GROWING OPPORTUNITY: A PATH TO SELF-SUFFICIENCY IN CHARLOTTESVILLE

Workforce Development Strategic Action Team Report to City Council

July 11, 2013

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EXECUTIVE SUMMARY

On July 5, 2012, City Council held a work session on job creation in Charlottesville in order to learn more about the workforce development challenges facing our community. During the work session, the Office of Economic Development (OED) presented information on topics such as poverty, the skills gap, and target employment industries for the City. Additionally, issues specifically related to job creation like the lack and high cost of commercial property and how land is and could be used in the future were discussed. To ensure continuation of this conversation, Council requested that a team of City staff be formed to further examine workforce development in our community as it relates to self-sufficiency for City residents. This team, referred to hereon in as the Workforce Development Strategic Action Team (SAT), was officially formed in September 2012 when an initial meeting was held to identify group participants, explore current workforce development efforts being undertaken by City departments, and establish direction for the team.

As part of this effort, twelve representatives from five City departments were brought together once a month over a period of nine months to discuss workforce development in Charlottesville and develop this report for Council. The departments involved included the City Manager's Office, the Office of Economic Development, the Department of Social Services, the Department of Human Services, and Neighborhood Development Services. During the initial meeting, it was discovered that although all of these departments touch on aspects of workforce development in their operations, they had never formally come together to discuss what they do, programs they offer, upcoming initiatives, how they can better coordinate efforts, etc. Sharing this information was critical to helping the team determine its purpose, charge, and objectives and to focus its work on fostering training and employment opportunities to help City residents achieve self-sufficiency.

The result of this nine-month long process is the following report detailing the research, analyses, and recommendations of the SAT. A depiction of these recommendations is also included that provides information on cost comparisons, estimated timeframes for programs, and projected impact. (*See Appendix A, page 89, A Depiction of SAT Recommendations*). The report starts off with an overview of the workforce climate in the City and includes information on jobs and required job skills, education, career ladder employment opportunities, etc. This is followed by a section that identifies workforce development agencies in the Charlottesville community and the services they provide to City residents. The SAT identified approximately twenty agencies/organizations offering *intensive* workforce services in our community. The strongest emphases of the existing programs appear to be workplace skills development/job readiness training, job search/placement assistance, and basic literacy/education. Although there is some overlap in services being offered, most of the groups have a target audience that they serve (e.g., youth, persons with disabilities, immigrants, ex-offenders, etc.). This is not to say, however, that these various agencies do not share clients.

The second section, which makes up the bulk of the report, explores barriers to employment and how they impact City residents' ability to obtain and retain jobs. The barriers identified as significantly impeding employment are: job creation, basic literacy, education and training, workplace skills, transportation, affordable and accessible childcare, criminal background, and housing. For each barrier, an overview is provided, as well as examples of programs/projects that exist in our community to help address these
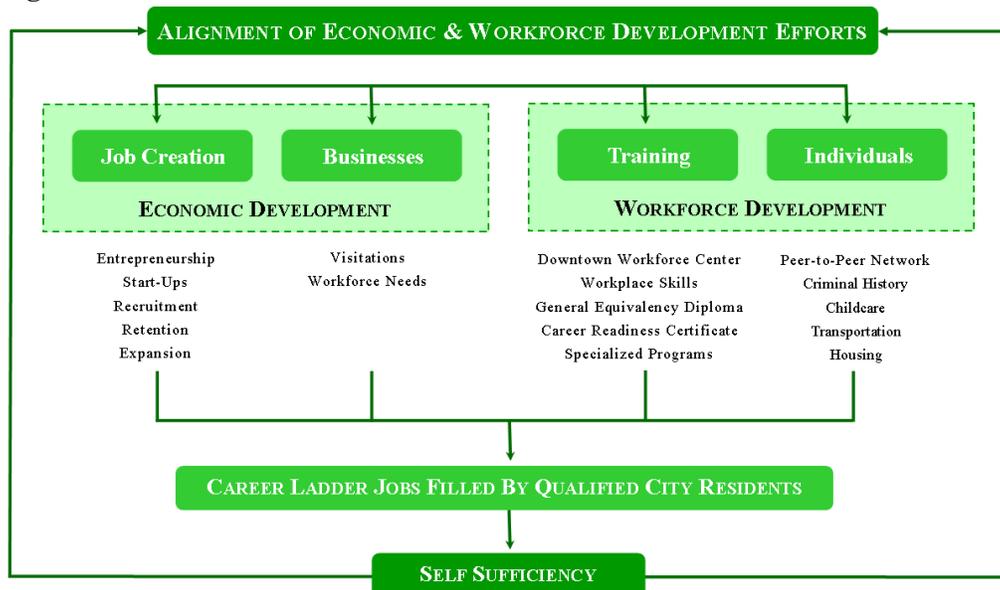
barriers and best practices used by other communities. Recommendations are then made for each specific barrier based on existing programs and best practices.

In addition to the individual barrier recommendations, the SAT also makes several overarching recommendations that are not tied to any barrier in particular. The SAT feels that these recommendations are higher impact actions, which taken together, have the potential to help City residents struggling with self-sufficiency issues improve their economic situation. These recommendations include the following:

- ***Recommendation #1*:** Form a community council that will serve in an advisory capacity to the City when developing and implementing its workforce development efforts and strategies.

- ***Recommendation #2*:** Develop a formal partnership with the Workforce Center – Charlottesville by establishing a downtown satellite workforce center to ensure that City residents have access to training opportunities and resources that will help them meet local employers' workforce needs.

- ***Recommendation #3*:** Explore the possibility of establishing a peer-to-peer network within Charlottesville's low-income neighborhoods that will provide City residents with the workplace training, basic skills training, support services, and job placement services necessary to meet employers' workforce needs.

Along with these recommendations, the SAT also proposes that one Economic Development Specialist position in the Office of Economic Development be reclassified to include both economic and workforce development job duties and responsibilities. This will allow for further alignment of the City's workforce development and economic development efforts, as well as promote accountability for the implementation of the recommendations in this report that are approved by City Council. It will also ensure the City's continued attention in the coming years to the issue of self-sufficiency and economic prosperity for all Charlottesville residents. (*Please see Figure 1.1 for a diagram depicting the alignment of the economic and workforce development efforts addressed in this report.*)

Figure 1.1

ALIGNMENT OF ECONOMIC & WORKFORCE DEVELOPMENT EFFORTS

| Job Creation | Businesses | | Training | Individuals |

ECONOMIC DEVELOPMENT   WORKFORCE DEVELOPMENT

Entrepreneurship	Visitations	Downtown Workforce Center	Peer-to-Peer Network
Start-Ups	Workforce Needs	Workplace Skills	Criminal History
Recruitment		General Equivalency Diploma	Childcare
Retention		Career Readiness Certificate	Transportation
Expansion		Specialized Programs	Housing

CAREER LADDER JOBS FILLED BY QUALIFIED CITY RESIDENTS

SELF SUFFICIENCY

The SAT is hopeful that this report will play a significant role in both educating the public about workforce issues in Charlottesville and in shaping the formation and implementation of appropriate self-sufficiency policies in the City in the years to come. Regardless of which recommendations Council chooses to adopt, members of the SAT have thoroughly enjoyed this collaborative effort and have found great value in working interdepartmentally to produce this report. As the City moves forward with its workforce development initiatives, the team intends to continue in the cooperative spirit established by the SAT.

INTRODUCTION

Charlottesville is an independent city located at the foothills of the Blue Ridge Mountains adjacent to Albemarle County in the Commonwealth of Virginia. The City is well-known as home to Thomas Jefferson, founder of the University of Virginia (UVA). Visitors are increasingly attracted to the area's burgeoning wine industry, as well as the growing number of festivals and world-class entertainment. In 2004, Charlottesville was named the *Best Place to Live in the United States* in "Cities Ranked and Rated" by Bert Sperling and Peter Sander based on cost of living, climate, and quality of life. City Council's 2025 vision for its residents reflects the importance placed on each of these criteria by calling for the City to be a leader in innovation, environmental sustainability, and social and economic justice; to be flexible and progressive in anticipating and responding to the needs of the citizens; and to act as the cultural and creative capital of Central Virginia.

As of the 2010 Census, the City's population is 43,475. Approximately 70% of the population is white and about 20% is African American. Overall, the City is more educated than many other localities in Virginia, with 50% having a bachelor's degree or higher. About 30% of City residents have a high school degree or General Equivalency Diploma (GED).[1] Despite this, however, pockets of poverty remain in the City, and according to the US Census Bureau, almost 30% of residents live below the poverty level, which was $19,090 for a family of three in 2012. (*Please note that this percentage could be inflated due to the fact that it includes a significant number of students who reside within City limits but attend the University of Virginia on a full-time basis.*) Comparatively, in the City of Fredericksburg (population 25,691), about 16% of residents live below the poverty rate; in the City of Lynchburg (population 76,504), approximately 23% of residents live below the poverty rate; and in the City of Roanoke (population 96,714), a little over 20% of residents live below the poverty rate. In the Commonwealth of Virginia, approximately 11% of residents live below the poverty level.[2]

An even more in depth look at poverty in Charlottesville is provided in the *Orange Dot Project*, a report conducted in September 2011 on self-sufficiency in the City. According to this report, there are 7,099 families living in Charlottesville, and of these families, 1,388 (19.6%) are not self-sufficient, oftentimes relying on government assistance to pay for basic necessities. In fact, the Virginia Department of Social Services Local Profile Report estimates that almost 20% (8,599) of City residents received Supplemental Nutrition Assistance Program assistance (SNAP or food stamps) in 2012.[3] Along these same lines, 2,069 families (29.1%) do not make enough money to pay for basic necessities and the added costs associated with working (e.g., childcare, transportation, etc.).[4] Sometimes, employment can actually make families' financial situations even worse if wages are high enough to disqualify for them for government benefits such as childcare subsidies, SNAP, Temporary Assistance for Needy Families (TANF), etc. (*Please see Appendix B, pages 90-91, Charlottesville Family Living Simulations, which provides real life financial scenarios for families living in Charlottesville.*) Based on this report, a household of three (a single

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[1] "City of Charlottesville, Virginia Quick Facts." *US Census Bureau*.
http://quickfacts.census.gov/qfd/states/51/51540.html
[2] "2012 HHS Poverty Guidelines." *US Department of Health and Human Services*.
http://aspe.hhs.gov/poverty/12poverty.shtml
[3] "Virginia Department of Social Services Local Profile Report." *Virginia Department of Social Services*. June 2013.
[4] Based on a May 2013 update of the Orange Dot report, this number has gone down slightly to 1,865 (27%).

working mother with two children) needs to make $35,003 in order to be self-sufficient – a far cry from the $19,090 poverty level.[5]

As with household income, the two largest factors affecting poverty, and therefore self-sufficiency, are educational attainment and economic opportunity. There is a strong and direct relationship between educational attainment and earnings and employability. In the City of Charlottesville, there are 1,493 people over the age of 25 with less than a ninth grade education and 1,958 people with a ninth to twelfth grade education and no diploma. The poverty rate for these individuals is 34.0%, more than double the rate of those who have a high school diploma (15.4%).[6] The Bureau of Labor Statistics reports that in 2011, an adult (age 25 or over) with a bachelor's degree earned about 60% more than an adult with just a high school diploma and was only about half as likely to be unemployed. For those lacking education, the future typically beholds a lifetime of low-skilled, low-wage employment that will never allow for self-sufficiency. Despite this, it is important to note that a good education is not enough to solve our community's poverty issue. Workers also need the job opportunities and potential for upward mobility that a healthy economy creates to reach their full earning potential.[7]

Recognizing the importance of economic sustainability as a means to creating employment opportunities that will allow citizens to become self-sufficient, City Council requested that a work session be held on July 5, 2012, to discuss job creation in Charlottesville. Led by the OED, this work session included a discussion of the challenges in workforce development such as the skills gap, the changing economy, and poverty in Charlottesville. Additionally, issues specifically related to job creation such as land availability and costs and land use were discussed. As a result of this work session, Council requested that a team of City staff be formed in order to further examine workforce development in our community as it relates to self-sufficiency for City residents. This team was officially formed in September 2012. An initial meeting was held to identify group participants, explore current workforce development efforts being undertaken by City departments, and establish a charge and objectives for the team.

For this effort, representatives from the following departments met once a month over a period of nine months to study workforce development in Charlottesville: the City Manager's Office, the Office of Economic Development, the Department of Social Services, the Department of Human Services, and Neighborhood Development Services. The team determined that its purpose was to be a multidisciplinary group designed to provide input to City Council on workforce development issues that cross traditional areas of departmental responsibility. The group's stated charge was to foster training and employment opportunities that move City residents towards self-sufficiency. The following objectives were established to help guide the SAT's work:

> *Objective 1* – Identify existing workforce development agencies and organizations in the Charlottesville community and the services they provide to City residents.

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[5] Schulyer, Ridge & Hannon, Meg. "A Declaration of Independence: Family Self-Sufficiency in Charlottesville, Virginia." *The Orange Dot Project*. September 2011.

[6] "2009-2011 American Community Survey 3-Year Estimates: Education Attainment." *US Census Bureau*. June 2013.

[7] "Virginia Economy: Poverty." *Virginia Performs*. http://vaperforms.virginia.gov/indicators/economy/poverty.php

Objective 2 – Explore barriers to employment and how they impact City residents' ability to obtain and retain career ladder opportunities.

Objective 3 – Make overarching recommendations for workforce development strategies based on best practices and innovative solutions that will help move City residents towards self-sufficiency.

The culmination of the SAT process is the following report detailing the research, analyses, and recommendations of the group, which resulted from nine months of regular group meetings and discussion. This report consists of three sections, which coincide directly with the SAT's objectives. The first section identifies workforce development agencies/organizations in the Charlottesville community and the services they provide to City residents. The second section explores barriers to employment and how they impact City residents' ability to obtain and retain career ladder opportunities. The barriers identified include: job creation, basic literacy, education and training, workplace skills, transportation, affordable and accessible childcare, criminal background, and housing. For each barrier, an overview is provided, as well as examples of programs/projects that exist in our community to help address these barriers. Additionally, best practices used to combat these issues in other communities are noted. Recommendations are then made for each specific barrier based on existing programs and best practices. In the third section of the report, broader, more strategic recommendations not related to any one barrier in particular are made for innovative workforce solutions in Charlottesville.

Also included with this report is a depiction that highlights the following details for the various recommendations offered by the SAT: cost comparisons, estimated timeframes for programs, and projected impact. (*See Appendix A, page 89, A Depiction of SAT Recommendations.*) While all the policy proposals suggested by the SAT have been carefully analyzed, the team fully realizes that not all the recommendations can implemented simultaneously. Some of the proposals are complex programs/projects requiring significant funding, as well as regional cooperation and/or cooperation from the state legislature. Additionally, other recommendations necessitate long-term investments that might require extended timeframes to produce results. The intent of this report is to provide Council with information and recommendations that it can use in developing policies that will help City residents in their journey towards self-sufficiency.

CHARLOTTESVILLE WORKFORCE OVERVIEW

Charlottesville Labor Force

Over the last seven years, the City of Charlottesville's labor force has seen consistent growth, experiencing an average increase of 1.5% per year.[8] In April 2013, Charlottesville's labor force included 21,846 residents, with just over 1,000 residents unemployed.[9] During this same time period, Charlottesville's unemployment rate has also remained consistent with the state average, never being separated by more than two tenths of a percentage at any time.[10] Charlottesville continues to maintain a highly educated population, with over 70% of adult residents having some college or higher education.[11] Additionally, almost 70% of the labor force is between the ages of 25 and 54 and about 10% are between the ages of 55 and 64.

Charlottesville Jobs Overview[12]

In the first quarter of 2013, 34,692 jobs were reported in the City of Charlottesville. The diversity of Charlottesville's occupations and jobs is similar to other Virginia cities such as Roanoke and Lynchburg. Table 1.1 below represents the percentage of jobs by industry in the City of Charlottesville.

TABLE 1.1 - PERCENTAGE OF JOBS IN CHARLOTTESVILLE BY INDUSTRY	
Description	**Percentage**
Health Care and Social Assistance	29.15%
Accommodation and Food Services	14.65%
Retail Trade	11.38%
Professional, Scientific, and Technical Services	7.24%
Educational Services	4.97%
Other Services (except Public Administration)	4.73%
Information	4.38%
Construction	4.05%
Public Administration	3.60%
Administrative and Support and Waste Management and Remediation Services	3.29%
Finance and Insurance	2.45%
Wholesale Trade	2.01%
Manufacturing	1.82%
Arts, Entertainment, and Recreation	1.73%
Transportation and Warehousing	1.63%
Real Estate and Rental and Leasing	1.29%
Management of Companies and Enterprises	1.21%

[8] "Local Area Unemployment Statistics", *Bureau of Labor Statistics*, May 2013.
[9] "Labor Market Information", *Virginia Employment Commission*, May 2013.
[10] Charlottesville Community Profile, *Virginia Employment Commission*, May 2013.
[11] "Annual Community Survey", *United States Census Bureau*, 2007-2011.
[12] All data used in Job Overview is provided by, *Jobs EQ*, 1st Quarter, 2013.

A wide range of jobs are offered in these industries based on qualifications such as skills, experience, education, and training. Training and education requirements for these jobs are broken down into the following seven categories:

- Short-term On-the-Job Training (OJT), no experience, no higher education
- Moderate-term OJT, no experience, no higher education
- Long-term OJT, no experience, no higher education
- Previous work experience, no higher education
- 2 year degree or certificate
- Bachelor's degree
- Postgraduate degree

Listed in the tables below are examples of widely held jobs in Charlottesville and wage information for each category. For this report, only the first five categories are examined, as the target population for the SAT's efforts typically does not have levels of training and education exceeding these levels.

TABLE 1.2 - SHORT-TERM OJT, NO EXPERIENCE, NO HIGHER EDUCATION	
Types of Jobs	
Fast Food Workers	
Cashiers	
Office Clerks	
Janitors	
Customer Service Representatives	
Average Annual Wage	
$25,200 ($12.12 per hour)	
High Average Annual Wage	**Low Average Annual Wage**
$37,300	$18,300

TABLE 1.3 - MODERATE-TERM OJT, NO EXPERIENCE, NO HIGHER EDUCATION	
Types of Jobs	
Medical Secretaries	
Pharmacy Technicians	
Maintenance and Repair Workers, General	
Sales Representatives, Wholesale and Manufacturing	
Computer Support Specialists	
Average Annual Wage	
$37,200 ($17.88 per hour)	
High Average Annual Wage	**Low Average Annual Wage**
$62,300	$23,100

TABLE 1.4 - LONG-TERM OJT, NO EXPERIENCE, NO HIGHER EDUCATION	
Types of Jobs	
Electricians	
Carpenters	
Machinists	
Automotive Service Technicians and Mechanics	
Plumbers, Pipefitters, and Steamfitters	
Average Annual Wage	
$41,300 ($19.86 per hour)	
High Average Annual Wage	**Low Average Annual Wage**
$61,700	$23,300

TABLE 1.5 - PREVIOUS WORK EXPERIENCE, NO HIGHER EDUCATION	
Types of Jobs	
Restaurant Cooks	
First Line Supervisors of Food Prep and Serving	
First Line Supervisors of Retail Sales Workers	
Executive Administrative Assistants	
Tractor Trailer Truck Drivers	
Average Annual Wage	
$46,800 ($22.50 per hour)	
High Average Annual Wage	**Low Average Annual Wage**
$88,700	$22,300

TABLE 1. 6 - 2 YEAR DEGREE OR CERTIFICATE	
Types of Jobs	
Nursing Aides and Attendants	
HVAC Mechanics and Installers	
Medical and Clinical Laboratory Technicians	
Medical Records and Health Information Technicians	
Paralegals and Legal Assistants	
Average Annual Wage	
$56,300 ($27.06 per hour)	
High Average Annual Wage	**Low Average Annual Wage**
$73,000	$26,400

Chart 1.1 below shows a breakdown of training and education requirements for all jobs in the City of Charlottesville. When combined based on educational attainment, 63% of jobs in Charlottesville (22,000) do **NOT** require a 2 year degree or higher for minimum job qualifications. The same is true for jobs in other metropolitan areas in Virginia such as Roanoke and Lynchburg.

