developed in collaboration with Radford University and is based on evidence from the current research literature, the National Council of State Boards of Nursing, Chippenham-Johnston Willis (CJW) nurse residency program and current orientation practices within the Southwest Virginia market.

Programs offering a structured transition from the role of student to professional nurse directly influence morale and satisfaction among the new graduates. This contributes to their performance, retention, personal confidence and quality of care (Olson, 2009; Vanwyngaeren, 2009). The overall improvement in morale impacts the preceptors and unit as a whole, thereby

improving retention of all nurses (Vanwyngereen, 2009). Staff attitudes are very important to success of program. Staff will require education, willingness to participate in mentoring new nurses, and attitudes that support the development of professional colleagues (Fink, 2008). Preceptors are empowered to be the “keepers of the culture” on unit through positive role-modeling (Bratt, 2009).

The Joint Commission on Accreditation of Healthcare Organizations recognizes the importance of nurses' job satisfaction. In their document Health Care at the Crossroads: Strategies for Addressing the Evolving Nursing Crisis, The Joint Commission points out “an almost perfect correlation between hospital employee satisfaction and patient satisfaction.” An estimated 55% of nurses would not recommend a nursing career to their friends or children, however, if nurses are unhappy, patients are often unhappy as well (The Joint Commission, *n.d.*).

Studies have shown that a new graduate registered nurse (RN) needs at least one year to find comfort and competence in their new role (Kowalski and Cross, 2010). A successful residency program leads newly graduated nurses on a safe transition from theory based collegiate practice to professionally employed nurses in the acute care setting. The goals of this program include decreasing the RN turnover rate within the first year of practice and providing an outlet to reduce the stress of the transition to practice. The Quality and Safety Education for Nurses (QSEN) competencies are the foundation of the Compass program. The QSEN competencies include patient centered care, teamwork and collaboration, evidence based practice, quality improvement, safety, and informatics (QSEN, 2010). Enhanced public safety will be achieved by ensuring nurses are competently prepared to accept the autonomy and responsibility of managing acutely ill patients (Goode, Lynn, Kresk and Bednash 2009).

Public Safety

The Compass program is more than an extension of a basic nursing orientation. New graduate nurses are transitioning from students into not only a new job environment, but a new role in life and a new profession. The Compass program allows for a period of didactic learning coinciding with unit training to develop one's technical skills and clinical reasoning skills. This program is based on the enhancement of both types of skills to develop the overall foundation of an RN. It has been proven that RN's develop in stages beginning from novice learning stages leading upward to the expert phase of the role (Benner, 1984). The American Association of Critical Care Nurses (AACN) Synergy Model describes eight dimensions of nursing practice that span the continuum from competent to expert including: clinical judgment, clinical inquiry, caring practices, response to adversity, advocacy/moral agency, facilitation of learning, collaboration, and system thinking in order to incorporate the needs of the patient with the competencies of the nurse (Curley, 2007).

Acutely ill hospitalized patients require care that is more complex than ever before. The newly graduated nurse cannot transition into the autonomous role of an acute care RN without a program that allows for a safe passage to the independent practice that nursing requires. After the completion of the one year program, new graduates will be prepared for self-directed practice and have the foundation needed to start their clinical career (Goode, Lynn, Kresk and Bednash 2009).

Support for the Newly Hired

Socialization and the feeling of belonging are important factors during the integration into an RN's career (Goddeke, 2009). The nurse moving from classroom experience to the career setting is shifted from a period of rigid structured surroundings to a mode that is less structured and lacking the support that the student had in the college environment (Spector, 2009). The Compass program will foster an atmosphere of continued support for the RN. Each nurse resident will be assigned a strong, competent preceptor who has been proven by competency to perform in this role and has completed an approved training course.

Mentorship is an essential component of the Compass program. The mentor will not be formally selected by the facility as mentorship requires a natural gravitation to another person whom the resident can seek out for advice and friendship. Resident support will be provided through a collaborative effort by the nursing directors, preceptors and educators weekly during pre-set meeting times in the first phase of the residency. The focus of support changes to promoting independence during the second phase. Chief Nursing Officers (CNOs) and department directors will provide ongoing support throughout the Compass program.

Lack of support for new RNs has been shown to decrease retention rates in the hospital setting. Compass gives the resident continual support and feedback on a comfortable level. The structure of the program will also give the resident a group of peers that are sharing the residency experience. This peer relationship will continue to grow and build upon socialization within the organization (Goddeke, 2009). At the end of the one year program, a graduation ceremony will be held to honor the residents' achievements.

Guiding Principles of Residency: QSEN Competencies

Patient Centered Care

Synergy between the nurse and the patient is an ultimate goal of the Compass program. Patient centered care recognizes that the patient is the main focus in the nurse-patient relationship (QSEN, 2010). Patient centered care is evidenced using multiple dimensions including patient, family and cultural values throughout Compass (Curley, 2007).

Teamwork and Collaboration

Teamwork and collaboration promote quality patient care through nursing and inter-professional teams by fostering open communication, mutual respect and shared decision making. Teamwork is strengthened by analyzing differences in communication styles among patients, families, nurses, and the interdisciplinary team. Integrity, consistency and respect for differing views demonstrate awareness of one's strengths and limitations as a team member. Respecting the unique attributes that each member brings, including variations in professional orientations, competencies, and accountabilities, strengthens the team and promotes positive patient care (QSEN, 2010).

Evidence-based practice (EBP)

Evidence-based practice includes integration of the best current evidence with nursing expertise and patient/family preferences and values for delivery of optimal health care. The use of EBP can positively influence patient care during the assessment, diagnosis, treatment and evaluation processes. Changes in practice are initiated to enhance and improve patient outcomes while decreasing adverse events (QSEN, 2010).

Quality Improvement

Continuous quality improvement is essential in the daily work of all health care professionals. Patient outcomes are continuously measured through analysis of quality data from studies and surveys. Application of the data allows continuous improvement of patient outcomes (QSEN, 2010).

Safety

The goal of safety in the healthcare system is to minimize risk of harm to consumers of health care. Examples of safety measures are the use of bar-coding technology for administration of medications and transfusions, and observation of the National Patient Safety Goals (QSEN, 2010).

Informatics

Informatics includes the use of technology to communicate, manage data, minimize errors and support decision making. Evaluation of the limits and benefits of the different technologies that are available and their impact on safety and quality allow for enhanced synergy and better team work by supporting clinical decision making, error prevention, care coordination and protection of patient privacy (QSEN, 2010).

Definitions

Compass: Safe Transition from Theory to Practice: The name of the HCA Southwest Virginia market-wide nurse residency program

Competent: The ability to demonstrate an integration of knowledge, attitudes, and skills necessary to function in a specific role and work setting, a competent nurse is able to apply the synergy model

Mentor: An individual to whom the resident may naturally gravitate; one that gives both emotional and professional support

New Graduate: An individual that has graduated from an accredited school of nursing

Preceptor: A competent nurse, chosen by peer selection, who has completed formal training to guide new nurses from theory to practice

Resident: A newly licensed nurse or one returning to the acute setting after more than three years

Synergy: Matching the needs and the characteristics of the patient or unit to the competency of the nurse

Synergy model: A conceptual framework describing a patient-nurse relationship that acknowledges the primary importance of nursing care based on the needs of the patients and their families

Transition to Practice: A formal program of active learning implemented across all settings for all residents, designed to support their progression from theory to practice

References

Benner, (1984) From Novice to Expert: Excellence and Power in Clinical Nursing Practice. Menlo Park: Addison-Wesley

Curley, M. (2007). Synergy: The Unique Relationship Between Nurses and Patients. Indianapolis: Sigma Theta Tau International.