Chart 1.1 - Training and Education Required for Jobs in Charlottesville

- Short-term OJT, No experience, No higher education — 40.82%
- Moderate-term OJT, No experience, No higher education — 10.84%
- Long-term OJT, No experience, No higher education — 3.56%
- Previous work experience, No higher education — 8.64%
- 2 year degree or certificate — 17.58%
- Bachelor's degree — 14.46%
- Postgraduate degree — 4.11%
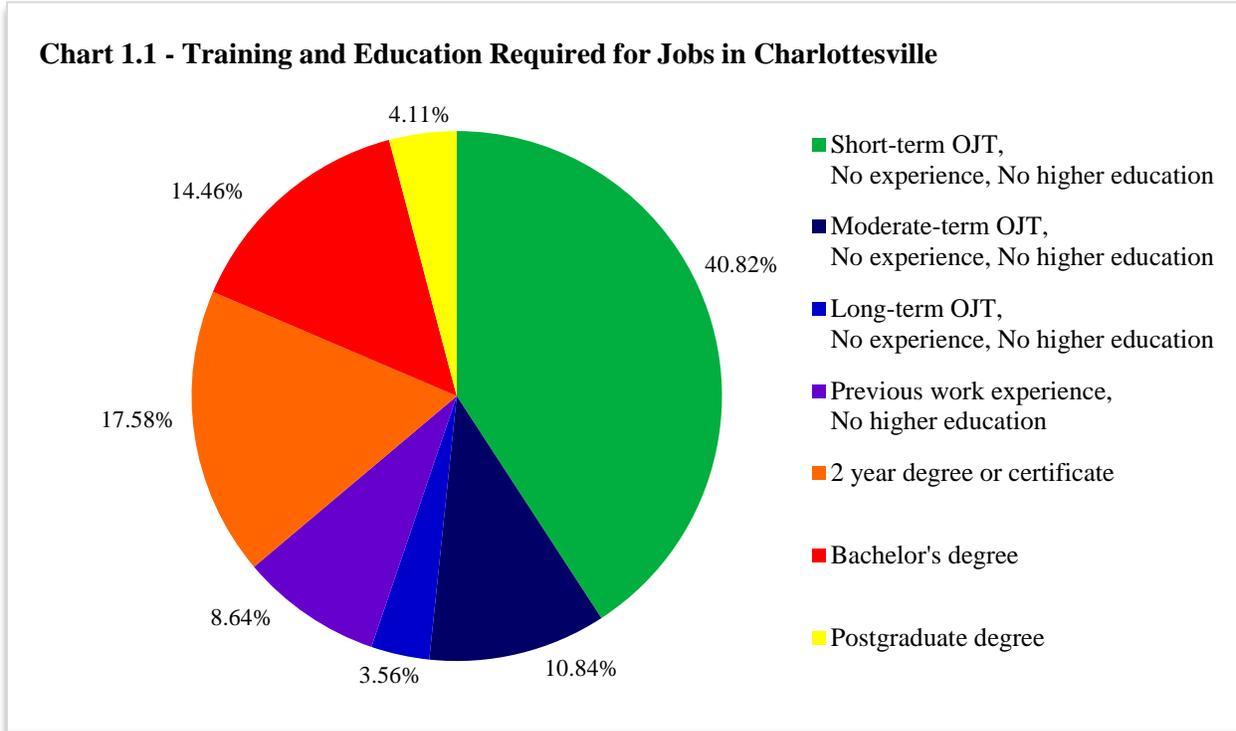
After carefully examining the abovementioned data, two things become evident: 1.) the types of jobs and wage ranges within each training and education category vary widely, and 2.) the Charlottesville job market is very competitive due to a highly trained and educated workforce. Regarding the first observation, initial review of the data suggests that individuals with little to no training and no higher

education could potentially make a wage that would allow for self-sufficiency. However, it is important to note that even within these categories, the more training individuals have, the higher wages they will make. For example, although fast food workers and customer service representatives fall into the same category (short-term OJT, no experience, and no higher education), fast food workers will make well below the average annual wage of this category ($25,200) because less training and skills are required for their jobs. Given this, it is inaccurate to suggest that individuals with no training, experience, or higher education will be able to achieve wages at the high end of this category, thus allowing for self-sufficiency, without attaining additional skills and education.

When comparing workforce educational attainment to similar localities such as Lynchburg and Roanoke, 10% more workers in Charlottesville have at least a 2 year degree. In fact, 63% of the current workforce in the City has at least a 2 year degree, but over 60% of the jobs in Charlottesville do not even require an associate's degree. This creates an overqualified workforce in a highly competitive market. This highly competitive job market has been especially difficult on semi-skilled positions, which oftentimes provide the opportunity to gain skills and experience and earn wages above the Charlottesville average. Unfortunately, jobs that were once available through career ladder progression are now being filled by people with higher education. In fact, an example of this situation was unearthed during a recent OED business visitation. When talking to one City employer, he described how project manager jobs in his firm previously were filled through career ladder progression, but are now being filled by college graduates with project management degrees. The real world work experience that college graduates lack is outweighed by new concepts and technology that employees with higher education bring to the business.

Related to the issue of a highly educated workforce is that it also encourages those who cannot find immediate work in their career field to seek and accept jobs for which they are overqualified, thus depleting the number of lower skilled job opportunities available for those with little to no education. In Charlottesville, this is especially the case with accommodation, food service, and retail jobs where there has been increased hiring of those with higher education for positions that could have been filled by individuals with high school diplomas or GEDs.

In light of the issues raised above, it is projected that Charlottesville's workforce will continue to grow at the disadvantage of those without advanced training or education. A forecast of first time workers entering the workforce shows that for each worker without at least a high school diploma, almost three people will enter the workforce with at least a 2 year degree. Therefore, efforts to provide training and education opportunities to disadvantaged City residents by collaborating with workforce service providers in the region is of extreme importance to ensure competitiveness in the Charlottesville job market. Additionally, assistance with other barriers to employment (such as transportation, childcare, etc.) for residents and enhancement of career ladder job opportunities in the City will be critical to ensure that as many citizens as possible have a chance to achieve self-sufficiency.

OBJECTIVE #1

IDENTIFY EXISTING WORKFORCE DEVELOPMENT AGENCIES/ORGANIZATIONS IN THE CHARLOTTESVILLE COMMUNITY AND THE SERVICES THEY PROVIDE TO CITY RESIDENTS.

OBJECTIVE #1: IDENTIFY EXISTING WORKFORCE DEVELOPMENT AGENCIES/ORGANIZATIONS IN THE CHARLOTTESVILLE COMMUNITY AND THE SERVICES THEY PROVIDE TO CITY RESIDENTS.

As mentioned in the previous section, the Charlottesville job market is very competitive due to a highly trained and educated workforce. Therefore, it is critical that all residents in our community have access to training and educational opportunities that will help them achieve career ladder employment and move further towards self-sufficiency. To ensure this, the City must work diligently with workforce service providers in the region who are offering such assistance to the residents of Charlottesville. Upon forming, the SAT felt that one of the first steps towards doing this was to identify existing workforce development agencies/organizations in the Charlottesville community and explore the types of services they provide to City residents. Additionally, the SAT attempted to determine if any overlap and/or gaps in services exist based on these findings. The results of these efforts are detailed below.

Through group discussion, research, and internet searches, the SAT identified approximately 40 agencies/organizations offering economic and workforce development services to City residents. (*Please see Appendix C, page 92, Economic and Workforce Development Resources in the Charlottesville Community, which provides a matrix of these groups.*) For this section, the SAT decided to focus only on those workforce development and educational organizations offering *comprehensive* workforce services to residents in our community.[13] (*Please note that there are other workforce providers, but for this report, only those offering the most comprehensive services are examined.*) The strongest emphases of the workforce service providers examined in this study are: 1.) workplace skills development and job readiness training, 2.) job search and placement assistance, and 3.) basic literacy and education. Table 1.7 below lists the various workforce development and educational organizations and their main focus areas.

TABLE 1.7 – WORKFORCE DEVELOPMENT AND EDUCATIONAL ORGANIZATIONS IN CHARLOTTESVILLE[14]				
Agency/Organization	Target Audience	Workplace Skills/ Job Readiness Training	Job Search/ Placement Assistance	Basic Literacy/ Education
Albemarle Department of Social Services & Career Center (ADSS)	County residents eligible for benefits (TANF, SNAP, etc.)	✓	✓	
Charlottesville Albemarle Technical Center (CATEC)	Technical careers & training for adults & youth	✓		✓
Charlottesville City Schools (CCS)	City youth (Pre-K-12)	✓		✓
Charlottesville Department of Human Services	Ex-offenders & at-risk City youth	✓	✓	
Charlottesville Department of Social Services (CDSS)	City residents eligible for benefits (TANF, SNAP, etc.)	✓	✓	

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[13] These organizations are located in the top and bottom right of the matrix illustrated in Appendix C, page 92.
[14] See Appendix D, pages 93-102, *Workforce Development Agencies/Organizations in Charlottesville*, for detailed descriptions of these workforce agencies/organizations and the services they offer.

Agency/Organization	Target Audience	Workplace Skills/ Job Readiness Training	Job Search/ Placement Assistance	Basic Literacy/ Education
TABLE 1.7 (CONTINUED)				
Goodwill/Workforce Investment Act (WIA)	Dislocated workers & at-risk youth	✓	✓	
International Rescue Committee (IRC)	Immigrants	✓	✓	✓
Monticello Area Community Action Agency (MACAA)	Low-income persons	✓	✓	✓
National College	Adult students	✓	✓	✓
Offender Aid & Restoration – Reentry Program (OAR)	Ex-offenders	✓	✓	
Piedmont Virginia Community College (PVCC)	People seeking 2 year degrees & professional dev.	✓	✓	✓
Piedmont Workforce Network/ Virginia Workforce Center (PWN/WFC)	All persons in the PWN region	✓	✓	
Section 3 – City Neighborhood Development Services	Low- to moderate-income persons	✓	✓	
Thomas Jefferson Adult & Career Education/Adult Learning Center (TJACE/ALC)	Adults seeking GED & English for Speakers of Other Languages (ESOL) instruction	✓		✓
UVA School of Continuing & Professional Studies (UVA SCPS)	Adult/professional students			✓
VA Department of Aging and Rehabilitative Services (DARS)	Persons with disabilities	✓	✓	
Virginia Employment Commission (VEC)	Unemployed adults	✓	✓	
WorkSource Enterprises	Persons with disabilities	✓	✓	

As indicated in Table 1.7, of the 18 service providers reviewed, 17 are providing workplace skills and job readiness training, 14 are offering job search and job placement assistance, and 8 are offering direct basic literacy and education programs. Clearly, there is some overlap in services being offered by workforce service providers in Charlottesville. However, the overlap is lessened by the fact that most of the groups have a target audience that they serve (e.g., youth, persons with disabilities, immigrants, ex-offenders, etc.). Additionally, given that some services, in particular workplace skills and job readiness training and job search and job placement assistance, are so critical to helping City residents find employment, it seems beneficial to have a larger number of groups working towards these ends.

Overall, the City of Charlottesville is home to a large number of organizations dedicated to workforce development that offer an abundance of services to the community. In light of this, it remains critical for these groups to build upon their existing partnerships when offering these services to ensure that residents have access to those that best meet their individual needs.

OBJECTIVE #2

EXPLORE BARRIERS TO EMPLOYMENT AND HOW THEY IMPACT CITY RESIDENTS' ABILITY TO OBTAIN AND RETAIN CAREER LADDER OPPORTUNITIES.

OBJECTIVE #2: EXPLORE BARRIERS TO EMPLOYMENT AND HOW THEY IMPACT CITY RESIDENTS' ABILITY TO OBTAIN AND RETAIN CAREER LADDER OPPORTUNITIES.

BARRIER #1: JOB CREATION

Overview of Barrier

At a regional level, the overall number of jobs available increased from an annual average of 100,000 to 110,000 during the period of 2000 to 2010. Behind this seemingly positive trend is a major change in the composition of the types of jobs available in the region. In the early part of the last decade, companies such as Comdial, Technicolor, Morton's Frozen Foods, Ivy Industries, and Frank Ix employed over 5,000 people with a range of experience and skill levels. These businesses, and the stable hourly wages they once provided, are gone. In the City of Charlottesville during this same period, employment decreased from 37,888 to 34,640, an average annual rate decrease of 0.89%.[15] The manufacturing sector showed consistent decline across the ten-year period.

The key factors contributing to the loss of jobs with competitive wages in the City, and throughout the nation, are globalization and productivity enhancements. It is no secret that millions of U.S. manufacturing jobs were lost to low-cost overseas locations in the past two decades. Advances in worker productivity have also been a major factor. For instance, Harley Davidson, a powerful symbol of American ingenuity and craftsmanship, produced the same number of motorcycles per year in 2012 as it did in 2002 but with 2,000 fewer employees.[16]

Two issues that complicate the situation for the City are: 1.) there is very limited land suitable for business and light industrial/manufacturing development and 2.) there has been a significant increase in demand for urban living. Charlottesville's land mass of ten square miles is largely residential and has limited opportunities for development. This is particularly true for commercial and light industrial/manufacturing uses that have career ladder employment opportunities associated with them. A recent review of land in the City indicated that only 100 acres of unimproved parcels exist in zoning categories that permit business related activities. A majority of those parcels, totaling 87 acres, fall in the mixed-use zoning designation, with nine acres available in industrial and only three in commercial. To further complicate matters, most of these parcels are not large and are not contiguous. In fact, many are sliver or remnant parcels, on which meaningful development would be a significant challenge. An alternative to development of these remnant parcels could the redevelopment of existing structures situated on properties zoned for manufacturing. These sites, primarily in the Woolen Mills, Harris Street, and River Road areas, total approximately 174 acres.

Despite the lack of inventory in the City, businesses continue to express interest in relocating/expanding their operations to Charlottesville. In fact, over the past few years, a number of businesses, collectively

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[15] The Chamber Jobs Report – 2012. *Charlottesville Regional Chamber of Commerce*. August 2012.
[16] Irwin, Neil. "Harley Mirrors Economy." *The Washington Post*. 30 January 2013.

representing several hundred jobs with competitive wages and career ladder employment opportunities have actively sought locations for their operations in the City. Unfortunately, none of these companies were able to locate to the City due to the lack of available sites, thus making the more traditional option for job creation, large business recruitment, difficult in Charlottesville.

Current Community Initiatives

- **Virginia Jobs Investment Program (VJIP)** – VJIP is one of Virginia's most actively used economic development incentives. The program encourages the expansion of existing Virginia businesses and start-up of new business operations in Virginia. It specifically addresses the top concerns of existing businesses and economic development prospects – finding and developing a skilled workforce. VJIP exists to support private sector job creation. It helps offset recruiting and training costs incurred by companies that are either creating new jobs or implementing technological upgrades. In addition to offering direct funding, VJIP also provides assistance with workforce-related challenges and organizational development workshops.

- **Central Virginia Partnership for Economic Development (CVPED)** – CVPED is a regional economic development organization that serves the City and the eight surrounding counties. The organization has been funded jointly by the public and private sectors since 1995. It serves as a conduit for inquiries and prospects from the Virginia Economic Development Partnership (VEDP). CVPED has been instrumental in the relocation and expansion efforts of a number of major companies in the area. In 2012, CVPED released a regional Target Markets Report, which identifies the industry sectors most poised for growth.

- **City of Charlottesville Office of Economic Development (OED)** – The City's Office of Economic Development serves as the lead agency for City-based economic development efforts. The OED team works to enhance Charlottesville's economy, creating quality jobs, increasing per capita income, and improving the quality of life for residents. Economic Development staff promotes Charlottesville as a premier location for business and regularly works with entrepreneurs and existing businesses seeking to grow here.

- **Charlottesville Economic Development Authority (CEDA)** – Consisting of seven Council appointed community members and staffed by the OED, CEDA promotes economic development in Charlottesville in order to expand the local tax base and encourage more job opportunities for City residents. CEDA uses its bond authority as a source of tax exempt financing for manufacturing and charitable organizations. CEDA may, on occasion, pursue special projects in conjunction with the private sector including acquiring, owning, leasing, or disposing of property in order to promote economic development. Recent CEDA projects impacting Charlottesville's workforce are CFA Institute and Waterhouse.

- **Charlottesville Technology Zone** – In 2001, the City of Charlottesville created the first city-wide Technology Zone in the Commonwealth of Virginia. The ordinance creates a tax incentive for qualified technology businesses operating anywhere within the boundaries of the City of Charlottesville, thus making the entire City a "technology zone." The ordinance reduces business

license taxes for qualified businesses. Over 300 businesses have used the program with many creating new jobs in the process.

- **New Market Tax Credits (NMTC)** – The federal NMTC program is currently the largest federal economic development incentive program. It is designed to channel $15 billion dollars in new, private investment capital into businesses in economically distressed census tracts across the country. NMTC creates a network of specialized financial institutions across the country specifically designed to make loans to, and investments in businesses located in eligible census tracts. Generally, these business loans are at lower interest rates and more flexible terms than loans from a commercial bank. A large portion of census tracts in the City are eligible for the program.

- **Historically Underutilized Business Zone Program (HUBZone)** – Several parts of Charlottesville qualify for the Small Business Administration's (SBA) HUBZone Empowerment Contracting Program. The program stimulates economic development and creates jobs in urban and rural communities by providing federal contracting preferences to small businesses. These preferences go to small businesses that obtain HUBZone certification in part by employing staff who live in a HUBZone. The company must also maintain a "principal office" in one of these specially designated areas.

- **Entrepreneurship Programs in Charlottesville** – The Charlottesville community is a progressive one that realizes the importance of entrepreneurship as it relates to sustaining the City's local economy and creating job opportunities for its citizens. There are numerous organizations in Charlottesville that are currently aiding this effort. The *OED* offers assistance to start-ups/entrepreneurs in the form of one-on-one consulting, business planning, market analyses, etc. It also offers assistance to businesses interested in becoming certified with the Commonwealth as a small, women-, and/or minority-owned business (SWaM) and selling their services/products to the government. Another organization, the *Central Virginia Small Business Development Center* (CVSBDC), offers free business counseling services, assists with feasibility studies and business planning, sponsors seminars and training, and provides information and other services to area small and mid-sized businesses. Similarly, *SCORE* is a nonprofit group that educates entrepreneurs and helps small businesses start, grow, and succeed through free business mentoring, local workshops and events, and other business resources. Also in Charlottesville is the newly formed *Community Investment Collaborative* (CIC) that provides business training, mentoring, and micro-lending opportunities to entrepreneurs who may lack the social, economic, or educational wherewithal to establish a new business, but who have the motivation and creative drive to pursue success.

Best Practices and Examples

- **Chicago's Planned Manufacturing Districts** – Planned Manufacturing Districts (PMDs) in Chicago represent a planning tool utilized to secure continued industrial development within the City. The idea of PMDs was born after a mass exodus of industrial firms from the City to suburbs and other states due to a lack of dependable zoning protection and the encroachment of retail and

residential developments. These districts, which guarantee continued zoning for industrial business, provide a stable economic environment in which firms are able to reinvest in their facilities with the knowledge that their continued presence in the community is secured. This keeps higher paying industrial jobs located within the City, near residents, as opposed to an influx of lower paying temporary jobs, which would be associated with an increased retail presence. (*http://www.cityofchicago.org/dam/city/depts/zlup/Sustainable_Development/Publications/Chicago_Sustainable_Industries/CSI_1.pdf*)

- **Philadelphia Industrial Development Corp. Land Use Survey** – This survey, recently conducted in Philadelphia, primarily concerns industrial land use. The central goal of the report is to refocus industrial efforts in the City, which has a strong tradition in the industrial sector. In the past, Philadelphia has benefited from industrial parks located within the City near residents, vendors, wharfs, etc. Historically, this has reduced barriers to effective commerce in the City, limiting the distance between all parties involved. However, in recent years there has been a push in Philadelphia and many other cities to relocate industrial development (which includes more than simply manufacturing, but also construction, transportation, and logistics) outside of city centers. This is a trend the report is combatting; it advocates a return to a more conventional industrial structure, while at the same time ensuring that zoning matches the true purpose of the land, eliminating "slack space" that is underutilized. Overall, the survey represents a model for the synthesis of both economic production and land use data in a single report.
  (*http://www.pidc-pa.org/userfiles/file/PIMLUS_Executive_Summary_Final_September_2010.pdf*)

- **Small Business Technology Funding** – This program is an initiative by the North Carolina Department of Commerce to help small business compete in the research sector. Oftentimes, devotion of significant resources to research efforts is untenable economically for many small businesses. However, through this initiative, the Department of Commerce agrees to match federal research funding. The eligible grants come from the Small Business Innovation Research Program (SBIR) and Small Business Technology Transfer (STTR) Program.
  (*http://www.thrivenc.com/incentives/financial/discretionary-programs/small-business-technology-funding*)

- **One North Carolina Fund** – This program targets companies in knowledge-driven industries with a key emphasis on competition. Firms planning to locate in North Carolina, or expand existing operations in North Carolina, are eligible for funding from the North Carolina General Assembly if their business is deemed competitive with firms in other states or countries. The funds can be used for construction expenses, equipment purchase, structural repairs, and other similar costs. However, to be eligible the company must submit to a wage test and the local government must match the financial assistance rewarded. In addition to competitiveness, another factor in the appropriation of funding is the creation of new, high quality jobs.
  (*http://www.thrivenc.com/incentives/financial/discretionary-programs/one-north-carolina-fund*)

- **Boston's Innovation District** – In 2010, City Mayor Thomas Menino declared a 1,000 acre area "Innovation District" and began marketing it as a good place for startups and entrepreneurs. The district is loosely defined and the City has no incentives to encourage business formation in the

area. The Mayor is using the public relations and communications abilities of the City to generate interest in the area. Contributing to the early success of the district has been MassChallenge, a non-profit that runs an annual business competition that awards money, training, and access to consultants and free space to 125 startups each year. Large amounts of eclectic spaces in the area are helping as area entrepreneurs look for the next "cool" location to start a business. (*http://www.innovationdistrict.org/*)

- **Jobs-Plus** – Jobs-Plus is a location-based workforce development program that aims to help residents of public housing developments increase their short- and long-term earnings. Jobs-Plus is based on a model consisting of three main elements: employment-related services to help residents secure and retain employment, financial incentives to increase residents' awareness of public housing rent rules that help "make work pay," and community support for work. These elements work in concert to help Jobs-Plus operate at "saturation" levels. This means that Jobs-Plus targets services and work incentives to all working-age residents in the development, rather than focusing on just a subset of eligible individuals. (*http://www.nyc.gov/html/ceo/downloads/pdf/jobs_plus_responses_to_questions_2.pdf*)

- **Leveraging Anchor Institutions to Create Jobs and Grow Business** – Anchor institutions are place-based enterprises that tend to be not-for-profit. They address a range of community interests and include such institutions as universities, hospitals, health care facilities, cultural institutions, and municipal governments. Anchor institutions are especially vital in the economic development of local areas, as they provide many jobs and serve as economic engines due to their growing purchasing power. By focusing on the local purchasing power of anchor institutions, spatial distribution of goods and services can become more efficient by tapping into existing human capital, increasing output, and creating greater social benefits. In other words, focused job procurement can generate greater multiplier effects and thereby sustain economic activity. (*http://www.community-wealth.org/_pdfs/news/recent-articles/04-12/paper-dubb-howard.pdf*)

- **The Evergreen Cooperatives** – The Evergreen Cooperatives Initiative is a Cleveland-based organization focused on economic inclusion and building from the ground up. It trains low-skill and low-income workers for jobs specifically created for local residents based on the purchasing demands of major institutions in the community. The Evergreen strategy focuses on catalyzing new businesses that are owned by their employees rather than concentrating on workforce training for employment opportunities that are largely unavailable to low-skill and low-income workers. This concept addresses the scarcity of opportunities for low-skilled workers, even those that participate in a workforce training program. The Evergreen Cooperatives expands economic opportunity through a network of green, community-based enterprises. Currently, Evergreen Cooperatives consists of three, employee-owned businesses: Evergreen Cooperative Laundry, Evergreen Solar Solutions, and Green City Growers Cooperative. (*http://evergreencooperatives.com/about/evergreen-story*)

Recommendations for Progress

- *Job Creation Goal #1 – Assist with the creation of 250 new, semi-skilled jobs located in City limits within 5 years through active recruitment of new businesses.*

  As mentioned earlier, the number of jobs in the City has been trending downward, and the number of jobs that require low- to moderate-skills has been particularly diminished. The City should make a concerted effort to attract basic industry that can offer substantive job opportunities to residents (i.e., those jobs requiring relatively short-term training, wages of $12.00 to $20.00 per hour, and opportunities for career advancement). The jobs should be in industries that are growing and that can benefit from a City location.

  - **Action Steps for Goal #1**

    1.1 – Conduct a sites and buildings survey by identifying suitable parcels and willing property owners that can support manufacturing or light industrial positions requiring low- to moderate-skills. (*Beginning January 2014*)

    1.2 – Develop and fund a targeted recruitment effort in concert with CVPED and VEDP to attract interested prospect companies that are considering an expansion or relocation. (*Fall 2014*)

    1.3 – Develop and fund reasonable and appropriate incentives that encourage new capital investment and the creation of new basic industry employment opportunities in the City. (*Fall 2014*)

    1.4 – Make changes to the City's Zoning Ordinance to allow flexibility for the location of start-up businesses in zoning districts that currently allow industrial/business/technology uses. Group by potential impacts and allow as many as possible by-right. (*Beginning 2014*)

    1.5 – Use City funds to assemble land and/or partner with the private sector to provide flexible space for new basic industry employment working through CEDA. (*Beginning 2014*)

- *Job Creation Goal #2 – Assist existing and growing City businesses with the creation of 250 additional jobs over the 5 years.*

  - **Action Steps for Goal #2**

    2.1 – Maintain an active business visitation program that seeks to identify and address issues of growth and better connect area employers with qualified employees through City workforce development programs. (*Ongoing*)

    2.2 - Explore the creation of appropriate incentives that encourage and assist existing businesses to add employment. A local match program for the state VJIP program for training could be a model to follow. (*Beginning July 2014*)

- *Job Creation Goal #3 – **In support of goals 1 and 2, work to ensure that training programs align with the needs of new and existing business.***

  - o **Action Steps for Goal #3**

    3.1 – Coordinate with area training providers to ensure that the appropriate programs are in place for a wide range of skill sets and backgrounds. Coordinate program alignment with target industries and help connect City residents to training and employment within these industries. (*Beginning January 2014*)

    3.2 – Conduct a series of "Economic Opportunity Summits" to create awareness and understanding of the career opportunities in the skilled trades, life sciences, healthcare, and other target industries. (*Fall 2013*)

- *Job Creation Goal #4 – **Develop a strategy for the Office of Economic Development's business visitation program that focuses on employers' workforce needs and the training of traditionally "hard to hire" residents to meet these needs.***

  The OED offers a business visitation program to Charlottesville businesses. The goal of this program is to assess the health of City-based employers, as these employers are critical to Charlottesville's economic vitality. Over 80% of new job opportunities come from existing business and that is one of the main reasons why the OED has made a concerted effort in recent years to strengthen this economic development initiative. As part of the business visitation program, OED staff conducts face-to-face interviews with the executives of our local businesses. During these conversations, the main objective is to understand the business's needs, address immediate concerns, and build strategies to solve long-term barriers to profitability for these businesses.

  The SAT recommends as a result of this study that the OED enhance its existing business visitation program to focus on employers' workforce needs and the training of traditionally "hard to hire" residents to meet these needs. Firstly, the OED will target businesses for its business visitation program that employ low- and semi-skilled employees. The ability to understand these businesses' workforce challenges and issues will allow the OED and its partners to be proactive, creating and implementing training opportunities for those residents in our community who are the hardest to hire. Secondly, during all business visits, the OED will dedicate part of the conversation to learning more about and assessing, in general terms, overall workforce issues.

  - o **Action Steps for Goal #4**

    4.1 – Develop a list of City businesses/employers that employ predominately low- to semi-skilled employees. (*September 2013*)

    4.2 – Set a monthly visitation target for these types of businesses. (*September 2013*)

    4.3 – Determine an outreach plan and prepare visitation materials. (*By December 2013*)

    4.4 – Begin outreach. (*January 2014*)

4.5 – Connect employers with appropriate training and development opportunities to help them meet their workforce needs. (*January 2014*)

- *Job Creation Goal #5 – Continue to support our community's entrepreneurial efforts and explore innovative ways to help small businesses start, grow, and succeed.*

According to the SBA, small firms accounted for 64 percent of the net new jobs created in the U.S. between 1993 and 2011 (or 11.8 million of the 18.5 million net new jobs). Clearly, small businesses have an impact on the economy's workforce, and therefore, it is important that the City continues to support the ongoing entrepreneurial efforts taking place within our community. Additionally, the City should work with business assistance agencies/organizations in Charlottesville to develop new and innovative ways of helping small businesses grow and expand as a means of creating more job opportunities for City residents. It is also important to incorporate projects/programs that will help educate the City's youth about entrepreneurship and small business ownership.

   o **Action Steps for Goal #5**

   5.1 – Maintain financial support to the CVSBDC so that it can continue to offer free counseling, workshops, training, etc. to residents interested in starting a business and existing City businesses wanting to grow and expand. (*Ongoing*)

   5.2 – Continue financial support for disadvantaged City entrepreneurs to participate in the Community Investment Collaborative's micro-lending program. (*Ongoing*)

   5.3 – Continue to support and provide assistance to the Chamber of Commerce's Minority Business Council. (*Ongoing*)

   5.4 – Through the OED, continue to offer business assistance to aspiring City entrepreneurs and existing businesses. This includes offering technical assistance such as business plan writing and market analyses, as well as conducting workshops on topics pertinent to small businesses. (*Ongoing*)

   5.5 – Through a collaborative effort including the OED, the City's Division of Procurement and Risk Management, and Neighborhood Development Services' Section 3 program, develop and implement a strategy that will increase opportunities for small, women-, and minority-owned businesses to do business with the government (federal, state, and local). (*Beginning Fall 2013*)

   5.5.1 – Increase the number of City businesses that are Disadvantaged Business Enterprise (DBE) certified, Small, Women-, and/or Minority-owned (SWaM) business certified, and Section 3 certified in order to grow these businesses' revenues and workforce needs.

   5.5.2 – Assist the City's small, women-, and minority-owned businesses in getting registered with the Commonwealth of Virginia and anchor institutions such as the University of Virginia and the City of Charlottesville in order to enhance their potential for selling goods and services to these organizations.

5.5.3 – Attend pre-bid meetings in order to educate businesses about DBE, SWaM, and Section 3 certification processes and bid opportunities.

5.5.4 – Continue to post bids and proposals on the Division of Procurement and Risk Management's website so that businesses will have immediate access to bid opportunities.

5.5.5 – Hold two training workshops each year for businesses that provide information on doing business with the City and expose them to City buyers.

5.5.6 – Initiate a City-wide effort that encourages City buyers to make their purchases from small, women-, and/or minority-owned businesses if/when possible.

5.5.7 – Develop regularly scheduled training opportunities for City buyers to learn details about making purchases from small, women-, and/or minority businesses.

5.5.8 – Develop a directory of small, women-, and minority-owned businesses that are registered vendors with the City of Charlottesville to which City buyers can refer when making purchases.

5.6 – Develop and implement a business assistance program, administered by the OED, that provides strategic planning and expert consultant services to City businesses owned by individuals who are low- to moderate-income. By receiving these services (e.g., marketing, accounting, and legal services), these businesses should be able to increase their revenue potential. (*Fall 2013*)

5.7 – Work with local children's groups/organizations, especially those working with children from disadvantaged backgrounds, to develop and implement an entrepreneurship program for City youth that will educate them on the basics of starting a business. (*Summer 2013*)

5.8 – Conduct periodic benchmarking studies on comparable localities to unearth new and innovative programs/initiatives for entrepreneurs and small business owners. (*Beginning Spring 2014*)

OBJECTIVE #2: EXPLORE BARRIERS TO EMPLOYMENT AND HOW THEY IMPACT CITY RESIDENTS' ABILITY TO OBTAIN AND RETAIN CAREER LADDER OPPORTUNITIES.

BARRIER #2: BASIC LITERACY, EDUCATION & TRAINING

Overview of Barrier

Basic literacy and education are fundamental in securing employment and succeeding in most work environments. In fact, literacy is regarded as a foundational skill from which other skills develop. It is estimated that approximately 34 million adults do not possess basic literacy skills in the United States. This means that they struggle to perform tasks such as filling out a job application or reading product labels.[17] Similarly, they lack basic technological skills and training (such as using a computerized point of sales system) required in even the most entry level types of jobs (like working as a cashier in a retail or food establishment). Obviously, such limitations in basic skills pose a significant impediment in terms of job seeking and job retention.

There are many issues associated with basic literacy and its recognition. Many studies have demonstrated that adults with low literacy typically overrate their abilities. Also, the issue of stigma is pervasive, and adults oftentimes do not want to admit low literacy levels for fear of embarrassment.[18] Regardless of job seekers' perceptions regarding their own literacy, however, employers are hesitant to hire employees with limited literacy not only because of concerns about being able to perform basic job functions, but also because of liability and safety issues. Additionally, as workplaces have grown more complicated due to technology, the need for basic literacy and basic computer skills have become even more important.

Exacerbating the issue of basic literacy is the fact that Virginia's foreign-born population has jumped by nearly 50% in the past seven years. This has brought with it linguistic challenges. Approximately 20% of Virginians over the age of 25 have very limited literacy skills. In the Charlottesville/Albemarle region, there are over 6,000 functionally illiterate adults and 14,000 with no high school diplomas. If employed, these individuals usually fill low-wage jobs that do not allow them to become self-sufficient. In fact, the Virginia Association for Adult and Continuing Education (VAACE) found that 43% of adults with very low literacy live in poverty in Virginia. The data also suggests that children who have parents that lack a high school diploma or GED are five times more likely to drop out of high school, thus perpetuating the cycle of poverty.[19]

Another issue that will further impact basic literacy and education in the coming months involves national changes to GED testing. Beginning in 2014, the GED will change in cost (increase from $58 to $120), platform (only computerized testing will be offered), format (fewer multiple choice questions and more

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[17] "Statistics." *National Center for Family Literacy*. April 2013.
[18] Bates, Peter and Jane Aston. "Overcoming Barriers to Adult Basic Skills in Sussex." *Institute for Employment Studies.*
[19] "VAACE 2009 Fact Sheet." *Virginia Association for Adult and Continuing Education*.
http://literacy.pmhclients.com/images/uploads/vaace2009factsheet.pdf

fill-ins and extended responses required), and content (increased emphasis on science, math, and reasoning through language arts). It is perceived that these changes could negatively affect successful GED completion. Currently, 986 area residents have passed some, but not all of, the five GED tests. Old scores will not carry forward. Testers who have not passed all five content areas by December 31, 2013, will lose their scores and must take the new test. Many strategies are in place to both raise awareness of the deadline and support partial testers so they will successfully finish this year. However, the Charlottesville community has recognized this as a potential barrier to residents obtaining their GEDs, which would better enable them to obtain and retain employment.

Strategic Action Team Research

As a member of the SAT, the OED conducted a workforce development survey from December 2012 to January 2013 of some of the Charlottesville area's major employers in various industries (e.g., Boar's Head Inn, CustomInk, WorldStrides, Albemarle County Schools, etc.). In addition to workplace skills (which will be discussed in the subsequent section), employers overwhelmingly suggested that a lack of basic skills (e.g., math, reading, computer skills, etc.) is one of the main reasons why job seekers fail to meet minimum hiring requirements. Employers also emphasized the importance of basic skills and basic technical skills training with their new hires and existing workforce. In fact, 93.1% of respondents said that they support training and development for their employees, with 88.5% actually offering onsite training and 80.8% allowing employees to attend off-site training during business hours. The findings from this survey clearly illustrate the importance of basic skills and basic technical skills as they relate to getting a job and retaining employment. (*For a complete report of the results, see Appendix E, pages 103-106, 2013 Employer Workforce Development Survey Results.*)

In a survey compiled by NDS for this report, which targeted low- to very low-income individuals who are Section 3 certified, basic skills (as well as workplace skills) were once again affirmed as a significant factor in employment. A lack of training, education, and communication skills were mentioned frequently as barriers to obtaining employment. Additionally, a few of the respondents stated that specialized trades training (e.g., HVAC, electrician, plumbing, construction) would also be valuable when trying to get and/or maintain a job. A survey was also conducted by NDS of 13 workforce development service providers in our community to determine what they felt were some of the main reasons why their clients have difficulty obtaining and maintaining employment. In addition to a lack of workplace skills, service providers also reported that a majority of their clients lack basic training and education (such as a high school diploma or GED) and communications skills needed for even the most entry level types of jobs. They also suggested that employers should offer opportunities for employee education, professional development, and on the job training in order to increase employee retention. (*For additional survey findings, see Appendix F, pages 107-110, 2013 Section 3 Resident & Workforce Development Service Provider Survey Results.*)

In a third study undertaken by the CDSS VIEW team, the lack of basic literacy and education were once again listed as obstacles to obtaining and retaining employment. Clients suggested that the lack of a high school diploma or GED has greatly impeded their ability to get a job and that a lack of training and basic skills/knowledge has regularly resulted in dismissals from employment. Clearly, the lack of basic literacy and education are as much an issue within the Charlottesville community as they are nationally, hence the need for programming to address this barrier to employment.

Current Community Initiatives

- **Thomas Jefferson Adult & Career Education (TJACE) and the Adult Learning Center (ALC)** – TJACE is a program offering instruction to adults in the Charlottesville region in GED preparation and ESOL. The Adult Learning Center, which serves the City of Charlottesville, is one of several locations in Charlottesville. Classes are also held at UVA and the IRC under separate contracts. The larger region consists of six localities with classes at multiple locations. Some of the services offered by TJACE are career pathways (assessment and instruction on reaching career goals with the help of a PVCC Career coach), GED classes, math tutors, and GEDFLEX (a blended learning program). According to the Virginia Office of Adult Education and Literacy Report Cards, from 2009 to 2012, the ALC has exceeded all state targets for numbers served and educational gains for the past three years despite declining funds.

- **Literacy Volunteers of Charlottesville/Albemarle (LVCA)** – For the past 30 years, LVCA has provided confidential tutoring in basic literacy and English as a Second Language (ESL) for adults. Available to those who live and work in Charlottesville and Albemarle County, LVCA relies on volunteer tutors. They offer flexible hours, as many of their clients work odd hours or multiple jobs to support their families. The format of the program starts with an interview and assessment of the client. Then, the learner is provided one-on-one tutoring and independent computer-based learning. Throughout the learner's sessions, he/she is retested and assessed for progress on a regular basis. Funding for the LVCA comes from donors, fundraising events, grants, and area organizations.

- **Fluvanna County Public Schools & Families Learning Together Program** – Fluvanna County offers free adult education classes on basic education review, GED preparation, and English as a Second Language. The classes are offered from 9:00am to 12:00pm twice a week and 5:30pm to 8:30pm once a week. For families with children, the courses are offered during school hours three times a week. The Families Learning Together program is available to parents and family of children pre-K through 5. The program is offered free of charge, and parents are expected to attend the classes held three times a week and visit the child's classroom. The program has four components including adult education, parenting support, PACT time (Parent and Child Together Time), which includes family dinner nights with classmates, and child's education.

- **International Rescue Committee (IRC)** – The IRC provides services to refugees who have immigrated to Charlottesville. In addition to helping clients meet the basic needs for food, shelter and legal rights in the early, critical stages of resettlement, the IRC works with individuals to help them better integrate into American society. A large part of this effort is focused on providing clients with educational and developmental opportunities that build the essential academic, personal, and social skills needed to succeed. Specifically, IRC offers a volunteer supported English program that provides recently arrived refugee adults with daily classes in survival English, life-skills training, and community learning opportunities. IRC also works closely with the ALC to help refugees attain GEDs.