Goddeke, V. (2009). Developing an Effective Nurse Residency Program. Strategies For Nurse Managers. 9(9), 1-3.

Goode, C., Lynn, M., Kresk, C. and Bednash (2009). Nursing Residency Programs: An Essential Requirement for Nursing. Nursing Economy. 27(3). 142-147.

Joint Commission. Health Care at the Crossroads: Strategies for addressing the evolving Nursing Crisis. Retrieved from www.jointcommission.org on Sept. 24, 2010)

Kowalski, S. and Cross, C. (2010). Preliminary Outcomes of a Local Residency Programme for New Graduate Registered Nurses. Journal of Nursing Management. 18, 96-104.

National Council of State Boards of Nursing (2010). NCSBN's Transition to Practice Modules. Retrieved September 17, 2010 from www.ncsbn.org.

Spector, N. (2009). A Transition to Practice Regulatory Model: Changing the Nursing Paradigm. *Dean's Notes*, 31(2).

Quality and Safety Education for Nurses (QSEN). 2010. Overview of QSEN Competencies. Retrieved September 17, 2010 from www.qsen.org

Methodology

The Compass Nurse Residency Program will provide the transition model for newly licensed nurses in the four hospitals included in the HCA Southwest Virginia Model. It will be implemented according to the following guidelines:

Market Compass Coordinator

- Responsible for problem solving and ensuring class logistics

Preceptor Training

- Preceptors will be identified by directors and chosen by self and peer evaluations.
- Each will be chosen based on the following criteria: minimum of one year experience as an RN on the nursing unit, positive role model, proven competency in the clinical education setting to guide, train, and act as competency and safety manager for the resident
- Current preceptors must attend an updated training class
- Newly identified preceptors must attend a 16 hour preceptor program.

(See Appendix A)

Licensure

- Before entry into Compass, the nurse must have passed the NCLEX state licensure boards
- Compass residents' start dates will be the week of March 1 and August 1 to accommodate December and May graduation

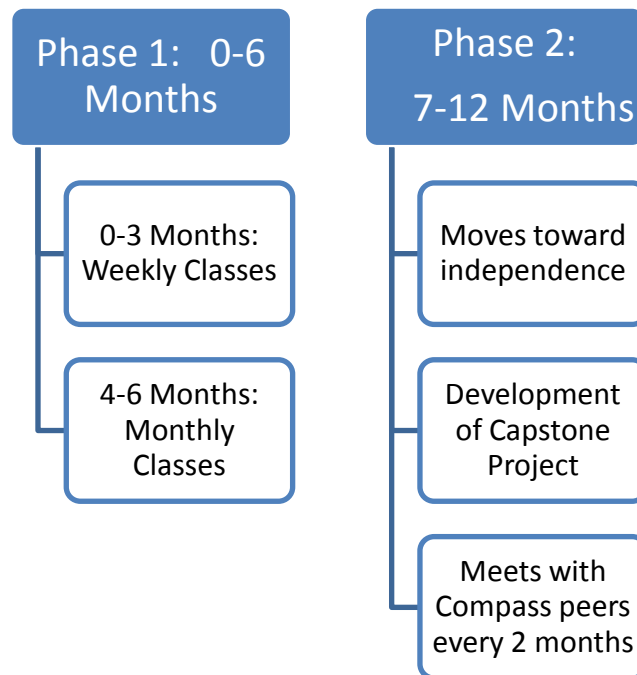
Facility Orientation

- Resident must attend hospital wide orientation specific to facility during the first week

- Resident will complete a shadow day during which they will visit Lab, Dietary, Physical Therapy, Radiology, Pharmacy, Respiratory, etc. This will improve collaboration between nursing and other departments by promoting understanding of the functioning of the hospital as a whole

Transition Modules

National Council of State Boards of Nursing QSEN Competencies (Informatics, Quality Improvement, Evidenced Based Practice, Communication and Teamwork, Patient Centered Care) See Appendix B



Phase One (0-6 Months)

- Didactic Support: Incorporation of QSEN Transition Modules
 - 0-3 Months: One 8 hour class per week for first three months (See Appendix C for Course Description and Objectives)

HCA Southwest Virginia Nurse Residency Program

- Resident works one on one with assigned preceptor using transition modules, hospital skills checklist and unit specific checklist
- Should last a minimum of 3 months; may continue past 3 month period based on individual needs
- Resident assignments progress from the simple to the complex
- During the first month, the resident and preceptor will not be considered part of the staffing matrix while working on the unit
- After the first month, only the resident will be counted in unit staffing. The preceptor will be counted in the staffing matrix after the first three months.
 - 4-6 Months: One 8 hour class once a month for continuing didactic education; unit specific specialty education begins
 - Begin EBP research Capstone Project by formulating question (See Guidelines in Appendix D)
 - Begin independent practice no sooner than 4 months with ongoing support from preceptor, informal mentor and supervisor

Phase Two (6-12 Months)

- Meetings with Compass Nurse Residency group every other month
- Individual facility-wide support at intervals determined by facility, i.e.: mentorship, supervisor
- Continue development and completion of Capstone Project
- Capstone presentations
- Residency Graduation

Measurement

IV. Measurements of Residency Program

A. Progress reports

1. Weekly progress reports by preceptor and manager allow achievements to be recognized and problems to be addressed in a timely manner
2. Evaluation of the resident by self and preceptor at 30, 60 and 90 days (see Appendix F)

B. Evaluations (included in Appendix F)

1. Co-worker Peer Review of Preceptor
2. Preceptor Peer Review of Resident
3. Resident Peer Review of Preceptor
4. Resident Evaluation of Program
5. Preceptor Evaluation of Program

C. Summary of program: Compass will focus on assisting the new graduate nurse to make the transition from the academic setting to the professional work environment.

Phase 1 will include a transition period as well as one eight hour education class a week for the first three months. After the first three months classes will be reduced to one-eight hour class a month.

During Phase 2, the resident will receive continuing support from a mentor of their choosing. Residents will also complete an evidence based practice project and a professional portfolio by the end of Phase 2. They will meet every two months with their peers to discuss this project.

Statistics and cost saving:

Residency programs in large hospital systems with significant nurse turnover could save

\$200,000-\$400,000 per year. Cost savings realized by smaller hospitals can justify the time and expense of instituting a residency (Hendren, 2010). “If the residency program prevents one new graduate nurse from leaving the organization, the program becomes cost-neutral” (Meyer, 2009 p.422).