- **Career Readiness Certificate (CRC)** – The Career Readiness Certificate (CRC) is a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information, and reading for information. Additionally, the test measures work-related behaviors, or workplace skills, that bring even greater accuracy to predictions about an individual's success at work or in training. Test-takers are awarded a gold, silver, or bronze designation, which can be placed on resumes as extra credentialing when seeking employment. The CRC is currently offered through PVCC, although the Workforce Center also serves as a testing location. In general, employers in Charlottesville (and Central Virginia) do not tend to take into consideration and/or recognize the various designations when making hiring decisions.

- **UVA Facilities Management Apprenticeship Program** – Established in 1982, UVA's Apprenticeship Program offers highly motivated applicants an opportunity to learn a skilled trade through a combination of on-the-job training, technical education, and classroom instruction in a four-year program. Each year on average, six to nine new apprentices are brought into the program depending on business needs. Some of the trades represented in the program include: plumbing, electrical, carpentry, masonry, plastering, electronics and HVAC. Each apprentice is a full-time UVA employee with salary and benefits. Apprentices train on the job with licensed journeymen, mentors, supervisors and others who help ensure the highest quality facilities management for the University and the Health System. UVA's Apprenticeship Program was the first of its kind to be established by a state agency and has been a model for other programs. In addition to the success and longevity of the program, a majority of graduated apprentices make a career at UVA.

- **Piedmont Virginia Community College – Piedmont Futures** – Piedmont Futures engages local businesses and organizations in the career education of public school students in Albemarle, Charlottesville, Fluvanna, Greene and Nelson. Its mission is to promote personal and academic success for all students through regional business and industry involvement in K-12 education and to build a community of responsible and productive citizens. In order to achieve its mission, Piedmont Futures offers the following programs: Career Pathways Speaker Series, College4Kids Career Academies, Career Scholars, 7th Grade Career Expo, and 10th Grade Career Day.

- **City of Promise Charlottesville** – City of Promise is committed to creating a cradle-to-college-and-career continuum of services and supports to make sure that all children in Charlottesville have a chance to reach their potential and succeed in life. The idea is to create a pathway that results in the best resources, life-changing opportunities, and educational excellence. Planning for the City of Promise began in 2012 when Charlottesville was chosen as one of 15 communities nationwide to receive the $470,000 Promise Neighborhood grant from the Department of Education. The program is based on New York City's Harlem Children Zone, which serves more than 10,000 children with goals in academic excellence and social and character development. The mission of City of Promise is to break the cycle of poverty in Westhaven and the 10th and Page and Starr Hill neighborhoods by helping families keep their kids in school and on track from birth to high school graduation and beyond. The City of Promise currently offers programs such

as a parent education program, karate classes for children, and support groups for young men and women.

Best Practices and Examples

- **PluggedInVA** – Operated out of the Virginia Office of Adult Education and Literacy, PluggedInVA is an intensive six-month career pathways program that prepares adult learners with the knowledge and skills they need to succeed in postsecondary education, training, and high-demand, high-wage careers in the 21st Century. The goal of PluggedInVA is to provide low-skilled adults with a career pathways program that incorporates 21st Century skills into a traditional GED curriculum to help them quickly develop the technological and workplace skills they need to succeed in a fast-paced, global economy. Central to the PluggedInVA curriculum is the development of digital literacy skills and professional workplace skills to prepare learners for employment in a variety of industries as they complete their GED credential, Career Readiness Certificate, and industry-recognized certificates. (*http://www.pluggedinva.com*)

- **Employ Ontario – Literacy and Basic Skills Program** – The Literacy and Basic Skills Program (LBS) is an effort in Ontario to increase literacy as a tool of workforce development. Through a series of community agencies, colleges, and other facilities, classes and training geared towards literacy and numeracy are offered free of cost to those who have an education level below the ninth grade level. There is a special privilege given to candidates receiving social assistance. Services offered vary from classroom instruction to one-on-one tutoring. (*http://www.tcu.gov.on.ca/eng/document/brochure/basicSkills/literacy_EN.pdf*)

- **Yonkers Public Library – Literacy Volunteers of Westchester County** – The Literacy Volunteers of Westchester County (LVWC) offer English literacy instruction, free of charge, through sessions held in local libraries. Additionally, the program offers many ESL services for a variety of speakers of other languages. Some of the other programs operated by the group include basic literacy instruction, citizenship classes, and civics courses. The program is operated by a committed network of volunteers, organizing meetings and classes at mutually convenient times for those seeking to increase their literacy. (*http://www.ypl.org/literacyvolunteers*)

- **Ministry of Training, Colleges and Universities – Literacy and Basic Skills Programs** – This initiative, based in Durham, Ontario, provides a network of services for recent immigrants geared towards the development of literacy skills. In general, the Ministry of Training, Colleges, and Universities provides three specific types of services: community-based, school board, and college programs. There are a variety of locations from which services can be utilized, and there is an emphasis on providing a variety of instruction at each center to best meet each individual's needs and enable their entry into the labor force. (*http://www.durhamimmigration.ca/learning/Pages/LiteracyandBasicSkills.aspx*)

- **Harlem Children's Zone (HCZ)** – Harlem Children's Zone was founded in 1970 as the City's first truancy-prevention program. Over the years, HCZ has grown to offer innovative, efficiently run programs that are aimed at breaking the cycle of generational poverty for more than 10,000

children. All HCZ programs are offered free to the children and families of Harlem. The HCZ pipeline begins with The Baby College, a series of workshops for parents of children ages 0 to 3. The pipeline goes on to include best-practice programs for children of every age through college. The network includes in-school, after-school, social service, health and community-building programs. The pipeline has dual pathways: on one track, the children go through Promise Academy charter schools and the other track supports the public schools in the Zone. (http://hcz.org/hcz-home.php)

- **Jobs for America's Graduates (JAG)** – JAG is a state-based, national non-profit organization. It strives to prevent student dropouts among young people who are most at-risk. JAG has dedicated more than three decades of operation to help nearly 750,000 students stay in school through graduation, pursue postsecondary education, and acquire quality-entry level jobs that lead to career advancement opportunities. Of particular interest is JAG's Out of School program (OOS), which is designed to serve youth (ages 16 to 24) who have left the traditional school system and are interested in completing requirements for a high school diploma or GED. The primary mission of this program is to recover dropouts and to provide an array of counseling, employability and technical skills development, professional association, job development, and job placement services that will result in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education and training program. (*http://www.jag.org/*)

Recommendations for Progress

- *Basic Literacy, Education & Training Goal #1 – Work with TJACE and the ALC to implement a PluggedIn program for adult learners in Charlottesville that is modeled after PluggedInVA.*

In late 2012, the Adult Learning Center received a small planning grant to design a PluggedIn program for the Charlottesville area. The program will integrate GED preparation, job/career training, and computer certifications for adult learners. An initial meeting, organized by the ALC, was held with community partners in November 2012 with the goal being to discuss area labor markets and employment sectors to determine a viable unmet need which could be filled with a PluggedIn education and training program. During this meeting, several target industries were identified for the program's focus including healthcare, technology, administration, and high-end retail (with emphasis on customer service training). The ALC is currently securing funding for the program in hopes of an October 2013 program implementation date.

- o **Action Steps for Goal #1**

    1.1 – ALC holds initial planning meetings to discuss the program with local partners. (*Completed November 2012*)

    1.2 – ALC uses planning grant funding to plan and design the PluggedIn program for the adult learners in Charlottesville. (*November 2012 – April 2013*)

    1.3 – ALC applies for grant funding for implementation of the program. (*May – June 2013*)

    1.4 – ALC implements the program. (*October 2013*)

1.5 – The City will work with the ALC to help promote the program to low-income residents (e.g., public housing residents, Section 3 residents, VIEW participants, etc.) (*October 2013*)

- *Basic Literacy, Education & Training Goal #2 – Work with TJACE and the ALC to raise awareness among City residents about impending changes to GED testing and develop strategies for addressing these changes once they have taken place.*

  Beginning in 2014, costs to take the GED will increase, the platform will change to computerized format only, there will be fewer multiple choice questions and more open ended questions, and there will be an increased emphasis on science, math, and reasoning. Additionally, those test takers who have not successfully passed all five content areas by the end of this year, will not be allowed to carry passed sections forward. TJACE has been working to get the word out to the community about these changes in hopes that as many people as possible will take, and pass, all sections of the GED by December 31, 2013. In order to address some of the issues related to these changes, the ALC hopes to open a Computer Testing Center this year so that there is a local center administering the GED 2014 test. Funds are also being sought to defray the cost of GED testing. Current cost for complete battery is $58. Effective January 2014, the cost increases to $128. Many residents are challenged to pay $58 – $128 will be nearly impossible.

  o **Action Steps for Goal #2 – *Raise awareness about impending changes to the GED.***

    2.1 – Have a formal discussion with TJACE and the ALC about their awareness campaign. (*July 2013*)

    2.2 – Determine how the City can assist with getting the word out to City residents about changes in GED testing (e.g., outreach through CDSS, newsletters, running PSAs on TV 10, etc.). (*July 2013*)

    2.3 – Work with TJACE and the ALC to identify and find funding for incentives that can be given to test-takers who complete the GED by December 31, 2013 (e.g., vouchers, coupons, etc.). (*August 2013*)

    2.4 – Implement agreed upon assistance. (*August 2013 – December 2013*)

  o **Action Steps for Goal #2 – *Develop strategies that address changes to the GED.***

    2.5 – Have a formal discussion with TJACE and the ALC about the strategies they are developing to address the changes to the GED. (*July 2013*)

    2.6 – Develop a scholarship fund for qualifying, low-income City residents in order to help defray the increased costs for taking the GED ($70 increase per test-taker). (*2014*)

- *Basic Literacy, Education & Training Goal #3 – Explore the Career Readiness Certificate in Charlottesville and develop and implement a marketing campaign to promote the program to employers and job seekers.*

The CRC is a national credential that demonstrates job seekers' aptitude for workplace employability skills and work-related behaviors. In many parts of Virginia (namely Southwestern Virginia), the credential is highly regarded by employers when making hiring decisions. In Central Virginia, however, the CRC is not held in this regard. Despite this, some localities in Central Virginia (such as Culpeper) have begun marketing efforts to help job seekers and employers develop a better understanding of the credential. In Charlottesville, the CRC is offered through PVCC, but credential completion rates have not been significant. Additionally, employers in our area do not place a strong emphasis on the CRC when hiring. In fact, in the workforce development survey conducted by the OED for this report, 100% of employers who responded to the survey stated that the CRC is of no importance when making hiring decisions.

o **Action Steps for Goal #3 –** *Explore the CRC in Charlottesville.*

3.1 – Have discussions with PVCC regarding their efforts to promote the CRC in Charlottesville. (*May 2013*)

3.2 – Initiate a discussion with Blue Ridge Community College (BRCC) and the Culpeper Chamber of Commerce to get more information about their CRC marketing campaigns. (*July 2013*)

3.3 – Benchmark the success of the CRC in other localities with similar characteristics to Charlottesville. (*August 2013*)

o **Action Steps for Goal #3 –** *Work with PVCC to market the CRC to* _employers_.

3.4 – PVCC and the City work together to develop a PowerPoint presentation that provides information about the CRC and illustrates the benefits of the certification to employers when hiring and providing professional development opportunities for existing employees. (*August 2013*)

3.5 – Initiate discussions with business agencies/organizations such as CVPED, the Charlottesville Regional Chamber of Commerce, and the local chapter of the Society for Human Resource Management to determine how they would like to be involved in marketing the CRC to Charlottesville businesses. (*October 2013*)

3.6 – Identify several employers in Charlottesville willing to give preference when hiring candidates with CRCs and to offer the CRC to their existing employees for professional development purposes. (*December 2013*)

3.7 – Support PVCC in developing a marketing campaign for employers about the benefits of the CRC. (*Spring 2014*)

3.8 – Work with PVCC and other business agencies/organizations to disseminate information about the CRC to employers using the developed marketing materials. (*Summer 2014*)

o **Action Steps for Goal #3 –** *Work with PVCC to market the CRC to* _job seekers_.

3.9 – Work with PVCC to increase the number workforce service providers making client referrals to PVCC for CRC credentialing. (*August 2013*)

3.10 – Partner with PVCC and other workforce services providers to increase the number of City residents taking the CRC. (*October 2013*)

3.11 – Provide annual funding for at least 50 City residents (who do not qualify for TANF or WIA) to complete PVCC's three hour training course on the CRC (WIN) and sit for the CRC. ($29 for the training course and $45 to sit for the CRC = $74/resident) (*Beginning January 2014*)

3.12 – Work with Charlottesville City Schools to promote the CRC as the preferred technical education credential required for high school seniors graduating with a Standard Diploma. (*2014 – 2015 School Year*)

- *Basic Literacy, Education & Training Goal #4 – Enhance the City's partnership with Goodwill (WIA) and DARS to maximize the <u>training dollars</u> available for low-income City residents and <u>wage subsidies and/or tax incentives</u> for employers hiring these individuals.*

    o **Action Steps for Goal #4**

    4.1 – Arrange a meeting to discuss the available training dollars for job seekers and monetary hiring incentives for employers that are currently offered by area workforce service providers. (This meeting should include representatives from CDSS, OED, Goodwill (WIA), DARS, and any other providers offering similar assistance.) (*Fall 2013*)

    4.2 – Within this group, identify ways that training dollars and monetary hiring incentives can be further maximized to serve low-income City residents. (*Fall 2013*)

    4.3 – Develop marketing materials for employers that can be used to educate them about monetary incentives that are available to them when hiring low-income City residents participating in various workforce programs. (This information will be shared with employers during business visitations conducted by the OED.) (*2014*)

- *Basic Literacy, Education & Training Goal #5 – Work with PVCC's Piedmont Futures to ensure that City youth get exposure to career opportunities available in the Charlottesville area.*

    o **Action Steps for Goal #5**

    5.1 – City departments participate in the 7th Grade Career Expo. (*Ongoing*)

    5.2 – City departments participate in the 10th Grade Career Day. (*Spring 2014*)

    5.3 – Help Piedmont Futures identify and secure speakers from the business community for its programs. (*As Needed*)

OBJECTIVE #2: EXPLORE BARRIERS TO EMPLOYMENT AND HOW THEY IMPACT CITY RESIDENTS' ABILITIES TO OBTAIN AND RETAIN CAREER LADDER OPPORTUNITIES.

BARRIER #3: WORKPLACE SKILLS

Overview of Barrier

Workplace skills, also referred to as soft skills, are a fundamental part of any jobseeker's search for employment. While many focus on technical skills such as typing or using a cash register when preparing for an interview or the first day of work, workplace skills are oftentimes a decisive factor in decision-making rendered by management. Such skills include: punctuality, professionalism, communication, positive attitude, problem-solving, and enthusiasm. Obviously, these traits are difficult to quantify, but many times they are the difference in obtaining and retaining employment.

In fact, a recent survey conducted by Millennial Branding found that 98% of employers regard communication skills as important or very important, and 97% of employers consider positive attitudes to be important or very important.[20] Since these interpersonal and self-management abilities are seldom taught in schools, they can be difficult to develop. Surprisingly, even many businesses do not have formal training programs geared towards these skills.[21] In another study conducted by the American Society of Training and Development (ASTD) in 2009, basic skills were ranked as the second highest skills gap area among nearly 1,200 employers nationwide. Respondents indicated a desire for skills that extend beyond basic academic skills (e.g., reading, writing, math, etc.) to include higher-order thinking skills (e.g., creative thinking, problem-solving, etc.) and personal qualities (e.g., honesty, self-motivation, adaptability, etc.).[22]

In a segment released by NBC 29 Charlottesville titled "Soft Skills Needed to Get and Keep a Job," the importance of workplace skills to employers was strongly reaffirmed. Quoted in the article is Don Stewart of the Art Institute of Pittsburgh, "You are constantly being assessed in an interview. Interviewers, whether they realize it or not, record in a mental file things like how you dress, if you combed your hair, how you carry a conversation, if you were on time, how your listening and critical thinking skills were, will you work well in a team, and were you motivated or passionate."[23] The importance of the message is that workplace skills are what employers are really after, and therefore it is critical that job seekers (including students coming out of the public school system) are well-trained in such skills.

Strategic Action Team Research

As mentioned the previous section on basic literacy, the SAT conducted a number of surveys as part of its fact finding efforts regarding the various barriers to employment. The OED conducted its workforce

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[20] "New research looks at importance of soft skills." *Century Group International, Inc*. 21 May 2012.
[21] Bush, Christopher E. "The Case For Soft Skills Training." *Monarch Media*. *eLearning Newsletter*. Spring 2012.
[22] "A solution to the workforce skills gap." *Junior Achievement USA*. 2011.
[23] "Soft skills needed to get and keep a job." *NBC 29 Charlottesville*. 6 August 2012.

development survey from December 2012 to January 2013 of some of the Charlottesville area's major employers in various industries (e.g., Boar's Head Inn, CustomInk, WorldStrides, Albemarle County Schools, etc.). In addition to indicating basic literacy/technical skills as a major issue in an employment, the results also emphasized the need for workplace skills. When asked about which skills are desirable for future employees, good work ethic was the most popular choice, followed closely by honesty and dependability. One of the most common reasons why applicants failed to meet requirements for employment with a company was a failure to appear for an interview or the first day of work (40.0%). Other reasons given included a lack of basic skills (such as communication skills), an incomplete application, an unsuitable appearance for the job, and a reference check. The findings from this survey clearly illustrate the importance of workplace skills as they relate to getting a job and retaining employment. (*For a complete report of the results, see Appendix E, pages 103-106, 2013 Employer Workforce Development Survey Results.*)

Furthermore, the survey administered by NDS targeting low- to very low-income individuals who are Section 3 certified, also affirmed workplace skills as a significant factor in job losses and struggles to maintain employment. While childcare and transportation were cited as serious issues, a lack of training and education, personality conflicts, and a lack of communication skills were mentioned frequently. The survey of thirteen workforce development service providers, which had also indicated that the lack of basic literacy skills and technical skills were a major issues also found that job coaching skills, negotiation skills, work ethic training, anger management training, conflict resolution and interpersonal skills, communication skills, and coping skills are also extremely important when helping their clients successfully maintain employment. (*For additional survey findings, see Appendix F, pages 107-110, 2013 Section 3 Resident & Workforce Development Service Provider Survey Results.*)

In the interviews conducted by CDSS's VIEW team, the lack of workplace skills was also listed as a reason for difficulty in obtaining and retaining employment. Justifications for dismissals from employment included missing time during the probationary period, attitude, problems with authority, personality conflicts, inability to take responsibility for actions, and conflicts with coworkers. Clearly, workplace skills are as much an issue within the Charlottesville community as they are nationally, hence the need for programming to address this barrier to employment.

Current Community Initiatives

- **City of Charlottesville Department of Social Services (CDSS)** – CDSS's VIEW program offers a variety of services to its clients – most of which focus on the workplace skills needed to obtain and retain employment. More specifically, VIEW clients are required to attend weekly job readiness classes. Topics covered during these classes include: interviewing, answering personality questions attached to applications, problem solving, changing habits, communication, customer service, etc. CDSS has been offering job readiness classes for the past fifteen years.

- **Virginia Workforce Center – Charlottesville (WFC)** – The WFC houses more than seven workforce development service providers that offer an array of job seeker resources, free of charge, to qualifying adults (e.g., people with disabilities, veterans, TANF recipients, migrant and seasonal farm workers, unemployed, underemployed and employed individuals, etc.). In general,

there are three levels of services available through the Center and customers can move from one level to the next or receive services from more than one level, depending on their needs. The first level of services is called core services and they are usually self-directed in nature and available to the customer regardless of eligibility. Intensive training and career education services may be available contingent on program eligibility requirements and funding limitations. In addition, support services may be provided to people receiving any service, so that the services an individual receives are effective. Many of the job services are geared towards the improvement of workplace skills. These services include, but are not limited to, the following: work skills exploration, resume development, job search skills training, networking skills training, and interview techniques.

- **Charlottesville Community Job Fair** – Since 2009, the Charlottesville Community Job Fair has offered job seekers in Charlottesville numerous workplace skills training opportunities in order to better their chances during this recruiting event. In partnership with the Virginia Employment Commission (VEC), the Community Job Fair offers workshops once-a-week, one month prior to the event on workplace skills topics such as resume writing, interviewing, and dressing for success. The workshops are held at the WFC and are attended by clients of various workforce agencies (e.g., DARS, Goodwill, VEC, etc.). Additional workshops are also held onsite the day of the job fair on related topics such as maximizing success at the job fair and using the internet for the online job search. A resource area is also available at the job fair where job seekers can get help with resume review, interviewing, online job searching, etc.