D. Estimated cost analysis: Based on average pay rate for new graduate, nurse education and preceptor (Appendix E)

1. Phase 1: \$18,524.45
2. Phase 2: \$16,848.00

E. Retention rates

National benchmarks: The national average of nursing turnover, according to the American Nurses Association, is 14.2 percent (Quinn, 2010). Turnover rate for the new graduate in the first year of employment ranges from 35 to 60%. Nationally, nurse residency programs improve retention rates to 93% (Deana L. Molimnari PhD). Children's Hospital of Chicago went from 29.5% turnover to 12.3%, saving \$707,608 in 2007. Methodist Hospital in Houston went from 50% turnover to 13% over 2 years (2003-2005). Return on investment = 884.75% (Vanwyngereen, 2009).

**Estimated Cost Analysis of Compass per Resident
HCA Contributions**

Average Hourly Wages

Resident \$18/hour

Residents Training:

Phase 1

1st 3 months 12-8 hour classes 96 hours x \$18/hour = \$1,728
24 hours on floor/week 288 hours x \$18/hour = \$5,184

2nd 3 months 3-8 hour classes 24 hours x \$18/hour = \$432
36 hours on floor/week

(excluding class weeks 24 hours on floor) 396 hours x \$18/hour = \$7,128

Total Phase 1 \$14,472

Phase 2 36 hours on floor/week 936 hours x \$18/hour = \$16,848

Total Phase 2 \$16,848

Residents (20) Phase 1 = \$14,472
Phase 2 = \$16,848
Total = \$31,320 (per resident)
x20
\$626,400

Supplies for Resident:

Binder \$5
Tab Dividers \$2
625 Copies @ \$0.25/copy \$156.25
\$164.00 (per resident)
x20
\$3,280

Classroom Space:

Average cost to rent hospital/medical office space **\$20.80/sq ft.**

Classroom size- *1200 sq ft*
x \$20.80
\$24,960

Total HCA Contributions- \$674,640; Training for 20 Residents

WIB Contribution:

Average Wages

Educator \$52,000

Preceptor \$23/hour
 \$1.30/hour in addition to hourly rate
 \$24.30

Annual Salary

Educator \$52,000

Preceptor \$50,544

Total ask of WIB contribution: \$102,544



Helping people and families in our community achieve a better life through work and independence.

Mount Rogers/New River Valley Chief Local Elected Officials
Workforce Investment Area II

September 10, 2010

Dear Chief Local Elected Officials:

Goodwill Industries of the Valleys assists dislocated workers in the Mount Rogers/New River Valley Workforce Area (WIA2) utilizing intensive and training services assisting eligible citizens to find and retain employment. In addition to these traditional services, the additional \$88,793 will allow Goodwill to implement creative and definitive projects that will achieve positive results for customers. Specifically, this funding will be used to run a pilot which is a self-employment project called DIY (Do it Yourself) that targets dislocated workers in the neediest areas in our regions. Goodwill would like to significantly expand On-The-Job-Training (OJT) opportunities which when deemed appropriate can be jointly used with the Registered Apprenticeship program to promote employment retention and promotional opportunities for the individuals. In response to your inquires about dislocated worker services, attached please find a narrative that describes the intensive services and details about the DIY project and OJT activities.

Goodwill Industries of the Valleys has demonstrated effective program management with all Workforce Investment Area 2 funded programs since 2000. The Vice President of Workforce Development, Senior Director of Workforce Programs, and WIA Director provide in-kind contributions of time, oversight, and supervision to ensure that the programs will be operated effectively and successfully. If any additional information is needed, please contact me at 540-581-0620, ext 102 or 540-998-2293.

Sincerely,

A handwritten signature in black ink that reads 'Linda Matthews'.

Linda Matthews
Vice President, Workforce Development

www.goodwillvalleys.com

Roanoke Office
2520 Melrose Avenue, NW
P.O. Box 6159
Roanoke, VA 24017
Office: 540.581.0620
Fax: 540.581.0629

Rocky Mount Office
1045 North Main Street
P.O. Box 157
Rocky Mount, VA 24151
Office: 540.483.0296
Fax: 540.483.0297

Radford Office
103 Duncan Lane
Radford, VA 24141
Office: 540.639.9027
Fax: 540.639.3517

Dublin Office
106 Town Center Drive
P.O. Box 1412
Dublin, VA 24084
Office: 540.674.1721
Fax: 540.674.2691

Staunton Office
1600 North Coalter Street
Suite 16
Staunton, VA 24401
Office: 540.886.2001
Fax: 540.886.7112



To following is a detailed description of how Goodwill will deliver intensive and training services to prepare dislocated workers for jobs with employers that project hiring needs in the near future:

Counseling and Career Planning Case Management is an on-going process throughout participation in the program. This includes case coordination with an array of agencies, training providers, One-Stop Center staff, and employers. In addition, assistance is provided to the participant in making career choices, overcoming barriers, achieving goals, etc. Contact is documented in the Individual Employment Plan and in counseling logs.

Comprehensive Objective Assessments of skill levels and service needs of dislocated workers includes: TABE (to determine the participant's basic education level in reading and math), CareerScope (to determine the participant's aptitude and interest through valid and reliable assessment task), and/or other assessment tools as needed. The case manager reviews the results of the both the TABE Test and other assessments with the participants. The results of the assessments are invaluable when helping participants begin the career and/or educational planning stage of the program. In-depth interviewing by the case managers helps to identify employment barriers and appropriate employment goals.

Individual Employment Plan (IEP) is developed by the case manager and the participant to identify work history, transferable skills, employment/career goals, relocating out of the area, how the objectives will be achieved, what appropriate combination of services are needed to help the participant achieve those goals. This information along with Labor Market Information (LMI) and other local economic indicators which includes information in starting wage will be used to assist the participant in pursuing work or selecting training in a high growth, high demand occupation. The IEP is used to document all objective assessment results and support the program activities, assist job search results, supportive service needs, barriers to employment, and employment goals. On-going contact and participant progress is documented on regular intervals as specified by the Board.

Out of the area Job Search and Relocation assistance will be available, if needed for any individual who can document they have an interview out of the New River/Mount Roger service area or has taken a job out of said area and needs relocation assistance.

Internships may be utilized, if appropriate, based on the objective assessment.

Job Readiness Training is offered to all dislocated workers through the Workforce Centers, through in-house classes, and/or through other agencies offering this service. These services include setting short and long-term employment goals, developing job-seeking skills, improving math and reading skills, and other training as deemed necessary for employment.

Training Services The following training services incorporate both formal classroom instruction and applied learning, which may include, but not be limited to:

- On-The-Job-Training (OJT)
- Entrepreneurial training
- Occupational Skills Training, including training for non-traditional employment

- Short-term pre-vocational training
- Skills up-grading and retraining
- Adult education and literacy activities, in combination with other training components.

Training needs will be determined through objective assessment which will include skill assessments (reading, math, interest, aptitudes) participant interviews, work history indicating potential transferable skills in demand occupations and an evaluation of any employment barriers that may exist. This information along with Labor Market Information (LMI) and other local economic indicators which includes information in starting wage after training will be used to assist the participant in selecting training in a high growth, high demand occupation. Supportive services, including needs related payments will be made available as needed to ensure that participants successfully complete their training. The DLW Manager and WIA Sr. Director monitor intensive service on regular intervals to ensure that all DOL, State and Local guidelines are being followed.

Follow-up Services and Performance Tracking will be provided to all participants for one (1) year after exit from program to help identify any needs the participant may have and to ensure continued employment.