  In addition to the pre-job fair workshops, onsite seminars, and hands-on resources, the Community Job Fair also offered an image room at the WFC in the weeks leading up to the event and onsite during the job fair from 2010 to 2011. Professional clothes were donated by the community and given to job seekers in need of outfits appropriate for the job fair and interviews. Although extremely popular among job seekers and workforce service providers alike, the image room was discontinued in 2012 due to the lack of staff needed to adequately operate it.

- **Career Readiness Certificate (CRC)** – The CRC is a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information, and reading for information. Test-takers are awarded a gold, silver, or bronze designation, which can be placed on resumes as extra credentialing when seeking employment. The CRC is currently offered through PVCC. Employers in Charlottesville (and Central Virginia in general) do not tend to take into consideration and/or recognize the various designations when making hiring decisions. Optional CRC modules are also available (although not required) that address workplace skills such as listening, observation, and teamwork. Three additional assessments have also been added to address fit, performance, and talent.

- **Charlottesville City Schools (CCS) / Charlottesville Albemarle Technical Training Center (CATEC)** – Since the late 1990s, CCS has recognized the importance of workplace skills training for City students as a means of preparing them for future employability. In 1998, the City School Board adopted a policy that places emphasis on the workplace skills employers are seeking in their employees and supports the notion of incorporating such training into the kindergarten

through twelfth grade curricula. This policy has been reviewed and revised on a regular basis by the City School Board, with the most recent policy approval taking place in July 2012. To date, most of the emphasis on this effort has come from CATEC, Charlottesville's regional technical education institution. While there are many technical "hard" skills taught in programs at CATEC, an increased portion of instruction has been geared towards workplace skills in more recent school years. These skills are incorporated into the curriculum for each trade area and are implemented school-wide in lessons to better prepare students for the workplace environment. In addition to the workplace skills, CATEC incorporates literacy, entrepreneurship, and technology skills into the trade areas to better prepare students with portable, transferable skills once they have completed their program of study.

- **Community Attention Youth Internship Program (CAYIP)** – Through the City of Charlottesville's Youth Internship Program, City youth ages 14 through 21 are provided with an opportunity to work, be exposed to job settings, learn workplace readiness skills, and improve their abilities to work with others in group settings. Community Attention operates four 8-week school year internship sessions and one 6-week summer internship session. Interns attend a weekly workplace readiness group, which includes workplace skills training such as workplace etiquette (i.e., showing up to work on time, being dressed appropriately for the job, etc.), communications skills, and teamwork. Community Attention Youth Counselors meet with youth and site supervisors on a weekly basis and also coordinate with referring agents and parents. Interns enrolled in school year sessions receive a performance based stipend of $50.00 per week maximum. The summer session interns receive a performance based stipend of $100.00 per week maximum. The amount of stipends directly relates to the intern's performance and attitude.

Best Practices and Examples

- **STRIVE International** – STRIVE International is a New York-based job training and placement program. Its primary target is the chronically unemployed, and the program uses "tough love" to improve attitudes and behaviors. The STRIVE model uses a short, intense training period in attitude, self-presentation, and other workplace skills coupled with job placement and long-term follow-up. STRIVE offers training in workplace skills (attitude and motivation), job readiness, career development, computer skills, civics, and customer service. It also offers industry specific skills training in green construction, office operations, certified nursing, medical billing, and several other sectors with high growth. During this training, participants use role playing to learn important job place skills. In this scenario, participants can be dismissed or "terminated" for not meeting workplace standards with the goal of instilling the idea that people don't "get fired" – they "fire" themselves. Each participant has a case manager for one-on-one support in the process. STRIVE also offers referrals for childcare, legal assistance, housing assistance, mental health services, domestic violence counseling, and parenting skills. (*http://striveinternational.org/*)

- **Cincinnati Works** – The Cincinnati Works program seeks to eliminate poverty in the greater Cincinnati area through successful job placement and retention. The program offers job readiness training free of charge to qualified individuals. This training focuses on employer expectations,

business etiquette, attitude, interviewing, and other similar workplace skills barriers to employment. Then, through either job search assistance or established employer connections, the program ensures that the individual obtains and maintains employment. The program attempts to secure employment which pays $8.00 to $12.00 and offers health benefits. Additionally, there are support services offered which address childcare, transportation, and personal improvement/ career advancement. According to program statistics, 67% of those it assists have children and 72% rely upon public transportation. The program operates with a staff of 22 and large number of volunteers and donations. (*http://www.cincinnatiworks.org*)

- **Family Independence Initiative** – This is a framework for the alleviation of poverty originally developed in California. It functions opposite of the normal welfare structure by increasing access and eligibility to resources when success is achieved rather than reducing benefits. The program develops a community in which successful families are able to motivate other families seeking to lift themselves out of poverty by building a sense of camaraderie and, at the same time, developing many of the workplace skills employers seek. The initiative encourages self-sufficiency and economic mobility. A major emphasis of the approach is encouraging positive actions and rewarding them. It is extremely important that individuals be able to define their own paths to success rather than following a prescribed path. This brings both greater accountability and greater success. This approach has been applied to many different communities. (*http://www.fiinet.org*)

- **Lifelong Skills Framework** – This is a program designed and implemented by the Southeast Michigan Council of Governments (SEMCOG) to foster and improve skills related to the workforce over the lifetime of the individual. This incremental growth approach ensures that skills become ingrained and natural, creating more positive workplace outcomes and experiences. Also, there is an emphasis on collaboration with employers, maintaining an open channel of communication through which new skills, or newly obsolete skills, can be communicated. A central focus is the collaboration of stakeholders (educational institutions, employers, workforce development centers) to increase the coordination of these workplace skills efforts. The group encourages K-12 educational curricula that highlight the importance of these skills for long-term success. Another goal is raising public awareness about the importance of workplace skills, which oftentimes are underemphasized and underappreciated in comparison to hard, technical skills. (*http://library.semcog.org/InmagicGenie/DocumentFolder/LifelongSoftSkillsFramework.pdf*)

- **Junior Achievement USA (JA)** – Junior Achievement is the world's largest organization dedicated to educating students about workforce readiness, entrepreneurship, and financial literacy through experiential, hands-on programs. JA programs help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. JA's approach allows volunteers from the community to deliver the curriculum while sharing their experiences with students. JA equips students with skills that are critical to their successful participation in the workforce and postsecondary education. Specifically, students in JA improve their 21st Century skills, such as teamwork, decision-making, problem-solving, and

critical thinking. They also improve skills that will make them more competitive in the workforce, including financial literacy and entrepreneurial skills. (*http://ja.org*)

Recommendations for Progress

- *Workplace Skills Goal #1 – Design and implement pilot of VIEW's career training track program using FY 2014 Community Development Block Grant (CDBG) funding.*

  The program will provide training to CDSS's VIEW clients in three of our area's major employment industries including: Healthcare (PCA/CNA), Hospitality/Tourism (Certified Tourism Ambassador and ServSafe), and Technology (Microsoft Office Specialist Certification). Each track will include specific training for each career industry and all participants will participate in the following workplace skills training efforts: customer service training, literacy training, WIN training for CRC certification, internship/volunteer experience, resume writing, and job placement/WIA.

  - **Action Steps for Goal #1**

    1.1 – Develop grant proposal for CDBG funding. (*Completed 2012*)

    1.2 – Identify and recruit participants. (*April – June 2013*)

    1.3 – Begin training. (*July – August 2013*)

    1.4 – Participants begin internship/volunteer experience. (*October 2013*)

- *Workplace Skills Goal #2 – Design and implement pilot of the Section 3 Training to Employment Program Proposal using Charlottesville Housing Fund (CHF) funding. (See Appendix G, page 111, Section 3 Training to Employment Program Executive Summary, for a complete overview of the program.)*

  The program will target one employer – the City of Charlottesville – and will be designed to prepare Section 3 residents for job placement in generated City and Charlottesville Redevelopment and Housing Authority (CRHA) Section 3 positions, City positions, and other employment opportunities. Each participating department will provide feedback on the ideal candidate and the program curriculum will be developed around these participating City departments. There will be a curriculum for each participant that reflects the department-specific feedback as well as recognized training needs. The length of the program will be dependent upon the amount of funding allocated for the training program.

  The program will be made of several components that are designed to provide Section 3 participants with workplace skills training, workforce readiness training, financial education training, and OJT to prepare them for employment. Literacy training, workplace skills training, and hard skills training will happen consecutively with OJT. The program will also aim to establish a career track that connects to several of the City's target industries including Health Services and Business and Financial Services by providing OJT and in-class training through a partnership with education providers such as the ALC, CATEC, and PVCC. The program will

expose Section 3 participants to employment fundamentals such as customer service, communication skills, and tools needed to be competitive for future employment.

Participants will be employed as part-time temporary employees in participating City departments, earning no less than the living wage as referenced in the City's Living Wage Ordinance ($10.52 per hour). Upon successful completion of the program, participants will receive a certificate of completion from the City. The Section 3 Coordinator will be responsible for overseeing the program.

- o **Action Steps for Goal #2**

  2.1 – Develop grant proposal for CHF funding with stakeholder input from Section 3 Steering Committee, the SAT, area service providers and best practices examples from this report as well as other Section 3 training programs (e.g. RENEW Minneapolis and Step-up Apprenticeship Program of Fort Lauderdale, Florida). (*Completed April 2013*)

  2.2 – Create a system for collaboration by working with the identified area service providers, private/public entities, and anchor education institutions to develop a system for collaboration. (*June 2013 – August 2013*)

  2.3 – Implement the Section 3 Training to Employment Program and solicit Section 3 residents for participation. (*September 2013*)

- *Workplace Skills Goal #3 – Implement Customer Service: In Action Program for CDSS's VIEW clients, as well as job seekers in the Charlottesville community at large.*

The Customer Service: In Action Program was developed by the Virginia Cooperative Extension along with Virginia Tech. The program provides three hours of training to job seekers in key aspects of customer service, a critical workplace skill for employment. Two CDSS staff persons have been trained by the Virginia Cooperative Extension to be instructors for this course, which will be offered to VIEW clients. The ultimate goal is to work with the WFC to get the course added to the Center's monthly workshop schedule so that job seekers throughout the Charlottesville community can learn this skill.

- o **Action Steps for Goal #3**

  3.1 – Get CDSS staff trained by the Virginia Cooperative Extension to be instructors for the course so that the program can be offered locally to local job seekers. (*Completed January 2013*)

  3.2 – Begin training of CDSS's VIEW clients. (*Completed April 2013*)

  3.3 – Have a discussion with the WFC to determine if the program can be added to the Center's schedule of regularly occurring workshops. (*Completed May 2013*)

  3.4 – Begin offering the program at the WFC. (*July 2013*)

- *Workplace Skills Goal #4 – Work with Charlottesville City Schools to explore the possibility of reinstituting Junior Achievement in the public school system.*

Junior Achievement is a nationally revered program that educates students about workforce readiness, entrepreneurship, and financial literacy through experiential, hands-on programs. In past years, it was available to City students through the public school system but was recently discontinued. Since the program has a proven track record of enhancing students' potential to excel in the workplace, we suggest exploring the program further to determine if it should be reinstituted in City schools.

- **Action Steps for Goal #4**

  4.1 – Initiate discussions with City Schools about reinstituting the Junior Achievement Program. (*August 2013*)

  4.2 – Request information from JA about various programs offerings (elementary school program, middle school program, and high school program). (*August 2013*)

  4.3 – If deemed appropriate, work with City Schools to reinstitute the program in the public school system. (*July 2014)*

OBJECTIVE #2: EXPLORE BARRIERS TO EMPLOYMENT AND HOW THEY IMPACT CITY RESIDENTS' ABILITY TO OBTAIN AND RETAIN CAREER LADDER OPPORTUNITIES.

BARRIER #4: TRANSPORTATION

Overview of Barrier

Transportation issues are commonly cited as a barrier to obtaining and maintaining employment. A central requirement of job success is being able to arrive and leave from the place of employment in a time-efficient and low-stress manner. For many workers without access to a dependable personal vehicle or convenient public transport, this need is not being met. Various studies prove this need for reliable transportation. In a recent survey of former welfare recipients in Minnesota, 29% of unemployed job seekers indicated that transportation was a "big problem," while 56% deemed it "somewhat of a problem." Other studies conducted in Illinois, Missouri, and New Jersey have all uncovered similar results – low-income individuals face distinct transportation barriers in regards to employment.[24]

The cost of owning, maintaining, and insuring a vehicle is a major burden for an individual or family living in poverty or struggling with economic self-sufficiency. Many who live in low-income communities face unique challenges regarding vehicle maintenance. Primarily, vehicles owned by low-income families are typically older, thus requiring more upkeep, and in some cases, operating less efficiently than newer vehicles.[25] Additionally, other issues arise which may not affect higher income families. For instance, many low-income families share a vehicle with multiple family members. This can lead to conflicts in organizing vehicle usage schedules.

Transportation barriers are further exacerbated by the presence of children. Without access to a reliable personal vehicle, it can be very burdensome to use public transit. Efficiency and time-related problems emerge when parents are forced to bring their child to a daycare facility, go to work, and then pick up their child at the day's conclusion, all while dependent upon public transportation.[26] This can create multi-hour bus rides for parents simply in reaching childcare and employment, much less addressing other needs such as grocery shopping. (*See Appendix H, page 112, City/County Childcare Centers with Access to Transit, for a map of bus routes as they relate to childcare centers in the Charlottesville Area.*)

In light of these issues, the SAT examined a variety of alternatives to vehicle ownership in an effort to better understand current resources and explore new opportunities. There are many options available within the Charlottesville community. Importantly, there is opportunity to integrate and better utilize services.

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[24] Goldberg, Heidi. "State and County Supported Car Ownership Programs Can Help Low Income Families Secure and Keep Jobs." *Center on Budget and Policy Priorities*. 28 November 2001.

[25] Blumenberg, Evelyn. "Transportation Barriers to Employment." *University of California Transportation Center*. 8 September 2005.

[26] Pawasarat, John and Frank Stetzer. "Removing Transportation Barriers to Employment." *Employment and Training Institute. University of Wisconsin-Milwaukee*. 1998.

Transportation in the Charlottesville Community

The City's public transportation system offers low cost and no cost transportation within the City of Charlottesville and the urban ring. Daily and monthly passes are affordable to the majority of citizens. However, users of the Charlottesville Area Transit (CAT) system for primary transport can experience a number of challenges. Staff analysis shows that 96% of employers are within half a mile of a bus stop, but upon reaching their destination, residents are oftentimes forced to walk in areas without sidewalks or cross busy roadways in order to get to work. (*Please see Appendix I, page 113, City/County Employment with Access to Transit, for a map of bus routes as they relate to places of employment in the City of Charlottesville and Albemarle County.)* Furthermore, the transit system does not currently meet the needs of citizens traveling to certain job sites with non-traditional hours. The relative frequency of routes and the need for transfers can cause the commute to work by bus to be far longer than many citizens can realistically spend in travel and can cause delays that jeopardize sustaining employment. Current routes do not accommodate easy access to CATEC or the Charlottesville Workforce Center, but it is hoped that the approval of a new transit plan will meet this need. Public transit is often designed to meet demonstrated needs for ridership. Some employers who are willing to hire citizens from the City's low-income communities are outside that circle of high demand. It is unknown at this time if CAT can extend service to these areas with buses, vans, or cars or if other solutions must be sought.

City departments often have vehicles within their fleet that are underutilized throughout periods of the day or week. Equipment and insurance costs could be managed by the current infrastructure of City of Charlottesville staff. However, personnel costs to transport citizens to work could be as costly as, or more costly than, leveraging other transportation resources and businesses.

Entrepreneurs and private businesses are also an important partner in the transportation network. The City of Charlottesville has sponsored several students in CIC and at least one participant has started a transportation service for the disabled. Additionally, other community groups have undertaken programs to provide transportation for particular subpopulations in our community. For instance, Believers and Achievers held a car wash to support the purchase of a van to transport ex-offenders to job sites this past September.[27] Also, the recent ownership change at Yellow Cab and creation of Anytime Taxi has resulted in an expanded 90 car fleet available to Charlottesville residents. Cab upgrade and dispatching system overhaul has also occurred, significantly improving wait times.

Volunteers can also be leveraged to meet community needs for transportation. Faith based organizations typically provide transportation to their membership for services, but then have vehicles remain unutilized the remainder of the week. As part of this effort, the SAT did have discussions with one church leader who expressed interest in helping the community with a transportation ministry. However, the church's equipment is not purchased yet and volunteers would need to be recruited and trained. In addition, this church has made plans to buy small bus units, which could be more difficult to use due to commercial driver's license requirements.

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[27] Twiford, Kristin. "Believers and Achievers Holds Car Wash to Help Members." *NBC 29 Charlottesville*. 22 September 2012.

There is also the possibility that employers themselves could provide transportation, such as van service through an organization like JAUNT, for their employees to and from work. Or, employers could work with employees to establish a structured car/vanpooling arrangement using a service like RideShare, where the costs would be shared by a group of employees. Such options work best for larger employers who are located outside City limits where there is currently no direct bus line and who have enough employees coming and going at the same time to create a critical mass. These possibilities have been explored to some degree, but have not met with much success due to the issue of critical mass.

Current Community Initiatives

- **RideShare –** RideShare is a program administered by the Thomas Jefferson Planning District Commission (TJPDC) in cooperation with the Central Shenandoah Planning District Commission (CSPDC) that works to reduce traffic congestion and increase mobility throughout Central Virginia and the Central Shenandoah Valley. It offers free carpool and "schoolpool" matching, vanpool coordination, and operates a Guaranteed Ride Home program to provide free rides home in an emergency. RideShare also works with employers to develop and implement traffic reduction programs and market the region's Park and Ride lots. However, RideShare's model requires commuters to make a long-term commitment to their group and have similar schedules. The service works best with employers who are large enough to create a critical mass or where multiple employers are located in close proximity.

- **JAUNT** – JAUNT, Inc. is a regional transportation system providing service to the citizens of Charlottesville, Albemarle, Fluvanna, Louisa, Nelson, Buckingham, and Amherst. Organized in 1975, JAUNT is recognized for its high quality service, performance record, and efficient coordinated service. This public transportation system makes over 290,000 trips each year, carrying riders to work, doctor's appointments, shopping, and other leisure activities. JAUNT is owned by the local governments it serves and uses federal, state, and local funding to supplement fares and agency payments. JAUNT has a working network of approximately 70 vehicles. JAUNT is particularly affordable for citizens with documented disabilities and is available at taxi rates for other citizens. Furthermore, JAUNT has created a number of specialized routes over time to assist with employment. It has used grants, government funds, and employer subsidies to create these routes. There are current routes to Wintergreen and Hollymead that may be of interest in the City's workforce development strategy.

- **Demand and Response Transportation (DART)** – DART is a program administered by UVA that provides transportation for students, faculty, and staff who are unable to utilize general university bus services due to disability. The program defines a specific service area which mirrors the service area of the University Transit Service (UTS) and provides scheduled and unscheduled rides primarily for injured/disabled students. UVA pays a flat rate of $10.00 per ride within the zone surrounding the campus. The University creates and submits a list of eligible riders to the providers. Students call, are verified as eligible, and then are dispatched a cab. UVA currently utilizes Yellow Cab and JAUNT to provide this service. The system is advantageous because it is highly flexible and allows very specific needs to be met. However, large scale application of such a program would likely not be economically feasible.

- **Virginia Initiative for Employment not Welfare (VIEW) Gas Voucher & Bus Pass Program** – Gas vouchers and bus passes are issued to the City's VIEW participants when transportation has been identified as a barrier to program participation and/or employment. Also, such benefits are available to child welfare case participants to facilitate engagement of family and successful participation in the service plan. Less regularly, taxi rides are procured for child welfare case participants to facilitate engagement of family and successful participation in the service plan. Charlottesville staff generally refers VIEW clients who have a driver's license, a budget that supports car ownership, and have a need for a car to Vehicles for Change (VFC). VFC is a statewide grant funded initiative that provides certified safe, used cars at low cost to eligible participants.