Certificates and credentials: Each participant will have the opportunity to earn a Career Readiness Certificate (CRC), provided through the community college. A variety of credentials may also be earned related to occupational skills training and OJT.

Literacy activities related to basic workforce readiness are available, as needed, in combination with other services. Activities are made available through local Adult Basic Education programs. Case Managers encourage all participants who have reading and/or math levels below 8.9 or who do not have a high school diploma to participate in the Adult Basic Education program.

The following training services incorporate both formal classroom instruction and applied learning, which may include, but not be limited to, eligible dislocated workers:

- Adult education and literacy activities, in combination with other training components.
- Short-term pre-vocational training
- Skills up-grading and retraining
- Occupational Skills Training, including training for non-traditional employment
- Entrepreneurial training (see the detailed description below)
- On-The-Job-Training (see the detailed description below)

In addition to the traditional intensive services that have been described, Goodwill will utilize the rapid response funding for creative and definitive projects that will achieve positive results for dislocated workers throughout WIA Area 2:

Several areas in the New River Mount Rogers areas have had an extended period of higher-than-average unemployment rates. The areas served by Goodwill consist predominately a rural population

where the recession has created high unemployment and limited access to a variety of work opportunities. Specifically, WIA 2 employment rates have been impacted by a loss of manufacturing jobs.

The pilot entrepreneurial training program is suggested in addition to the traditional workforce development measures. Self-employment is an important component of a healthy community and economy. **Do-It-Yourself Employment (DIY Employment)** is proposed as a pilot that can assist individuals in determining if self-employment is an appropriate option for them and how to create their own business and provide an income from their direct efforts. Through a series of workshops, partnerships with Economic Development leaders, Crossroads Small Business Development Center, and hands-on assistance, individuals will learn the essentials of business creation.

The types of businesses that might result from this program include but are not limited to: a greenhouse, bookkeeper, daycare for adults, auto mechanic, website development and, digital photography. There are also a number of green businesses that may qualify for government funding or tax credits under the stimulus plan. Examples of these businesses are: Recycler of building materials, insulation installer, low water landscaping, eco-friendly pest control, and solar panel installation. Other intensive services funds will be made available to help establish the business. These funds will not exceed \$2,000 per participant and will be used for essential business expenses. Examples of how these funds might be used are: appropriate work clothing, first months rent, garden tools, seedling, fencing, a computer and printer, construction tools, or a digital camera.

Structure: The course may include forty-hours of instruction that can be offered a variety of ways. Any offering will take into account availability of transportation. The course will be a mix of presentations by individuals who have established businesses, by business leaders in the communities, by local officials, hands-on assessments, and templates with guidance on how to complete them, work sheets, group brainstorming, group exercises, group feedback, and assignments to be completed out of class.

Marketing: The following would be used to get the word out to area residents:

1. Direct contact with Virginia Economic Development Partnership (VEDP), Virginia Department of Business Assistance (VDBA), regional economic development partnerships, local economic developers, and area City Councils and Boards of Supervisors.
2. Meetings with staff of Workforce Development Centers to raise awareness of the program and to request candidates be contacted and invited to participate
3. Meetings with workforce staff of local community colleges to raise awareness of the program and to request candidates be contacted and invited to participate
4. Exploration of Facebook, and Twitter as possible venues for getting the word to residents. Post information about DIY Employment on the Goodwill Industries of the Valleys website, goodwillvalleys.com

Collaboration with Localities: When a training site is agreed upon, a meeting will be requested with the area's City Manager, Mayor, County Administrator, and Chair of the Board of Supervisors to describe the program. A follow-up meeting will be requested with the localities' Commissioners of Revenue, Treasurers, and Zoning Administrators. This meeting will be used to request assistance and guidance on the best way to ensure their offices are prepared for requests from course participants. These officials will be incredibly helpful in securing materials and creating a FAQ for each office to give to participants. It is hoped a long-term collaboration will be established and the officials will become additional resources to the program.

Partnerships: Before any training is planned, the following agencies, entities, and program providers will be contacted. Beyond describing the program, the intent of outreach is to form partnerships to sponsor the training, to ensure minimal overlap or duplication in the targeted areas, and to draw on the knowledge of those who are committed to strengthening economic development and opportunities for residents. The following list is an initial list only. It is hoped that more potential partners will be identified.

- Chambers of Commerce
- Community Colleges (New River, Wytheville, Virginia Highlands)
- Local economic development entities
- Crossroads Small Business Development Center*
- Service Core of Retired Executives (SCORE)
- Virginia Employment Commission
- Virginia Workforce Centers

*The Crossroads Small Business Development Center located in Galax is available to work with dislocated workers who want to be self-employed. Their services include assistance with writing business plans, small business workshops, and working with banks for financing. Goodwill is in discussions with this Center as a possible partner in the training for the DIY Employment pilot.

Proposed DIY Employment Pilot Program: The course will be open to all Dislocated Workers in WIA2. Participants will be selected based on a series of assessments to help gauge their interest and commitment to being self-employed. If DIY Employment is not appropriate for an individual they will be assisted with their job search, occupational training, etc.

Goodwill is partnering to provide Apprenticeship opportunities in conjunction with On-the-Job Training. Goodwill and the Division of Registered Apprenticeship under the Virginia Department of Labor & Industry are working together to provide training for eligible dislocated workers that may be followed with an apprenticeship.

OJT provides reimbursement to the employer of up to 50 percent of the wage rate of the trainee, for the extraordinary costs of providing the training and additional supervision related to the training. Once an employer has made the decision to participate in the OJT program, Goodwill identifies persons who are

eligible for the training. For a dislocated worker to participate in a particular opportunity, the OJT must meet the identified training needs of the worker, according to their IEP.

Participants in on-the-job training must be compensated at the same rates, including periodic increases, as trainees or employees who are situated in similar occupations by the same employer and who have similar training, experience and skills. Such rates must be in accordance with applicable law, but may not be less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 or the applicable State or local minimum wage law.

If the employer wants to offer Registered Apprenticeship in conjunction with OJT they will work with the state apprenticeship representative to customize the training plan for the individual. For each position, the skills that are outlined in the OJT will mirror the first tier skills of the Department of Labor & Industry apprenticeship programs to make a smooth transition from OJT to apprenticeship. Some of the one year apprentice programs (packers and material handlers) will likely get two to three month OJTs while the longer programs (operators, maintenance technicians, and electrician) will be eligible for six months OJT.

Registered Apprenticeship was established with the signing of the Virginia Apprenticeship act of 1938. Registered Apprenticeship is a structured training program that combines OJT and related technical instruction to train employees in occupations that demand a high level of skill. Registered Apprenticeship is an investment in the skill level of the workforce and a method of ensuring accountability for mastering the duties and tasks of the occupation.

Benefits of to the worker who completes and apprenticeship following OJT are:

- Enjoy a higher quality of life, higher lifetime earnings and lifelong skills
- Receive high quality mentoring and education; earn while they learn
- Earn a nationally recognized Certificate of Completion and Journey worker card

Benefits to Employers who offer apprenticeships are:

- Workers who become more productive at a faster rate
- Businesses can clone their best employees
- Programs can be customized to industry needs
- Apprenticeship is a recruitment and retention tool
- Any size business can participate

Anticipated outcomes DIY Employment and OJT:

100% of the DIY Employment participants are expected to complete the course and 80% of them are expected to successfully complete the first four months of their business plan. In a class of five (5) people three (3) are expected to become employed in their own business. A client is deemed placed

when they are operating under a business license and have successfully completed the first four months of their business plan. Follow-up will continue with participants for one year.

Additionally, it is hoped that these small businesses will employ two or three people within the first two years. While these are micro-businesses, this type of entrepreneurship is very important to the overall economic health of a community. This is especially true if the community is rural and local employment options are limited.

80% of people participating in OJT/apprenticeships are expected to retain employment in their field. Of the 15 people anticipated to be placed in OJT 12 of them are expected to continue working in their field for more than a year.

Number of people served, placed and related costs.

The additional \$88,793 in funding is expected to serve a total of 30 Dislocated Workers. Of these 30 people five (5) are expected to participate in the pilot DIY Employment at a cost of \$2,000 per participant. Total cost for the DIY Employment participants is \$10,000. 15 people are expected to be placed in OJT training at businesses within WIA Area 2. The cost for the OJT is \$9,000. Additionally, \$33,943 is expected to be used for occupational skills costs, \$2,000 for out of area of search, \$4,060 for internship incentives, \$2,144 for assessments, and \$14,500 will be used for supportive services. 21 people or 70% of the 30 served are expected to achieve a credential.

Budget for the allocation of \$88,793 in dislocated worker rapid response funding.

PROGRAM COSTS - DLW

CONTRACTOR: Goodwill Industries of the Valleys
 CONTRACT NO: _____
 MODIFICATION NO: _____
 DATE: 9/1/2010

I. OPERATIONAL COSTS

A. Personnel Services (From Staff Worksheet)	\$ 2,314
B. Fringe Benefits (Staff)	\$ 601
C. Travel	\$ -
D. Communications	\$ 500
E. Utilities	\$ -
F. Materials/Supplies	\$ 1,000
G. Insurance	\$ -
H. Contractual Services (Specify)	
1. Janitorial Services	\$ -
2. Audit Fees	\$ -

Contractual Services Sub-Total		<u>\$ -</u>
I. Leases/Rentals		<u>\$ -</u>
J. Miscellaneous		
1. Advertising	<u>\$ -</u>	
2. Reproduction	<u>\$ -</u>	
3. Other (Specify)	<u>\$ -</u>	
Miscellaneous Sub-Total		<u>\$ -</u>
OPERATIONAL COSTS TOTAL		<u>\$ 4,415</u>

II. CLIENT SERVICES COST

Personal Services (From Staff Worksheet)	<u>\$ 6,136</u>
Fringe Benefits (Staff)	<u>\$ 1,595</u>
Travel	<u>\$ 1,000</u>

CLIENT SERVICES COST TOTAL **\$ 8,731**

III. DIRECT TO CLIENT COSTS

A. Basic Work Readiness		<u>\$ -</u>
B. Internship Incentives		<u>\$ 4,060</u>
C. Work Experience Incentives		<u>\$ -</u>
D. Out of Area Job Search		<u>\$ 2,000</u>
E. Follow-up Services		<u>\$ -</u>
F. Other Intensive Services		
1. <u>DIY</u>	<u>\$ 10,000</u>	
2. _____	<u>\$ -</u>	
3. _____	<u>\$ -</u>	
OTHER SUB-TOTAL		<u>\$ 10,000</u>
G. On-the-Job Training		<u>\$ 9,000</u>
H. Customized Training		<u>\$ -</u>
I. Occupational Skills Training (Using Vouchers/ITAs)		
1. Tuition / Fees	<u>\$ 26,314</u>	
2. Books / Supplies	<u>\$ 7,630</u>	
3. Other (Specify)		
1. _____	<u>\$ -</u>	

2.	_____	\$	-
3.	_____	\$	-

OCCUPATIONAL SKILLS TRAINING SUBTOTAL \$ 33,943

J. Other Training Services

1.	_____	\$	-
2.	_____	\$	-
3.	_____	\$	-

OTHER TRAINING SERVICES SUBTOTAL \$ -

K. Supportive Services

1. Travel		\$	5,500
2. Child Care		\$	500
3. Work Clothes & Tools		\$	2,000
4. Emergency Services		\$	500
5. Needs Based		\$	4,000
6. Other Supportive Services		\$	2,000

SUPPORTIVE SERVICES SUBTOTAL \$ 14,500

L. Assessments \$ 2,144

DIRECT TO CLIENT COST TOTAL \$ 75,647

PROGRAM COSTS TOTAL \$ 88,793

Budget \$ 88,793

Total % 100%

**Memorandum of Agreement Between
New River/Mount Rogers Workforce Investment Area Consortium Board
and Goodwill Industries of the Valleys, Inc.
Virginia OJT Re-employment Project**

I. The Parties

The parties to this Memorandum of Agreement (MOA) are:

- New River/Mount Rogers Workforce Investment Area Consortium Board (**Primary**), 6580 Valley Center Drive, Suite 119, Radford, VA 24141
- Goodwill Industries of the Valleys Inc. (**Partner**), 2520 Melrose Avenue NW, Roanoke, VA 24017

II. Background

Goodwill Industries of the Valleys, Inc. was selected to be the One Stop Operator and Deliverer of Dislocated Workers services under WIA for all of the New River/Mount Rogers service area for PY'09 as the result of a competitive procurement process. The RFP that was issued contained a provision allowing for the initial contract to be extended for one (1) additional year subject to approval of the Workforce Investment Board. This extension option can be exercised up to three (3) times. For PY'10 (7/1/10-6/30/11) this extension option was exercised resulting in Goodwill Industries of the Valleys, Inc. continuing to serve as the One Stop Operator and deliverer of Dislocated Worker services for all of the New River/Mount Rogers Area. Because this service arrangement resulted from a competitive procurement process and utilization of an allowable contract extension, this MOA is being executed per DOL instructions in lieu of the issuance of a separate and additional RFP.

III. Summary of the Project

The primary goal of the Virginia OJT Re-employment Project is to provide employment and on the job training services for Dislocated Workers with emphasis on those long term unemployed Dislocated Workers. The project will strive to match eligible job seekers to meet the workforce needs of the participating employers.

IV. Purpose of this Agreement

The purpose of this agreement is to outline the roles and responsibilities of Primary and Partner in connection with the Program. Specifically, this MOA delineates the activities, functions and mutual accountability of both the Primary and the Partner to perform the roles and responsibilities as outlined in the approved final project plan attached to this MOA.

V. Roles and Responsibilities of Primary and Partner

As partners, Primary and Partner agree to work together to meet the goals of the initiative as outlined in the approved project plan.

Primary's Roles and Responsibilities:

- Function as the Lead Agency responsible for the overall implementation and success of the Project.
- Review and approve program expenditures based on the attached budget.
- After receiving invoices for program expenditures from the Partner, Primary will submit requests for reimbursement to the State and, once received, will reimburse partner for allowable program expenditures.