Best Practices and Examples

- **Transit First, San Francisco, CA** – The Transit First approach to urban planning has paid dividends for the San Francisco community as it focuses on privileging public transit over private automobile traffic. In the U.S., the majority of roads and highways are designed to increase vehicular traffic flow rather than allow bicyclists, pedestrians, and public transit improved access. However, San Francisco has adopted the opposite approach. In San Francisco, methods such as transit ways – specific lanes designated solely for public transit – and a commitment to pedestrians – through wider sidewalks, more crosswalks, improved lighting, etc. – have made accessing public transit more feasible. Information from the 2000 Census indicates that 55% of all work commute took place through public transit, bike, carpool, or on foot in San Francisco.

- **viaCycle Bike Sharing Program, Georgia Tech** – This initiative creates a network of publicly accessible bicycles, which are located throughout the community. Users have a card which they can use to check out a bike at a particular station and they are then able to return the bike to another station near their destination. Cities and communities which employ these systems strategically place bike stations throughout their cities, both near residential areas and commercial areas. It is also possible to check bike availability online and through a phone application. Such programs have often been cited for success in alleviating the "last mile" problem – allowing residents to disembark from public transportation and use a bike for the remainder of their journey rather than walking in potentially unsafe conditions. Systems of this nature are very popular in Western Europe. (*http://www.gatech.edu/newsroom/release.html?nid=67772*)

- **Taxi Scrip Program, King County, WA** – This program provides subsidized taxi rides for targeted residents of the King County community. In order to qualify, residents must first meet low-income thresholds. Then, these individuals must obtain a Regional Reduced Fair Permit, allowing reduced trips on bus transit. However, this program is unique in that it allows residents to employ taxi services at half price through the purchase of a taxi scrip book, available at metro stations. For $10.00 worth of taxi rides, the resident pays only $5.00. The initiative addresses the needs of certain individuals to augment the available public transit with a private cab ride to reach a place of employment, childcare center, or other destination. (*http://metro.kingcounty.gov/tops/tri/tri-srdisli-ts.html*)

Recommendations for Progress

- *Transportation Goal #1 – Design and implement a subsidized bus pass program for eligible City residents who are seeking employment or have obtained a new job and need assistance with bus pass costs for the first two months of employment.*

  Both job seekers and advocates state that an initial barrier to finding and maintaining employment is access to transportation. The financial cost of finding employment can create a strain on the day-to-day income for many low-income job seekers. Once a job has been found, paying for transportation to and from work, before income from a new job becomes stable, can also be an issue. A subsidized bus pass program that would provide a two month bus pass, at no charge, to City residents seeking employment, would allow the initial cost of job seeking to be lessened until regular paychecks are arranged. To ensure the effectiveness of the subsidized bus program, community workforce services providers, identified in Appendix D, pages 93-102, would be recruited to enroll their clients in the program.

  - **Action Steps for Goal #1**

    1.1 – Design a subsidized bus pass program for low-income City residents who are searching for employment or have obtained a new job and need assistance with bus pass costs for the first two months of employment. (*September 2013*)

    1.2 – Determine resident eligibility requirements for the program, how administration of the program will take place, and staffing needs and duties. (*September 2013*)

    1.3 – Enlist partnerships with community workforce service providers (listed in Appendix D, pages 93-102) to distribute bus pass vouchers to their clients who are City residents and are deemed eligible for the program. (*Beginning January 2014*)

- *Transportation Goal #2 – Enhance partnerships with non-profit organizations that offer transportation assistance to low-income residents in order to improve access to affordable and reliable modes of transportation.*

  Although public options can sometimes be a solution for transportation issues experienced by job seekers and workers, it is obviously not the answer for everyone, especially those who have children. Vehicle ownership, which provides a lot more flexibility, is another alternative for such transportation problems. However, vehicles can be costly for those without a job or who have only recently gained employment. Additionally, once a car is obtained, there are maintenance fees associated with ensuring that vehicle's reliability. In light of this, the SAT feels that the City should enhance its support to non-profits offering residents vehicles at low prices and help identify affordable auto service repair options for these automobiles.

  - **Action Steps for Goal #2**

    2.1 – Explore ways of increasing the number of low-income City workers and job seekers who obtain vehicles through Vehicles for Change. (*January 2014*)

2.2 – Work with MACAA to help it reestablish the Wheels to Work program, which provides qualified City job seekers and workers with vehicles. (*January 2014*)

2.3 – Explore the possibility of a community non-profit offering a car loan program for low-income City residents with employment. (*2015*)

2.4 – Work with CATEC through its Auto Service Technology program to help low-income City workers and job seekers owning vehicles gain access to affordable automotive repair services. (*Spring 2014*)

- *Transportation Goal #3 – Explore the feasibility of implementing a bike ridership program in the City of Charlottesville.*

For those whom vehicle ownership is not option, biking could be a potential solution to transportation issues. Although not ideal for people with children and/or certain physical disabilities, biking to work could be a possibility for some. Bike ridership programs can take many forms – the locality and/or community non-profits can give out bikes to qualifying individuals, the locality and/or community non-profits can institute a bike check-out program such as Georgia Tech's viaCycle Bike Sharing program mentioned earlier, a private entity could start a bike rental establishment, etc. A local example of such a program is being done at Piedmont House, a halfway house for non-violent ex-offenders, where residents are given a bike that can be used for employment purposes. In addition to a bike, they are also given a helmet, lock, and safety training course.

  o **Action Steps for Goal #3**

    3.1 – Benchmark other bike ridership programs in localities across the U.S. that are comparable to Charlottesville. (*July 2014*)

    3.2 – Conduct a feasibility study to determine if a bike ridership program would work in Charlottesville given the City's size, demographics, geography, etc. (*2015*)

    3.3 – If deemed a good fit for Charlottesville, solicit requests for information from local agencies/organizations that would be interested in administering a biker ridership program and private sector businesses that might consider starting a bike rental business in the City. (*August 2015*)

- *Transportation Goal #4 – Engage the private sector to develop innovative solutions that address issues of transportation as they relate to employment.*

  o **Action Steps for Goal #4**

    4.1 – Work with RideShare to continue efforts to make major employers aware of van sharing opportunities for their employees. (*Beginning in 2014*)

    4.2 – Work with JAUNT to conduct outreach to employers who might be interested in providing paid transportation for their employees. (*Beginning in 2014*)

4.3 – Issue a request for information to determine if there are any for-profit entities that would be interested in working with the City to establish an affordable ride share program for low-income residents. (*2015*)

- ***Transportation Goal #5 – Encourage efforts to improve driver's license assistance/restoration support for eligible City residents needing a license for employment purposes.***

  o **Action Steps for Goal #5**

  5.1 – Refer residents needing driver's license assistance/restoration support to local organizations offering such services. (*October 2013*)

  5.2 – Encourage Council to advocate for improved driver's license restoration legislation in the Virginia General Assembly. (*Beginning in 2014*)

OBJECTIVE #2: EXPLORE BARRIERS TO EMPLOYMENT AND HOW THEY IMPACT CITY RESIDENTS' ABILITY TO OBTAIN AND RETAIN CAREER LADDER OPPORTUNITIES.

BARRIER #5: AFFORDABLE AND AVAILABLE CHILDCARE

Overview

Childcare in Charlottesville continues to be a challenge facing all working families. Recently, *C-ville Weekly* and *The Daily Progress* featured articles detailing the challenges facing families of all socio-economic backgrounds. These articles discussed the rising costs – attributed to hiring quality staff, availability of childcare centers, and the decision for a parent to leave the workforce to become a stay at home parent due to cost and lifestyle preferences. These articles demonstrate a variety of issues surrounding childcare in this area that effect more than low earning families. However, it appears that the overlying issue with childcare is the quality of the provider, whether it is a childcare center or in-home provider. The issues of childcare, as it relates to workforce issues, are especially challenging because of the strong emotional feelings parents have towards this subject. In general, all parents want their children to have safe, quality care. The other issues surrounding childcare are all directly related to the quality of the childcare provider.

When exploring the barriers, the SAT focused on specific childcare issues directly related to finding, maintaining, and succeeding with employment for Charlottesville residents seeking self-sufficiency. A national Bright Horizons survey of more than 100,000 employees found that unresolved childcare issues limit employed parents from: working overtime or longer hours (60%), traveling for business (50%), arriving at work on time (49%), pursuing or accepting a higher position within the company (46%), and being as productive as possible (39%).[28] The intent of the chapter is not to provide solutions for the complex childcare issues facing families, but to focus on three areas of childcare that consistently affect low earning families: affordability, availability, and accessibility.

Affordability – Childcare Aware, a national organization targeting quality childcare, released a 2011 report stating that the average annual cost of full-time childcare for non-school age children is $9,470 in Virginia.[29] When using common occupations listed in the Workforce Overview section, the average wage for low earning workers in Charlottesville is $11.23 per hour ($23,358 annually).[30] Using figures from Child Care Aware and the Department of Labor, working families would pay an out-of-pocket cost of $13,888, per child, for full-time childcare. That cost would be 41% of the gross annual pay, leaving $9,576.78 (before taxes) for all other remaining expenses for the entire year.

To address this issue, there are two childcare subsidy programs for low earning families in the community, the Charlottesville Department of Social Services childcare assistance programs and the

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[28] "Nontraditional Child Care: The 24/7 Solution" *DFWChild*. 2013.
[29] "Parents and High Cost of Child Care" *Child Care Aware*. 2012.
[30] "Metropolitan Occupational Employment and Wage Estimates," US Department of Labor. May 2012.

Thomas Jefferson Area United Way Child Care Scholarship Program. Both programs require the family to contribute 10% of the gross monthly income to the childcare provider. CDSS programs include a subsidy limit, set by the Virginia Department of Social Services (VDSS). The current childcare subsidy rates are $39 per day for childcare centers and $22 per day for in-home childcare. Parents are responsible for paying the difference between the subsidy rate and the childcare provider rate.

The SAT conducted a sample survey of licensed childcare centers that provide childcare for children ages 6 weeks and older. The average cost at a childcare center in Charlottesville is $235 per week or $47 per day. A sample survey of unregulated home childcare providers showed an average cost of $125 per week or $25 per day. Using figures previously provided by Child Care Aware and the Department of Labor, even with subsidy, a low earning family would pay a childcare center $4,256 a year or $355 a month in childcare costs, over 18% of its gross yearly income. Likewise, a family would pay an in-home provider $3,112 annually or $260 a month, over 13% of its gross yearly income.

Availability – Many low-income occupations are service related and have varying hours, depending on the needs of the employer. Due to this, low-income earners do not traditionally have hours similar to childcare providers. A 2008 national survey of the Changing Workforce found that one-third of employees with young children work evenings, nights, rotating, or variable shifts. The jobs typically are service oriented and have hours that are often in contrast to the operational hours of childcare providers. The issue of availability is when non-traditional hours interfere with daycare and the parent has scheduling conflicts. Childcare centers in the area do not offer extended hours much beyond the traditional working day. This leaves parents who work non-traditional hours to juggle different childcare options.

Of the businesses surveyed, the hours of operation are approximately 7:00am until 6:00pm. In Charlottesville, the only licensed childcare center that provides childcare during non-traditional hours is the Child Watch Program offered by the Piedmont YMCA, located in the Jefferson School City Center. This drop-in daycare center is open to children ages 3 to 11 during the hours of 6:00pm to 10:00pm, Monday through Thursday. The exact times of operation vary, depending on semester schedules. The rates for this drop-in care range from $5.00 per hour for PVCC students and faculty to $8.00 per hour for the general public. Children who attend City schools have the option of enrolling in C.L.A.S.S, the school system's after-school program. The hours of C.L.A.S.S. are until 6:00pm, so parents who work non-traditional hours are faced with a choice – find additional childcare providers who can pick up the child or choose not to use C.L.A.S.S. because of the logistical challenges.

As previously mentioned in the section above, CDSS offers childcare subsidies for low-income earning parents. This subsidy can be used by the parent with any childcare provider the parents prefers. If the childcare provider is not registered with CDSS, a Child Protective Services (CPS) background check must be completed through VDSS and tuberculosis test must be completed before the subsidy is granted. Currently, long wait times (60 to 90 days) are creating a backlog of parents needing childcare but are unable to pay. Therefore, starting or continuing employment is delayed until the CPS background check is returned.

Accessibility – In addition to the availability of childcare providers, parents must also be able to transport children from the home to the location of the childcare provider. This becomes a challenge for parents who work non-traditional hours or when the home, the location of the daycare provider, and place of employment are not all conveniently located within the same neighborhood. As discussed in the transportation chapter, many parents rely on public transportation. Non-traditional working hour parents are additionally impacted with the limited operation time of public transportation. Adding to this issue is also the increased amount of time that is required to drop off a child at daycare and then show up on time at work.

Current Community Initiatives

- **C.L.A.S.S. Program** – Charlottesville City Schools offers childcare after school and on school planning days, early release days, and during the summer break. Certain elementary schools, where there is sufficient enrollment, have C.L.A.S.S. morning programs. A monthly sliding scale is offered, ranging from $205 to $97, depending on family income. Hours are until 6:00pm.

- **Charlottesville City Schools Preschool Program** – Separate 3- and 4-year old programs are offered throughout the City in various elementary schools. Depending on the program, hours range from 8:30am to 3:00pm. Eligibility is for low-income families and/or those that have other stressors.

- **United Way Child Care Scholarships** – The Thomas Jefferson Area United Way offers childcare scholarships to Charlottesville parents or legal guardians who are currently employed, but in low-income jobs. Begun in 1975, the intent of the program is to provide peace-of-mind for parents while facilitating greater opportunities towards economic self-sufficiency. In FY 2013, the City of Charlottesville allocated $163,155 for this program. The program is in demand for Charlottesville residents and currently has a waiting list. The program does not cover the full costs of childcare; rather it subsidizes programs, allowing parents to send their children to a higher quality center than otherwise would have been possible.

- **Children, Youth, and Family Services (CYFS)** – The CYFS Child Care Quality Program links families to quality childcare providers. The program also offers resources to childcare providers to improve the quality of childcare, resources and referrals to families, and voluntary registration for home-based providers. CYFS Child Care Quality Program participates in two separate quality rating systems, the Seal of Quality Child Care for in-home childcare providers and Virginia Star Quality Initiative for childcare centers.

- **Smart Beginnings** – A public/private collaborative, Smart Beginnings focuses on school readiness for children from birth to kindergarten. Smart Beginnings goals are to increase access to quality childcare, measure and track school readiness, and raise public awareness about quality early childhood services. The Thomas Jefferson United Way serves as the fiscal agent to this program.

- **Head Start –** Offered through MACAA, Head Start serves 3- and 4-year olds from low-income families through federal funding and income guidelines. City locations are at Clark Elementary and at MACAA.

- **Public Assistance Childcare Subsidies –** Childcare subsidies are available to all low-income, currently employed City residents through CDSS. Funding for these programs is a combination of state and local dollars. Parents must pay 10% of their gross income and expenses that exceed the daily subsidized rate. Parents who qualify for TANF, the Head Start Program, or Child Protective Services are automatically eligible for subsidies. Parents who do not qualify for those programs and rely on local funding, can be placed on a waiting list if no current funds are available.

Best Practices and Examples

- **Washington, D.C. Non-Traditional Childcare Subsidies** – Washington, D.C.'s Department of Human Services provides a non-traditional childcare subsidy to parents whose work schedule is outside the hours of 7:00am to 6:00pm. Four levels of subsidy are available based on the extent of time the daycare is required. Childcare is available during weekends, nights, and evenings. Eligibility is based upon need, income, family size, and work schedule. The Washington Child Development Council makes available a listing of non-traditional childcare providers which are eligible through the subsidized payment program.
  (*http://dhs.dc.gov/service/non-traditional-child-care)*

- **GrowSmart** – A Virginia Beach initiative, providing early education, small business training, and mentoring through collaborative efforts of Virginia Beach resources, including the Chamber of Commerce, the Small Business Development Center, and the Office of Economic Development. The program participants also participate in Virginia Star Quality Initiative and the statewide Quality Rating and Improvement System. GrowSmart recently earned an Outstanding Achievement in Innovation Award at the 2013 Alliance of Innovation conference.
  (http://tlgconference.org/modules/showdocument.aspx?documentid=113)

- **Gimmie A Break Extended Childcare** – Gimmie A Break is a daycare facility located in Webster, Texas with over 25 years of experience in non-traditional care. The center offers extended hours until 11:00pm during the week and until 2:00am on Friday and Saturday nights. The program provides sleeping accommodations for the children and has also been used in conjunction with large office parties.
  (*http://gimmieabreak.com/2012/04/25/late-night-extended-hours-daycare/*)

- **Childcare Swaps –** Many communities are beginning to utilize childcare swaps where like-minded parents can get together and establish trusted mutual networks of childcare support. While traditionally parents have depended on nuclear family members for childcare needs, many families now find themselves living long distances away from their nearest relatives. Hence, childcare swaps have been developed in which parents watch the children of another family in exchange for "childcare credits" which they can then exchange within the cooperative for their

own children's care. The advantage of such a system is that childcare is obtained free of monetary cost and often the arrangements are quite flexible. (*http://www.sentinelsource.com/parent_express/pregnancy_babies/get-swapping-child-care-swaps-are-a-creative-solution/article_4332a295-bec8-5bf2-82ea-c5d20c5b8200.html*)

Recommendations for Progress

The goals listed below are organized to address the three key needs identified: affordability, availability, and accessibility of childcare options for low-income earning parents.

- *Childcare Goal #1 – Encourage increased affordable childcare options for low-income earning parents in the community.*

  o **Action Steps for Goal #1**

  1.1 – Design a transitional childcare subsidy program where eligible parents would not have childcare benefits suddenly stopped. The program would allow a gradual decrease in subsidy in cases of promotion, higher paying job, etc. over a set period of time. (*July 2014*)

- *Childcare Goal #2 – Increase the availability of and accessibility to childcare options during non-traditional hours.*

  o **Action Steps for Goal #2**

  2.1 – Conduct a market analysis to determine the need for non-traditional childcare options in the Charlottesville community. (*2014*)

  2.2 – Work with City Schools to explore the possibility of extending school facility hours to allow for non-traditional childcare. (Consider both public and private sector options for childcare as part of this effort.) (*2014*)

  2.3 – Initiate conversations with the area's largest employers to assess the possibility of private sector development of new childcare options for low-income employees or enhancement of existing options. (*Beginning 2014*)

  2.4 – Encourage entrepreneurial efforts that address the need for quality, non-traditional childcare options for low-income City residents. (*2014*)

OBJECTIVE #2: EXPLORE BARRIERS TO EMPLOYMENT AND HOW THEY IMPACT CITY RESIDENTS' ABILITY TO OBTAIN AND RETAIN CAREER LADDER OPPORTUNITIES.

BARRIER #6: CRIMINAL HISTORY

Overview

In January 2013, the Virginia Department of Corrections inmate population was 29,508.[31] Each year, approximately 13,500 inmates are released from prison and return to the community.[32] With this large influx of ex-felons returning, communities are challenged to respond to the issues of one of the most difficult groups of residents to employ. Having a criminal conviction, especially a felony, creates multiple barriers relating to workforce opportunities. For example, in the SAT's workforce survey, local employers stated that criminal backgrounds were the second most common reason for applicants failing to meet job requirements. This illustrates the challenges ex-felons face in the community when attempting to find suitable employment.

Overall, the issue of criminal history as it relates to finding employment opportunities manifests itself in five distinct ways. These include: 1.) barrier crimes, 2.) ex-felon stigma, 3.) application/resume screening, 4.) ex-felons' ability to articulate criminal history, and 5.) other social impacts. These are examined in more detail below.

- **Barrier Crimes** – Due to current laws, people who have been convicted of certain crimes are no longer allowed to work in their occupational fields. As a result, ex-felons convicted of barrier crimes have no direct, relevant work experience and must be retrained in another field.

- **Ex-Felon Label** – The stigma of being an ex-felon is a very difficult barrier that ex-felons must overcome. In the Commonwealth of Virginia, guilty convictions cannot be expunged from criminal records. Many hiring managers are uncomfortable or unfamiliar with the criminal justice system, and this unfamiliarity leads employers to believe that customers and co-workers would not be comfortable with an ex-felon in the workplace.