- Will provide technical assistance to the Partner to insure effective and efficient implementation of project activities.
- Will annually monitor Partner's program performance to insure compliance with all required project components and elements.
- Will administer the project throughout the duration of the program.
- Will post information about the project on the Consortium Board website.
- In partnership with the partner will be responsible for coordinating outreach and identification of both OJT employer partners and eligible participants.

Partner's Roles and Responsibilities:

- Work cooperatively with the Primary program staff to ensure the accomplishment of identified Program objectives.
- Employ an OJT Case Manager utilizing program funds to implement program objectives.
- Will conduct outreach efforts to employers as a Business Service function and prospective employees within the One Stop's Job Seekers Services function.
- Will coordinate, manage and monitor both employer and prospective employee outreach activities.
- OJT Case Manager will serve as the lead staff person responsible for serving as the single point of contact with area employers and will coordinate all OJT outreach activities.
- Initial contact to employer targets will include an introductory letter or telephone call explaining the project and a flyer/fact sheet explaining eligibility requirements benefits and roles/responsibilities of the employers.
- In partnership with the Primary, will be responsible for coordinating outreach and identification of both OJT employer partners and eligible participants to include:
 - After area employers that have downsized and dismissed workers (in past 18 months) have been indentified the partner will contact those employers to request list of laid-off workers and their contact information, to subsequently conduct outreach to the dislocated employees. They will explain the potential job opportunities (via the NEG-OJT Initiative) available to their former workers.
 - If employers are unwilling to provide this information, the Primary will collaborate with the Virginia Employment Commission (VEC) to obtain contact information of all dislocated workers from employers that have downsized within the region. They will also request that the VEC provide them with identification of workers that have been on prolonged unemployment (may not be incorporated on same list as dislocated workers). This combined list will serve as the starting point for the OJT Outreach Process.
 - Partner will also inform all new and current jobseekers about the OJT project and assess them to determine interest/eligibility in the occupations that will be offered from employer partners.
 - Job seekers will also be encouraged to bring OJT informational flyers to potential employers (i.e. if they have interviews scheduled, to increase area employer awareness of the project).
 - Partner representatives will additionally conduct meetings with local faith-based and community organizations, vocational/technical and employment training institutions and adult education providers to promote awareness of job opportunities for their respective job seeking clients that have been dislocated and/or long-term unemployed.
- Partner will conduct community outreach as follows:
 - 1) Introductory Letter and OJT Fact Sheets explaining OJT NEG project and request for

employer partners, indicating intent to follow-up;

2) Followed up by a phone contact to the organization/company representative to request an appointment;

3) A meeting will then be scheduled with potential employers to:

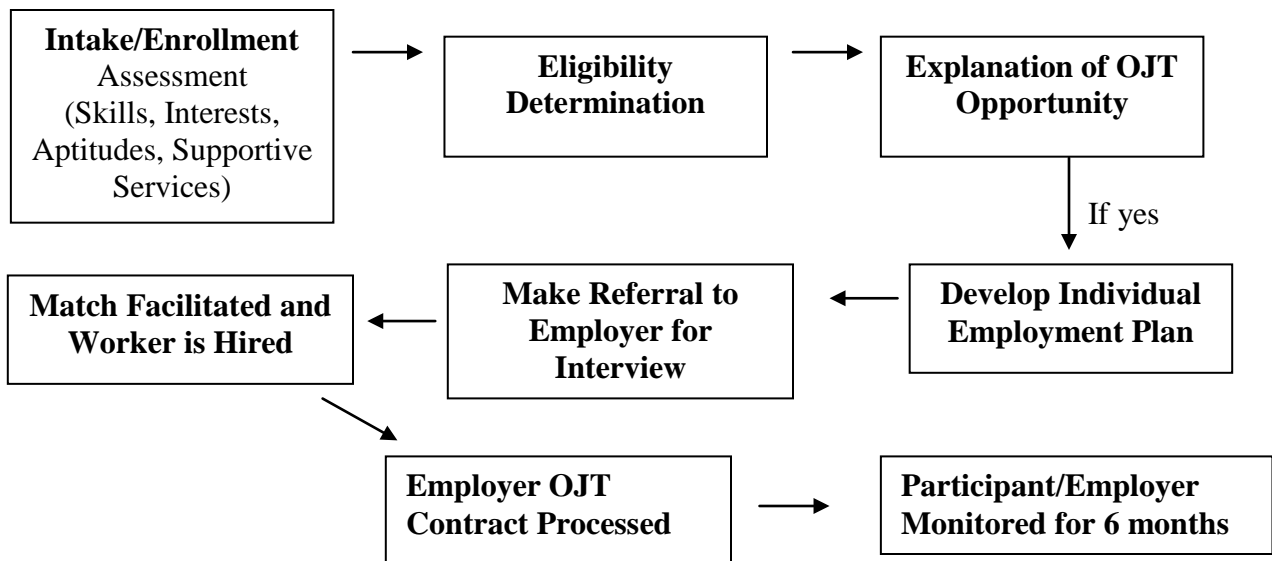
- explain the project
- provide additional information including OJT policies
- conduct a pre-screening assessment to ensure employer can meet the standards for OJT employment
- explain required forms/documentation including federal standard compliance and assurances and
- the substantial benefits available to employers.

Partner will use a Pre-Award Checklist to determine if the employer is in compliance with federal criteria for OJT eligibility.

- Partner will insure that once the list of OJT NEG employer partners is developed, occupations in need of skilled workers identified and the number of open positions per occupation with each employer validated, the partner will begin the referral process. Eligible participants (Prolonged unemployed dislocated workers who were displaced after 1/1/08 and have been unemployed in excess of 27 weeks) may be referred to a designated employer. All participants will be assessed for interests, skills and/or qualifications for target occupation prior to referral.
- Will reimburse employers for OJT participation as follows:
Employer size = based on size of employment at local operation
1 – 50 employees – up to 90% reimbursement
51 – 250 employees – up to 75% reimbursement
251 and up employees – up to 50% reimbursement
- Will determine and document each participants eligibility to participate in program activities.
- Will insure that all participant data and program activities are entered into the VWC system.
- Partner will manage all components of the OJT project through the local One-Stop Service Delivery system.
- Partner will assess each potential participant to determine their appropriateness for a target occupation. If initial assessment at the level of Core Services (Level 1) is insufficient to determine participant compatibility for position, they will conduct more Intensive Services (Level 2), specifically more comprehensive assessments utilizing Career Scope and TABE. Once assessment determines a match for position, an Individual Employment Plan (IEP) will be developed and the case manager will counsel the participant about the position, the terms/benefits of participation, provide an explanation of the OJT project and the conditions safeguarding permanent employment at the end of the 6-month period. The case manager will further assess for support service needs (transportation, childcare, medical if required, etc) and make referrals to appropriate agencies. They will follow-up with each support agency referral to determine/document initial services provided to participant and will subsequently track/monitor provision of ongoing/successive services.
- Will maintain frequent (weekly to bi-weekly) communication with employers via phone contacts with OJT company's HR department and/or designated site supervisor(s);
- Will conduct monthly site visits to observe worker on-the-job; discuss progress/performance and potential issues at a face-to-face meeting with each participant and/or with small group of participants engaged at single worksite;
- Will schedule (at a minimum) monthly one-on-one meetings/reviews with each OJT site supervisor to discuss employee performance;