- **Application/Resume Screening** – Due to numerous court dates and incarceration, the resumes and applications of ex-felons have long gaps in employment and can show multiple employers in a short amount of time. Also, the initial criminal history question on application is a major barrier for all ex-offenders. While many applications state that criminal convictions do not automatically result in disqualification, having to answer this question as part of the initial screening process stigmatizes a person before important qualities, qualifications, and experiences can be assessed.

- **Ability to Articulate Criminal History** – If ex-felons have the opportunity for an interview, how the criminal history question is answered could decide if the employer is willing to hire an ex-

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[31]"Monthly Population Summary," *Virginia Department of Corrections*. January 2013.
[32] "Executive Order No. 11." *The Virginia Prisoner and Juvenile Offender Re-Entry Council*. Gov. Robert McDonnell.

felon. The ex-felon needs to have an understanding of the types of answers acceptable by employers.

- **Other Social Impacts**
  - No driver's license
  - Few financial resources
  - Child support issues
  - Transition from incarceration
  - Restricted housing options

The City of Charlottesville has been progressive in acknowledging the needs for ex-offenders. In 2010, City Council proclaimed Charlottesville to be a "City of Second Chances." This proclamation stated the City of Charlottesville would not discriminate, or disqualify someone, solely based on a criminal record. Additionally, through the Dialogue on Race, a Charlottesville area resource guide was created to assist ex-offenders as they return to the community. Finally, in 2011, the City of Charlottesville hosted its first Reentry Summit. This event was a forum for service providers, families, and ex-offenders to meet, have an open discussion of current issues, and to work collaboratively to address these issues. The Reentry Summit was the initial catalyst for several current, and successful, community initiatives.

Current Community Initiatives

- **Coming Home to Work Program** – Originally a pilot program, the Coming Home to Work Program involves the City's Department of Human Services, Parks and Recreation, and Offender Aid and Restoration's Reentry Program. This initial program enrolled five extremely "hard to hire" ex-felons in a paid internship with Parks and Recreation while receiving intensive case management. Due to the success of the first cohort, this program continues to be funded. This program was recently recognized at the Alliance for Innovation Annual Conference for innovative programming in local government agencies.

- **Peer to Peer Network** – As a result of the Reentry Summit, several groups of ex-offenders and family members began to meet as a networking and support group. To date, the Believers and Achievers group continues to play a strong role in ex-offender issues in the community. The City of Charlottesville has supported this group with meeting space and peer network training and by encouraging member marketing.

- **Evidence-Based Decision Making** – Leaders throughout the local criminal justice system partnered to work with the National Institute of Corrections to find solutions to improve recidivism and how effectively and efficiently all these agencies collaborate.

- **Reentry Council** – The Reentry Council is a community collaboration reentry approach involving agencies that work with ex-offenders and their families. Initially founded through the Charlottesville Department of Social Services, Albemarle County Department of Social Services, and Offender Aid and Restoration, this community initiative has grown to include many other local agencies who serve the families and needs of ex-offenders.

- **Healthy Transitions** – Healthy Transitions is a program between Region Ten Community Services Board and District 9 Probation and Parole, which provides psychiatric services, medication, and case management to recently released ex-felons. This program was created to ensure that mental health services are easily accessible and available to ex-offenders after their release. With mental health support, ex-felons are able to actively seek and maintain employment.

- **Albemarle Charlottesville Regional Jail (ACRJ) Inmate Work Release** – Currently incarcerated non-violent offenders at the local jail are eligible for work release opportunities. This program allows the inmates to reduce the fines and fees for their hours worked. This program also teaches or reinforces workplace job skills. Inmate work crews currently assist local governments and non-profit agencies with project assistance.

Best Practices and Examples

- **The Doe Fund's Ready, Willing & Able program, New York City** – This program offers homeless and formerly incarcerated individuals transitional work and housing, case management, life skills, educational assistance, occupational training, and job readiness services. (*http://www.doe.org/rwa.cfm*)

- **Fatherhood Court, Washington, D.C.** – This program offers formerly incarcerated parents, who are behind in child support payments, an opportunity to have another chance after being released from jail/prison. Participants in the program have access to a variety of skill building classes including: job training, support groups, counseling, personal finance management, parenting classes, access to attorneys and judges, and a chance to strengthen the relationship with the child(ren). (*http://cssd.dc.gov/page/fathering-court*)

- **Boaz and Ruth, Richmond, VA** – A 501(c)3 based in Richmond's Highland Park neighborhood, Boaz and Ruth offers on-the-job training and job readiness skills for ex-offenders. Highland Park is in the center of six of the seven census blocks that have the highest number of people returning from incarceration. Boaz and Ruth operates six social enterprises where ex-offenders gain needed workplace and life skills. Boaz and Ruth clients also have access to GED classes, computer training, and computer labs. The organization has a mission of rebuilding lives and communities. Its three key strategies are empowering, rebuilding, and connecting. Through empowerment, it hopes to restore buildings in the commercial corridor of Highland Park, operate social enterprises, and provide jobs. The group attempts to rebuild the lives of citizens who need a new start through relationships, transitional jobs, and training. (*http://www.boazandruth.com*)

- **D.C. Central Kitchen, Washington, D.C.** – The Culinary Job Training Program prepares unemployed, underemployed, previously incarcerated persons, and homeless adults in the foodservice industry. A 14-week culinary curriculum teaches all different aspects of working in a commercial kitchen. The course also offers self-empowerment sessions to provide a holistic approach to encourage open dialogue about personal challenges and develop strategies for dealing with them. A Workforce Development Coordinator teaches the students the importance of job-readiness skills, such as punctuality, resume writing, computer literacy, interviewing techniques,

positive work attitude and teamwork. All graduates complete the ServSafe Food Protection Manager's Certification Course. Students also receive a weekly transportation stipend and participate in a one week internship at a hotel in order to receive on-the-job training. (*http://www.dccentralkitchen.org/cjt*)

- **Sweet Beginnings, LLC** – Located in Chicago, Illinois, Sweet Beginnings is a wholly owned subsidiary of the North Lawndale Employment Network and offers full-time transitional jobs for formerly incarcerated individuals and others with significant barriers to employment in a green industry – the production and sales of all-natural skin care products featuring its own urban honey. Sweet Beginnings workers care for the bees and hives, harvest honey, make beelove products, package and ship products, track inventory, fill product orders, and sell at retail outlets and special events. These training and work experience modalities transfer to market positions in manufacturing, food service, distribution, warehousing, hospitality, customer service, and more. The recidivism rate for former Sweet Beginnings employees is below 4%, compared to the national average of 65% and the Illinois average of 55%. By providing real work experience in every aspect of the company's production, from harvest to retail sales, Sweet Beginnings increases the future employability of those with barriers to employment. (*http://www.sweetbeginningsllc.com/about-us*)

Recommendations for Progress

- *Criminal History Goal #1 – Reduce the impact that criminal convictions have on employment and transportation. (Last year the Virginia Department of Motor Vehicles reported that 40% of driver's license suspensions were the result of non-driving related convictions.)*

    o **Action Steps for Goal #1**

    1.1 – Through legislative advocacy, City Council could advocate to remove the penalty of driver's license suspension for non-driving related convictions. (*Beginning 2014)*

- *Criminal History Goal #2 – Continue to promote Charlottesville as a "City of Second Chances" by removing barriers for qualified ex-offenders to ensure that they are considered for employment with the City of Charlottesville.*

    o **Action Steps for Goal #2**

    2.1 – Develop City policies and procedures for evaluating whether or not a criminal conviction directly impacts an applicants' ability to fill a vacant City position. The City could develop criteria to guarantee that previous conviction(s) are considered relevant only where such offense(s) have a clear relationship to the work to be performed. (*2014*)

    2.2 – Encourage collaboration among workforce service providers in order to increase the number of ex-offenders placed in jobs. (*2014*)

- *Criminal History Goal #3 – Promote post-release opportunities that will serve to train Charlottesville residents with job skills and workplace skills and assist the transition from incarceration.*

  o **Action Steps for Goal #3**

    3.1 – Continue to work with community partners as a daily reporting center for offenders, which can be an alternative to incarceration, and an evidence-based employment program are explored. (*Ongoing*)

    3.2 – Support the establishment of a post-release program to pay fines and fees with community service. (*2014*)

    3.3 – Support the expansion of the City's Department of Human Services Coming Home to Work Program beyond Parks and Recreation to placement with private sector employers. (*July 2014*)

    3.4 – Encourage the development of a training and business incubation program that is modeled after programs such as DC Central Kitchen, Sweet Beginnings, and Boaz and Ruth. (*2015*)

OBJECTIVE #2: EXPLORE BARRIERS TO EMPLOYMENT AND HOW THEY IMPACT CITY RESIDENTS' ABILITY TO OBTAIN AND RETAIN CAREER LADDER OPPORTUNITIES.

BARRIER #7: HOUSING

Overview (Based on 2007 – 2011 American Community Survey (ACS) Estimates)

The availability of safe, decent, and affordable housing plays an important role in improving self-sufficiency in a variety of ways. While increased job opportunities and greater access to education and training work together to increase the earning potential of individuals, those gains are often meaningless if housing and commuting costs continue to overburden the household budget. Only when there are abundant, affordable housing opportunities located near the area's employment centers will increased self-sufficiency be truly reachable. Furthermore, access to affordable housing often serves as the catalyst needed for individuals to begin to improve their economic situations. Housing instability has detrimental impacts on children and adults, even when it does not result in homelessness. Starting a new job with better wages or finding the time to take a class to improve one's employability is often not possible while in the midst of a housing crisis.

The need for affordable housing in Charlottesville is significant. The number of people who spend more than 30% of their income on housing costs is an important indicator that can be used to track the availability of affordable housing in an area. According to the American Community Survey 5 year estimates for 2007 to 2011, Charlottesville had 17,387 occupied housing units.[33] Slightly more than one third (36%) of the households residing in these units were spending more than 35% of their income towards housing costs, and 28.9% of these households had incomes below $35,000 (45.2% median family income for a family of four). **Furthermore, 7,406, or close to half (45.4%) of all households in the City, spent more than 30% of their income on housing costs** (5,277 renters and 2,129 owner occupied households).[34]

When considering housing issues, Charlottesville must also take students into consideration, as the numbers who pay a disproportionate amount of their income for housing is likely a large part of the aforementioned problem. In an effort to quantify the impact of students, the City needs to be able to separate the students living in City properties from the rest of the population. The University of Virginia Institutional Assessments and Studies data reveals that only 29.7% (6,268 out of 21,206) of all students actually live in University housing, meaning that the majority live off grounds. To further refine this number, the City also needs to know what percentage of the off grounds students actually live within the City limits. Based on a July 2011 utility study for the Rivanna Water and Sewer Authority, the number of UVA students living off grounds was 14,400 out of 21,000 or 68.6% (which is fairly consistent with the

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[33] The total number of housing units was 19,088, which includes 1,701 vacant units.
[34] One component of the generally accepted definition of affordability is for a household to pay no more than 30 percent of its annual income on housing. (*http://www.hud.gov/offices/cpd/affordablehousing*)

information referenced above that reflects 70.3% living off grounds).[35] This information is further broken down by the City of Charlottesville and other areas in the County, reporting a total of 9,300 students living off grounds within the City of Charlottesville, or 44.3% of the total.

Based on the number of students living in the City (per the above), it is assumed herein that there are roughly 3,720 housing units occupied by UVA students (9,300 persons / 2.5 persons per household).[36] Furthermore, while these individuals are paying higher percentages of their income for housing, they likely have access to other resources via their families (i.e., parents, grandparents, etc.). Removing this number from the ACS data significantly changes the overall picture of affordability in Charlottesville. **Specifically, when students are taken into consideration, only 2,125 (13.2%) of the population are spending more than 35% of their income toward housing costs and 3,686 (22.6%) are paying more than 30% of their income toward housing costs**. This number is not meant to belittle the issues faced by families paying more than 30% of their income for housing or to suggest that having 22.6% of the population being over burdened with housing costs is acceptable, but this does provide a more accurate assessment of the degree of the problem.

As to those unable to pay for housing, the Thomas Jefferson Area Coalition for the Homeless (TJACH) annual Point-In-Time Count for 2013 documented 232 sheltered homeless individuals, of which 29 were children and 28 were unsheltered adults. When accounting for those currently sheltered in permanent supported housing, the total count for sheltered and unsheltered individuals is 195. The homeless population is not included in Census data because of the transient nature of such individuals; however, they are an important demographic to consider in any discussion regarding affordable housing because of the potential impact on housing supply.

Successful Community Initiatives

- **Charlottesville Housing Fund** – A Capital Improvement Project (CIP) allocation averaging over $1.4 million to specifically address affordable housing that has been in place since fiscal year 2007 and 2008. Funds are currently equivalent to $0.03/1,000 of tax revenue. If funding was shifted from CIP to tax based contributions the amount could vary and actually decrease with property values that are subject to market variation and the national economy. The current CIP allocation reflects the City's recognition of affordable housing as part of the required community "infrastructure." Funds are awarded through a request for proposal or through strategic investments and are overseen by Neighborhood Development Services.

- **Home Energy Fund** – The Home Energy Fund is another CIP allocation of $125,000 per year. Through non-profit partners, it provides funds for low income home owners to make energy efficiency upgrades to their homes. Since 2008, almost 100 households have benefited.

- **Block by Block Pilot** – This is a new program that is a collaborative effort among non-profits, UVA, and the City to target funds into a specific micro-neighborhood. Similar to the

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[35] "Rivanna Water and Sewer Authority Water Demand Analysis" *AECOM*. July 5, 2011.
[36] This number is a conservative estimate based on the fact that university apartments range from 1 to 4 persons per unit.

Neighborhoods in Bloom program in Richmond, the idea of the program is that concentrated funds will have a bigger impact on positive community change than scattering funds across the City. Work began on this program in spring 2013.

- **Strategic Investment Area (SIA)** – The SIA study is a planning effort focused on how to 1.) rebuild and preserve public and assisted housing as part of an integrated plan for revitalizing neighborhoods hallmarked by concentrated poverty; 2.) catalyze coordinated investments in neighborhood revitalization, including improvements in infrastructure, education and community assets that attract businesses and industries; 3.) build the foundations for economically viable neighborhoods of opportunity and choice within one of the City's most distressed communities by promoting mixed income residential development without displacement and employment growth; 4.) address interconnected challenges including: housing decay, crime, disinvestment, health disparities, adult educational opportunities, transportation, and economic opportunities for youth and adults; and 5.) create a healthy, viable neighborhood with urban amenities such as public parks, institutions like libraries and excellent food sources and safe, interconnected streets that promote walking, biking, and efficient public transit.

- **Piedmont Housing Alliance (PHA)** – PHA creates housing and community development for very low- to moderate-income families and individuals in the Charlottesville area. It aims to improve the quality of life for local communities by engaging in socially driven community development, renovating and building new affordable multifamily housing for low-income families, and undertaking neighborhood revitalization projects. PHA lends money to help homebuyers and homeowners in need, assists local enterprises engaged in affordable and community-oriented developments, and teaches financial literacy and management.

- **Albemarle Housing Improvement Program (AHIP)** – Established in 1976, AHIP is a non-profit organization that provides safe and decent housing for low-income neighbors. Its assistance includes housing rehabilitations, emergency repairs, a variety of support services, and affordable rental units. Since its founding, AHIP has assisted more than 3,500 people ranging from inner city to rural locations.

- **Habitat for Humanity of Greater Charlottesville** – Habitat for Humanity partners with low-income families, volunteers, and the communities of greater Charlottesville in an effort to create simple, affordable, and decent housing. In response to the local affordable housing crisis, Habitat for Humanity Charlottesville has created its "New Paradigm" approach for affordable housing, which shifts the focus from single homes to whole neighborhoods and communities.

- **Local Energy Alliance Program (LEAP)** – LEAP is nonprofit energy services organization that assists homes and business owners in facing energy bill costs while mitigating the effects of climate change. Based in Charlottesville, LEAP helps local communities to implement energy efficient technologies in buildings, promotes cost savings for families and businesses, encourages energy self-reliance, and addresses the issue of climate change.

Best Practices and Examples

- **Housing Trust Funds that are permanent and/or dedicated sources of funding for housing.**

  o **Virginia Housing Trust Fund (HTF)** – The Virginia Housing Trust Fund was created with an initial allocation of $7 million. The HTF became operational on July 1, 2013. The funding for the HTF came from a one-time payment that Virginia received as a part of the National Mortgage Settlement Agreement. No long-term funding source has yet been identified for the HTF. The HTF will be administered jointly by the Virginia Department of Housing and Community Development (VDHCD) and the Virginia Housing Development Authority (VHDA). The funds are divided into two classes – grants and flexible loans. Up to 20% of the funds may be used for grants, with a special focus on reducing homelessness, including foreclosure and mortgage counseling. The rest of the funds are designated for loans that will need to be repaid to the fund.
  (*http://leg2.state.va.us/dls/h&sdocs.nsf/By+Year/RD2882012/$file/RD288.pdf)*

  o **City of Alexandria Housing Trust Fund/Housing Opportunities Fund (HTF)** – In Alexandria, the Housing Trust Fund is comprised of voluntary developer contributions for support of affordable housing. The HTF is part of the Housing Opportunities Fund (HOF), which also includes City of Alexandria general fund monies and federal HOME funds. HOME funds are the largest Federal block grant to State and local governments designed exclusively to create affordable housing for low income households. The HTF and HOF funds were established in 2002 in the City of Alexandria.
  (*http://alexandriava.gov/housing/info/default.aspx?id=361#HOF*)

  o **Arlington County Affordable Housing Investment/HOME Fund Program (AHIF/HOME Program) –** The AHIF/HOME program is the County's main financing program for the development of affordable housing. Comprised of local (from dedicated portion of recordation tax and payments in lieu of units from ADU ordinance) and federal dollars, this revolving loan fund provides low-interest, secondary loans as an incentive for developers to providing affordable housing. Approximately $9.5 million in new funding annually plus loan repayments, developer contributions, and payoffs keep the revolving loan fund growing. The Affordable Housing Investment Fund (AHIF) was established in 1988 as a revolving loan fund, AHIF has helped to create the majority of Arlington's 6,500+ committed affordable rental units that benefit low income households.

  The **Affordable Housing Investment Fund** (AHIF):
    - Provides low-interest, subordinate loans for developers of affordable housing. Loans total over $200 million since 2000;
    - Provides financing for development of affordable housing;
    - Prevents massive displacement of residents with low and moderate incomes;
    - Subsidizes moderate and substantial rehabilitation to keep affordable housing safe and efficient; and
    - Prevents significant loss of affordable housing units in multifamily projects.