- In between monthly visits, Partner representative will make weekly contacts to both participants and site supervisor to identify potential performance/personal issues that might impact retention.
- Will intercede immediately to resolve and avoid worker displacement, dismissal and/or adversely impact worker job attachment/retention.
- Will review reimbursement reports and other OJT documentation to ensure compliance and timeliness of submission.
- Will provide technical assistance to employer on an OJT-related matter.
- Partner will adhere to the following Project flow of services

Virginia OJT Reemployment Project Flow of Services



- Will insure that a pre-award check and OJT contract are properly completed and reviewed with the employer at all OJT site placements.
- Will insure that the employer signs an Employee Training Plan that specifies the skills needed and those to be learned and acquired.
- Will insure that participating employers provide partner staff with an explanation of certifications, credentialing and/or other industry recognized skills to be awarded to each OJT participant upon completion of the training period.
- Partner will insure that each participating employer provides a job description and/or an official industry document, verifying the required education/skills workers must possess for each OJT position. Therefore:
 - The prerequisite skills for each occupation will be identified.
 - The existing skill sets for each participant will also be identified during assessment process.
 - Skill deficiencies will be documented.
 - Participant training will focus on skill deficient areas as well as teach other skills for the OJT position.

Partner staff will determine specific skill-deficient areas for each participant and develop the Training Plan in accordance with these deficits; training is the responsibility of the employer, to occur during the OJT period.

- Will ensure that no public employers are utilized for OJT site placement.

VI. Timeline and Duration

This MOA shall remain in place until September 30, 2012, two years after the Program's start date, unless modified in writing before that date.

VII. Performance

The following performance standards are required to be achieved:

Average cost per participant served - \$10,357

Entered Employment Rate – 81%

Retention Rate – 89%

Average Earnings – \$13,775

OJT's completers – 89%

VIII. Disputes and Termination

- Primary and Partner agree to contact each other immediately on the occurrence of any serious problems, or if concerns affecting the continuance of the Program or the partnership emerge during the term of this MOA.
- Primary and Partner agree that key Program representatives will meet as quickly as is practical and reasonable to attempt to resolve any such concern or problem.
- In the event that either Primary or Partner conclude that the problem or concern cannot be resolved and that the Program's operation or the relationship between Primary and Partner cannot continue, that party will give a 30-day notification to the other in writing that it intends to terminate the MOA.
- At the time of termination, Partner must provide an account of all Program-related expenditures and return to Primary any unused funds to be reallocated to other Partners for approved grant expenditures, or to be returned to the Grantor in the absence of allowable uses.

IX. Assurances and Nondiscrimination Clause

- The partners in this MOA agree that they will not discriminate in their employment practices or services on the basis of gender, age, race, color, creed, religion, national origin, disability or veterans' status or any other classification protected under state or federal law.
- The partners in this MOA assure that they will comply with all nondiscrimination and equal opportunity provisions under current laws and regulations, including 29 CFR Parts 30 - 32.
- The partners to this MOA must, upon request from state and federal law enforcement entities, furnish all necessary employment and training records for the purpose of investigations to ascertain compliance with the provisions of nondiscrimination clauses.
- The partners to this MOA will assure that complaints alleging discrimination on any of the above bases will be processed in accordance with all applicable state and federal nondiscrimination laws. Copies of complaint procedures developed pursuant to all applicable laws under (29 CFR Part 37.76 and amendments) and approved by the U. S. Department of Labor's Civil Rights Centers will be made available to be followed in processing discrimination complaints.

X. Attachments

Attachments necessary to complete this MOA include:

- A. OJT approved Implementation Plan
- B. Approved Budget Narrative

C. Link to OJT Toolkit http://ojttoolkit.workforce3one.org/page/ojt_neg

XI. Signatures

Our signatures below indicate Primary's and Partner's acceptance of the descriptions, terms and conditions contained in this Memorandum of Agreement and further indicate our willingness to fulfill these terms and conditions to the best of our ability to ensure OJT project success.

For: New River/Mount Rogers
Workforce Investment Area
Consortium Board

For: Goodwill Industries of the Valleys, Inc.

Printed Name

Printed Name

Signature

Signature

Title

Title

Date: _____

Date: _____

Partner Budget

	<u>Year One</u>			<u>Year Two</u>			PROJECT TOTAL
	<u>Salary</u>	<u>Fringe Bfts</u>	<u>Total</u>	<u>Salary</u>	<u>Fringe Bfts</u>	<u>Total</u>	
Project Management and Supervision	\$5,000		\$5,000	\$5,000		\$5,000	\$10,000
OJT Case Manager	\$30,000	\$11,070	\$41,070	\$30,000	\$11,070	\$41,070	\$82,140
Travel Expenses			\$2,500			\$2,500	\$5,000
On The Job Training Wage Subsidies (20 @ \$5,000)			\$50,000			\$50,000	\$100,000
Subtotal, Area 2	\$35,000	\$11,070	\$98,570	\$35,000	\$11,070	\$98,570	\$197,140

Youth Council Funding Recommendation

Available Funds \$210,000

Distribution Methodology Free/Reduced Lunch by Jurisdiction

Recommended Distribution:

	<u>Initial Funding</u>	<u>Proposed Increased</u>	<u>Revised Funding</u>
People Inc. of Virginia	\$371,209	\$129,923	\$501,132
Goodwill Ind. of the Valleys	<u>\$228,791</u>	<u>\$80,077</u>	<u>\$308,868</u>
Totals	\$600,000	\$210,000	\$810,000



COMMONWEALTH of VIRGINIA

Department of Juvenile Justice

Twenty-Seventh Judicial District Court Service Unit

Helivi L. Holland
Director

Kenneth M. Miller, Ed.D.
Director of Court Services
ken.miller@djj.virginia.gov

District Office
143 Third St., NW, Suite #2
Pulaski, Virginia 24301
(540) 980-7735
Fax: (540) 980-7739

Christianburg Branch Office
201 Radford Street
Christiansburg, Virginia 24073
(540) 382-5745 or 5746
Fax: (540) 381-6826

Galax Branch Office
106 Calhoun Street
Galax, Virginia 24333
(276) 236-2963
Fax (276) 238-1601

Wytheville Branch Office
225 S. Fourth Street, Room 207
Wytheville, Virginia 24382
(276) 223-6048
Fax: (276) 223-6193

Ronnie Martin, Executive Director
6580 Valley Center Drive, Suite 119
Radford, Virginia 24141

Dear Mr. Martin,

I would like to nominate Ms. Galena V. Grubb to serve as the Juvenile Justice representative for the Youth Council for the New River Mt. Rogers Workforce Investment Board. Ms. Grubb has been employed as a probation officer with the 27th Court Service Unit since October 3, 2005. She is a graduate of the Criminal Justice Program at Radford University.

Ms. Grubb is dedicated to working with youth and their families and exploring ways to enhance their success. She is recognized for her collaboration with other agency representatives to insure that our clients receive effective interventions. I believe she will be an asset to the Council.

Please contact me at (540) 980-7735 should you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Patricia L. Scott-Cobb".

Patricia L. Scott-Cobb
Probation Supervisor

Commonwealth of Virginia
Workforce Investment Act



NOMINATION FORM B
Local Youth Council

1-Name (First, MI, Last) Galena V. Grubb		2-LWIA Board Name New River Mt. Rogers Workforce Investment	3-Date 09/21/2010
4-Street Address 225 S. Fourth St, Room 207		13-Nominee Characteristics	
5-City Wytheville	6-County Wythe	Gender: Male <input type="checkbox"/> Female <input checked="" type="checkbox"/>	
7-State Virginia	8-ZIP 24382	Race:	
9-Home Phone (include area code)	10-Work Phone (include area code) 276-223-6048	White <input checked="" type="checkbox"/> Black <input type="checkbox"/>	
11-FAX (276) 223-6193	12-E-Mail galena.grubb@djj.virginia.gov	Hispanic <input type="checkbox"/> Amer. Indian <input type="checkbox"/>	
15-Local Board Member/Youth Expertise or Interest Representative		Native Alaskan <input type="checkbox"/> Asian <input type="checkbox"/>	
Nominee's Title _____		Pacific Islander <input type="checkbox"/> Other <input type="checkbox"/>	
Organization/Business _____		14-Recommended for (see section number)	
Type of Business _____		15-Board Member/Expertise/Interest <input type="checkbox"/>	
16-Youth Service Agency Representative (including juvenile justice/law enforcement)		16-Youth Service Agency <input checked="" type="checkbox"/>	
Nominee's Title _____		17-Housing Authority/Tenant Org. <input type="checkbox"/>	
Youth Organization _____		18-Parent (of eligible youth) <input type="checkbox"/>	
17-Local Housing Authority or Tenant Organization Representative		19-Former Youth Participant/Org. w/Exp. <input type="checkbox"/>	
Nominee's Title _____		20-Job Corps, as appropriate to area <input type="checkbox"/>	
Youth Organization _____		21-Optional <input type="checkbox"/>	
18-Parent of Eligible Title I WIA Youth Representative		19-Former Youth Participant or Organization with Youth Services Experience Representative	
Name of Eligible Youth _____		Title _____	
20-Job Corps Representative		Organization _____	
Title _____		Type of Business _____	
Organization _____		21-Optional Representative	
Office Location Serving the LWIA _____		Nominee's Title _____	
23-Nominator		Youth Organization _____	
I hereby recommend the above-named person for membership on the Local Workforce Investment Board for LWIA # <u>11</u>			
Signature <u>Patricia L. Scott-Cobb</u>		Date <u>9-21-10</u>	
Printed/Typed Name & Title of Nominator Patricia L. Scott-Cobb/Probation Supervisor			
Department of Juvenile Justice			
Nominator Organization			
(540) 980-7735		(540) 980-7739	
Phone		FAX	
E-Mail <u>pat.cobb@djj.virginia.gov</u>			

**NEW RIVER/MOUNT ROGERS WORKFORCE INVESTMENT AREA
ONE-STOP OPERATOR REPORT TO THE WORKFORCE INVESTMENT BOARD
OCTOBER 27, 2010**

WYTHEVILLE COMPREHENSIVE WORKFORCE CENTER UPDATE

The space adjacent to the current Wytheville Workforce Center is available for rent and is under consideration to develop as an annex to locate the non-VEC partners.

ONE-STOP CENTER ACTIVITY – MONTH ENDING SEPTEMBER 30, 2010

Bristol Current Month	Bristol Year to Date	Galax Current Month	Galax Year to Date	Radford Current Month	Radford Year to Date	Wytheville Current Month	Wytheville Year to Date	TOTAL YEAR TO DATE
994	2553	2300	7137	1453	3332	815	2554	15576

Staff-assisted Center customers

MASS LAYOFFS & CLOSURES

Volvo (Dublin – 450 impacted): over 100 workers who have been served by the Dislocated Worker Program have been called back to work. Those case files were closed effective September 30, 2010 through TRA.

W.M. Coffman (Marion – 120 impacted): mass assessments are underway in the Marion office. To date, 55 have been enrolled into the Dislocated Worker Program

Intermet/New River Foundry (Radford – 167 laid off): has been approved for Trade Act. The Dislocated Worker Program has begun to provide assessments for these workers.

Tri-Tex (Independence – 37 impacted) has been approved for Trade Act. TRA sessions will be held August 31, 2010. Ten workers are on the layoff list.

Evatran LLC is a new employer locating in Wytheville; 84 new jobs are being created.

Phoenix Packaging is a new company locating in the New River Valley. The Dislocated Worker Program has three active OJTs underway.

Freight Car (Roanoke) has been approved for Trade Act. The Dislocated Worker Program has received four referrals to date.

GOODWILL PROGRAM ACTIVITY – MONTH ENDING SEPTEMBER 30, 2010

Dislocated Worker Program

Formula Funds: 333 Participants YTD, 66 closures/58 employed/ 2 neutral (91%), 267 current, 38 trained/ 24 credentials

ARRA Funds: 730 Participants YTD, 419 closures/380 employed/1 neutral (92%), 311 current, 255 trained/ 202 credentials

Adult Program

Formula Funds: 60 Participants YTD, 9 closures/7 employed/1 neutral (88%), 51 current, 4 credentials

ARRA Funds: 30 Participants YTD, 16 closures/15 employed/1 neutral (100%), 14 current, 9 trained/8 credentials

Youth Program

Formula Funds: 112 Participants YTD, 15 closures/14 employed or education/ 0 neutral (93%), 97 current, 12 attained credential, 13 literacy and numeracy gains

ARRA Funds: 21 Participants YTD, 21 closures, 0 current, 20 attained work readiness goal; 7 attained CRC

ONE-STOP OPERATOR PROJECTS

Registered Apprenticeship Partnership

The Dislocated Worker Program is partnering with the Virginia Department of Labor & Industry, Division of Registered Apprenticeship to provide on-the-job training (OJT) to clients seeking employment with The Phoenix Group, an independent distributor of communications products with local operations in the New River Valley.

The DOLI Registered Apprenticeship program facilitates apprenticeships with appropriate employers and leverages services from service providers such as the WIA Dislocated Worker Program. Our program is in the process of identifying appropriate candidates currently enrolled and will accept new clients to provide OJT and related services when they are referred to us by partner programs or the employer. As noted above, three Dislocated Worker Program clients are enrolled in OJT activities with Phoenix Packaging.

CUSTOMER SUCCESS STORY

Brandon Quesenberry's production job with Amcor PET ended September 9, 2009. Having a high school diploma but no additional training, he was unable to find a job. The Galax VEC re-employment specialist referred him to Dislocated Worker Program case manager Jeana Becker, where he received counseling, additional job-search support, and other services to help him identify some career options.

His top goal was to become a police officer in his community. Because his assessments supported this option, the case manager and Brandon began working toward his goal. They contacted New River Criminal Justice Academy where he attended the orientation session and was accepted into the program.

The Dislocated Worker Program funded his training, which began in January 2010. Through the skilled staff of the academy and Brandon's dedication, he completed his training and graduated on June 25.

After completing his training he began to apply for positions throughout the local area, including Wythe, Galax, and Grayson. On July 17, 2010, he applied for a position at Hillsville Police Department through the Galax VEC. After interviewing, he was selected for that position

Brandon is now on patrol and helping make our community safe.