The **Affordable Housing Investment Fund** has been used with other affordable housing financing programs including the Low Income Housing Tax Credit (LIHTC) program, tax-exempt or taxable bonds, other federal and state funding sources, and private financing. **The process:** discuss with staff, then submit application; requires Housing Commission review and County Board approval. **Threshold criteria include:** must highly leverage other financial sources, must provide affordable housing for a minimum of 30 years (60 years preferred), and must demonstrate that no additional AHIF dollars will be required for project feasibility. **Eligible activities include:** acquisition, rehabilitation and/or development of affordable multifamily units, specialized housing for the elderly, the homeless, or persons with disabilities, affordable home ownership opportunities, and project planning/pre-development funds for site-specific projects (extraordinary situations only).
(http://www.arlingtonva.us/departments/CPHD/housing/development/CPHDHousingDev AHIF.aspx)

- **Coordinated efforts of homeless service providers that help with transition to rapid rehousing model.**

  o **Fredericksburg Rapid Rehousing Effort** – Homeless service providers in Fredericksburg have joined together to work cooperatively to secure both Emergency Solutions Grant (ESG) and Homeless Solution Grant (HSG) funds and to utilize rapid rehousing funding, which is currently available through both federal and state funding sources. At the agency level, the following work together to provide support services and funding to facilitate rapid rehousing efforts: 1.) Micah Ministries – church based coalition focused on chronic homeless, 2.) Thurman Brisben Center – homeless shelter provider, 3.) Empowerhouse – formerly Rappahannock Council on Domestic Violence, and 4.) Hope House – focuses on homeless female-headed households. Each of these agencies is responsible for: identifying housing ready clients, approving internal support and funding, making application to the housing locator for placement, and supporting the re-housing process through case management once clients have been housed. Combined, these organizations provide funding support for the housing locator (housed at the Central Virginia Housing Coalition) who finds local landlords, receives agency referrals of housing-ready clients, works with applicants and manages the waiting list, as well as coordinates move in needs with clients and working with agencies for ongoing support and monitoring. This example of a coordinated approach is one that could be replicated in Charlottesville. Involvement of agencies such as PACEM, TJACH/The Haven, Salvation Army, MACAA Hope House, Region Ten Mohr Center, etc. is essential and will require these organizations to work together and support rapid rehousing as a viable model.

  o **Fairfax-Falls Church Housing Locator Network** – The Fairfax County Office to Prevent and End Homelessness (OPEH) and the Fairfax-Falls Church Community Partnership to Prevent and End Homelessness are committed to working with the Housing First model, as they focus on implementing the "Blueprint for Success: Strategic Directions for the Plan to Prevent and End Homelessness in the Fairfax-Falls Church

Community." This effort includes strong public/private partnerships, as well as collaboration between non-profit homeless service providers. Initially established using local dollars, the Housing First program grew with the use of Federal stimulus funding, to include training (landlord communications/ outreach) and case management (working with individuals and families to place them in housing). The Housing Locator network within the County includes involvement by various non-profit service providers working under contact with Fairfax County. The program works to understand the unique set of needs and challenges that prospective renters face when searching for a stable place to live. Housing Locators walk individuals and families through the entire rental process. They also provide valuable landlord connection resources, financial planning, and access to a comprehensive Responsible Resident training course. Housing Locators are in many ways like Real Estate Agents for homeless families.
(*http://www.fairfaxcounty.gov/homeless*) and
(*http://housinglocatornetwork.com/About_Us.html*)

- **Using local housing funds to support rental vouchers rather than construct housing units.**

  o **U.S. Housing & Urban Development Rental Assistance Demonstration (RAD) Program** – HUD recently proposed allowing certain properties to convert to long-term Section 8 rental assistance contracts. In late December 2012, HUD announced its initial awards under the RAD. The initial application period for Public Housing and Moderate Rehabilitation (Mod Rehab) properties under the first component of the RAD program closed on October 25, 2012. HUD received and reviewed 116 applications proposing to convert 12,940 units. These applications represented a broad range of applicants in terms of Public Housing Authority (PHA) size, geographic distribution, conversion type, and financing sources. HUD awarded 112 applications a "Commitment to enter into a Housing Assistance Payment contract (CHAP)," which will assist a total of 11,910 units. HUD's list of awardees provides more information, but in Virginia there were two awards: 1.) Richmond Redevelopment & Housing Authority (373 units at the Fay development) and 2.) Hopewell Redevelopment & Housing Authority (130 units at Kippax Place and Piper Square). HUD also has been accepting and reviewing requests on a rolling basis for conversions under the second component of RAD, which is open to Rent Supplement, Rental Assistance Payment, and Mod Rehab properties.
  (*http://www.ncsha.org/blog/hud-announces-initial-rad-awards#sthash.ZabgNvXY.dpuf)*
  and (*http://portal.hud.gov/hudportal/HUD?src=/RAD*)

Recommendations for Progress

Six key areas have been identified as needing to be addressed in order to overcome the barrier of lack of safe, decent, and affordable housing: homelessness prevention and reduction, public housing needs, home-owner rehabilitation, new construction, rental housing, and funding. These goals, as a whole, span the housing needs of low- to moderate-income residents in Charlottesville. It is important to note though the lower the income, the greater the need is for supportive services. These supportive services or supportive housing models are important because they help ensure long-term housing stability as well as increase the likelihood the individual or family is able to move up from their current situation. For

example, a homeless family that receives supported housing will be more likely and able to move from transitional supported housing to subsidized housing to the ultimate goal of market rate housing. Also, in implementing these goals, consideration should be given to an overarching goal of de-concentrating poverty both within geographic boundaries and within the City's elementary schools.

- *Housing Goal #1 – Reduce the number of homeless families and individuals, as well as reduce the time spent without housing.*

    o **Action Steps for Goal #1**

    1.1 – Increase the number of available supportive housing units implementing a scattered site approach. (*Ongoing*)

    1.2 – Look into the feasibility of building permanent, supported housing that meets the needs of homeless families. (*2016*)

    1.3 – Encourage local homeless service providers to work more cooperatively and utilize local funding sources (i.e., Annual Budget Review Team (ABRT) and Charlottesville Housing Fund) to facilitate this. (*Underway*)

    1.4 – Support the creation and possible funding of a housing locator position similar to those mentioned in the best practices as a method of successful rapid rehousing. (*2013*)

- *Housing Goal #2 – Ensure that public housing in Charlottesville is safe and decent and meets the needs of current and future residents, as well as reduce the number of people and time spent on the waiting list.*

    o **Action Steps for Goal #2**

    2.1 – Update and/or redevelop public housing sites consistent with best practices, available funding sources, and the Resident Bill of Rights. (*Unknown*)

- *Housing Goal #3 – Maintain and improve the quality of Charlottesville's housing stock by providing homeowner rehabs to address structural and emergency needs.*

    o **Action Steps for Goal #3**

    3.1 – Provide continued funding for scattered site rehab, comprehensive neighborhood rehab, and emergency repair. (*Ongoing*)

- *Housing Goal #4 – Add units of new affordable housing in order to meet the needs of the community.*

    o **Action Steps for Goal #4**

    4.1 – Continue to support opportunities to work with non-profit and private developers to build additional units of affordable rental and home-ownership housing, and work with

the Thomas Jefferson Community Land trust to provide permanently affordable housing. (*Ongoing*)

4.2 Create a GIS-based affordable housing suitability model to help facilitate policy decisions relative to placement of and financial support for affordable housing in the City. (*2015*)

- *Housing Goal #5 – As land and new development opportunities become scarcer, find other ways to address the need for affordable rental units in the City.*

  o **Action Steps for Goal #5**

  5.1 – Look into the creation of a locally funded voucher program (will require a permanent source of affordable housing funding) as an alternative and/or supplement to other efforts to build additional units of affordable rental housing. (*2016*)

- *Housing Goal #6 – Support the efforts of housing providers by funding projects and filling financing gaps.*

  o **Action Steps for Goal #6**

  6.1 – Create a permanent and dedicated source of funding for affordable housing. (*July 2016*)

  6.2 – Repurpose the Strategic Investment Fund (the portion earmarked for housing support) to provide short-term loans and/or gap financing for affordable and/or mixed-use, mixed-income projects at or slightly more than the most recent bond rate. (*2013*)

OBJECTIVE #3

MAKE OVERARCHING RECOMMENDATIONS FOR WORKFORCE DEVELOPMENT STRATEGIES BASED ON BEST PRACTICES AND INNOVATIVE SOLUTIONS THAT WILL HELP MOVE CITY RESIDENTS TOWARDS SELF-SUFFICIENCY.

OBJECTIVE #3: MAKE OVERARCHING RECOMMENDATIONS FOR WORKFORCE DEVELOPMENT STRATEGIES BASED ON BEST PRACTICES AND INNOVATIVE SOLUTIONS THAT WILL HELP MOVE CITY RESIDENTS TOWARDS SELF-SUFFICIENCY.

RECOMMENDATION #1: FORM A COMMUNITY COUNCIL THAT WILL SERVE IN AN ADVISORY CAPACITY TO THE CITY WHEN DEVELOPING AND IMPLEMENTING ITS WORKFORCE DEVELOPMENT EFFORTS AND STRATEGIES.

In recent years, many localities throughout the United States have formed bodies (of various names) to provide input and guidance on workforce issues facing their communities. Whether they are called a council, committee, board, or something else altogether, most of these groups essentially serve the same function – to provide a forum where businesses/employers, educational institutions, community-based organizations, other stakeholders, and government staff can come together to increase their collective capacity to address the challenges confronting the local workforce, and in turn, their community's economic competitiveness.

One example of such a body is *Baltimore County, Maryland's Workforce Development Council* (estimated population 800,000). The Council's primary responsibility is to provide policy guidance and oversight of the local workforce development system. More specifically, the Council provides input and direction regarding industry trends to ensure employment and training strategies are consistent with local labor market demands. The Council recommends marketing and promotional activities to the business community that will increase awareness of the County's Workforce Development Division as a source of trained employees. The Council also supports and promotes new initiatives, partnerships, and linkages that have a positive effect on the long-term economic growth of Baltimore County. The Council is comprised of more than twenty members from private sector businesses, organized labor, educational agencies, rehabilitation agencies, and community-based organizations. Meetings are held every other month and often include presentations and discussions around topics such as the labor market, global workforce development condition, and regional economic development issues. The Council is staffed by the County's Department of Economic Development.

The City of Charlottesville currently has representation on the Piedmont Workforce Network's (PWN) Workforce Investment Council (Kathy Galvin, City Council) and Workforce Investment Board (Hollie Lee, Office of Economic Development). The PWN, created under the directive of the Workforce Investment Act, is a regional group that includes all of Planning Districts 9 (Counties of Culpeper, Fauquier, Madison, Orange and Rappahannock) and 10 (City of Charlottesville and the Counties of Albemarle, Fluvanna, Greene, Louisa and Nelson). It has the central role of providing leadership and direction on local strategic workforce issues, identifying local needs, and developing strategies to address those needs from a regional perspective. Because the SAT feels that the City has unique workforce needs requiring strategies that might not be suitable for all PWN partners (especially those in Planning District 9), the SAT suggests the creation of a City-specific council/board/committee that will serve in an advisory

capacity to City Council and staff when developing and implementing workforce development efforts explicitly for City residents.

OBJECTIVE #3: MAKE OVERARCHING RECOMMENDATIONS FOR WORKFORCE DEVELOPMENT STRATEGIES BASED ON BEST PRACTICES AND INNOVATIVE SOLUTIONS THAT WILL HELP MOVE CITY RESIDENTS TOWARDS SELF-SUFFICIENCY.

RECOMMENDATION #2: DEVELOP A FORMAL PARTNERSHIP WITH THE WORKFORCE CENTER – CHARLOTTESVILLE BY ESTABLISHING A DOWNTOWN SATELLITE WORKFORCE CENTER TO ENSURE THAT CITY RESIDENTS HAVE ACCESS TO TRAINING OPPORTUNITIES AND RESOURCES THAT WILL HELP THEM MEET LOCAL EMPLOYERS' WORKFORCE NEEDS.

The Virginia Workforce Center – Charlottesville (WFC) is located at 2211 Hydraulic Road in the City of Charlottesville. The WFC, by drawing upon the expertise and resources of seven workforce development service providers located in the Center, offers two main types of services – job seeker services and employer services. As far as job seeker resources are concerned, the WFC offers an array of resources, free of charge, to qualifying adults (e.g., people with disabilities, veterans, TANF recipients, migrant and seasonal farm workers, unemployed, underemployed and employed individuals, etc.). In general, there are three levels of job seeker services available through the Center and customers can move from one level to the next or receive services from more than one level, depending on their needs. The first level of services is called core services and they are usually self-directed in nature and available to the customer regardless of eligibility. Intensive training and career education services may be available contingent on program eligibility requirements and funding limitations. In addition, support services may be provided to people receiving any service, so that the services an individual receives are effective. Many of the job services are geared towards the improvement of workplace skills. These services include, but are not limited to, the following: work skills exploration, resume development, job search skills training, networking skills training, and interview techniques.

In addition to job seeker resources, the WFC also offers business services to employers. Specifically, the WFC offers screening and recruitment services such as utilization of the Virginia Workforce Connection to post jobs and requirements, help with developing job descriptions that fit an employer's work environment, and assistance identifying qualified candidates and screening them based on employer criteria. Businesses can also use the WFC's meeting spaces, free of charge, to interview candidates. Additionally, the WFC offers training services such as pre-training and on-the-job training support for employers.

Given the vast array of services that the WFC can provide job seekers and businesses, the SAT recommends that the City of Charlottesville establish a *formal* partnership with the WFC to ensure that all City residents have access to training opportunities and resources that will help them meet local employers' workforce needs. The City should meet with WFC staff to discuss the unique training and development needs of job seekers residing in the City, especially those who have traditionally been

considered hard to hire, and work with them to establish a plan of action in preparing these individuals for future employment.

Additionally, this formal partnership should include the establishment of a *satellite workforce center* in downtown Charlottesville (location to be identified) that is supported by the Charlottesville Workforce Center through a memorandum of understanding (MOU). The WFC would have responsibilities such as providing employment resources and library materials, assuring access to WFC management and staff for support, and marketing the satellite center as a WFC extension. In turn, the City would agree to host the satellite location, fund the center resources, and provide staff. This arrangement would be similar to the one that the WFC has with the Albemarle County Department of Social Services' Career Center. The SAT feels that such a partnership would help solidify the City's relationship with the WFC, while at the same time, improving City residents' access to job seeker services.[37]

Relative to business services, the Piedmont Workforce Network, which provides oversight to the WFC, recently hired a Business Outreach & Marketing Manager who serves as a liaison between local economic developers (and the businesses that they serve) and the WFC's Business Services Team (BST). The Business Outreach & Marketing Manager serves as the single point of contact for employers interested in utilizing the WFC's business services. This individual helps assess the needs of the businesses, take these needs back to the BST for discussion, and then works with the BST to develop a seamless plan of action for the employer. The SAT sees this position as much needed in order to ensure that employers' workforce needs are properly identified and addressed in an efficient manner. OED staff has already met with the new Business Outreach & Marketing Manager to discuss how both parties can work together to assist City businesses with their workforce needs.

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[37] The WFC, located at 2211 Hydraulic Road, is not directly on a bus line, which makes access to the Center difficult for some City residents. Additionally, a recent evaluation found that a round-trip on a CAT bus to the WFC from downtown Charlottesville takes a little over an hour. This length of time is further exacerbated if residents have other issues such as physical disabilities, childcare situations, etc.

OBJECTIVE #3: MAKE OVERARCHING RECOMMENDATIONS FOR WORKFORCE DEVELOPMENT STRATEGIES BASED ON BEST PRACTICES AND INNOVATIVE SOLUTIONS THAT WILL HELP MOVE CITY RESIDENTS TOWARDS SELF-SUFFICIENCY.

RECOMMENDATION #3: EXPLORE THE POSSIBILITY OF ESTABLISHING A PEER-TO-PEER NETWORK WITHIN CHARLOTTESVILLE'S LOW-INCOME NEIGHBORHOODS THAT WILL PROVIDE CITY RESIDENTS WITH THE WORKPLACE TRAINING, BASIC SKILLS TRAINING, SUPPORT SERVICES, AND JOB PLACEMENT SERVICES NECESSARY TO MEET EMPLOYERS' WORKFORCE NEEDS.

The City of Charlottesville's low-income residents face a whole host of issues. Most concerning is the poverty cycle, which traps these citizens in a perpetuating low-income state due to a lack of community resources, development opportunities, educational programming, and career initiatives. To help break this cycle, many communities across the country have instituted peer-to-peer programs, often referred to as peer-to-peer networks, within their low-income neighborhoods to address these issues, provide resources, and help people get into jobs. The unique aspect of peer-to-peer networks is that they are often started by, and operated by, leaders within the communities they intend to serve as opposed to governmental bodies. This helps develop trust and commitment to the program.

One of the most well-known examples of a peer-to-peer program is Strive International, a New York-based job training and placement program for adults and, in particular, those who are chronically unemployed. STRIVE uses a "tough love" approach to improve behaviors, which includes a short, intense training period on attitude, self-presentation, and other workplace skills coupled with job placement and long-term follow-up. It also offers industry specific skills training in green construction, office operations, certified nursing, medical billing, and several other high growth sectors. During this training, participants use role playing to learn important workplace skills. Participants can be dismissed or "terminated" for not meeting workplace standards, with the goal of instilling the idea that people don't "get fired" – they "fire" themselves. Each participant has a case manager for one-on-one support in the process. STRIVE also offers referrals for other issues that impact employment such as childcare, legal assistance, housing assistance, mental health services, domestic violence counseling, and parenting skills. The STRIVE model is used in more than twenty communities throughout the U.S. including Baltimore, MD; Charlotte, NC; Greenville, NC; and Washington, DC.

Another similar program is Cincinnati Works, which seeks to eliminate poverty in the greater Cincinnati area through successful job placement and retention. The program offers job readiness training free of charge to qualified individuals. This training focuses on employer expectations, business etiquette, attitude, interviewing, and other similar workplace skills. Then, through either job search assistance or established employer connections, the program ensures that the individual obtains and maintains employment. The program attempts to secure employment paying $8.00 to $12.00 per hour and offering health benefits. Additionally, there are support services offered, which address childcare, transportation, and personal improvement/career advancement. According to program statistics, 67% of those it assists

have children and 72% rely upon public transportation. The program operates with a staff of twenty-two and large number of volunteers and donations.

In light of the success that other communities have experienced from instituting peer-to-peer networks, the SAT recommends that the City explore the possibility of establishing a peer-to-peer network within Charlottesville's low-income neighborhoods that will provide City residents with the workplace training, basic skills training, support services, and job placement services necessary to meet employers' workforce needs. Exploration into such a program would include further benchmarking, discussions with comparable localities where programs of this nature have been instituted, discussions with stakeholders (e.g., City of Promise, churches, neighborhood groups, etc.), cost estimates, etc.

CONCLUSION

For this report, the SAT has attempted to provide City Council with a comprehensive overview of workforce development as it relates specifically to low-income residents within the community who are struggling to attain self-sufficiency. This includes a detailed look at the City's labor force, jobs situation, and workforce development services, as well as the identification of major barriers facing City residents as they try to obtain and maintain employment. To address these barriers, the SAT has also developed numerous recommendations, all of which contain a series of action steps to be taken over the next three to five years. Additionally, the SAT has made three overarching recommendations that it feels could have significant impact on residents' workforce needs, if realized.

In closing this report, it is of great importance to note that moving City residents out of poverty and towards self-sufficiency is not going to be an easy task and that there is always a possibility that the issue may never entirely be *solved*. However, the SAT believes that this issue can be addressed to the fullest extent possible if the City, in partnership with community organizations and concerned citizens, makes a long-term commitment to seeing that the recommendations in this report are implemented. (*See Appendix J, pages 114-115, City Resident Pathways to Self-Sufficiency, which attempts to show how low-income residents could achieve self-sufficiency as a result of the various recommendations in the report if approved.*) In some instances, the City may need to take the lead in implementation – designing, developing, funding, staffing, and operating workforce development programs and initiatives. In others, the City may be more of a catalyst that brings together community partners/organizers who will ultimately undertake the various efforts. (An example of this could be the SAT's recommendation for a peer-to-peer network. Although the SAT feels that such a program would be invaluable to the low-income residents of Charlottesville, it feels that the program will have the best opportunity for success if operated by a non-governmental organization that is "well-trusted" by the City's low-income neighborhoods.)

To ensure implementation of the recommendations and the further alignment of economic and workforce development efforts as means to moving low-income City residents towards self-sufficiency, the issues that have been brought to the forefront in this report must be recognized as high priority. The SAT feels that this can be done in the following ways:

1. Identify recommendations from the soon-to-be released SIA study that relate to economic and workforce development and determine how they can be integrated with SAT recommendations/efforts, as the SIA is home to many of the low-income residents this report is targeting.

2. Issue a directive requiring the connection of the Human Services Needs Assessment and the ABRT process that gives funding priority to organizations/programs addressing the economic and workforce development issues in this report.

3. Recognize workforce development and more specifically, this report and the recommendations included herein, as high priority when developing the City's strategic plan later this year and the FY 2015 budget (as well as future budgets).

4. Immediately establish a City-focused workforce advisory council that will help the City prioritize its workforce efforts and begin taking steps towards implementation.

5. Reclassify one Economic Development Specialist position in the OED to include both economic and workforce development job duties and responsibilities. This will allow for the further alignment of the City's workforce development and economic development efforts, accountability for the implementation of the recommendations in this report, and continued attention to the issue of self-sufficiency.

Again, the SAT feels strongly that the suggestions made above can assist with implementation of the recommendations made in this report. However, it is ultimately up to City Council to make the final decision on which recommendations it would like to pursue and if/how it would like to proceed with making workforce development and economic prosperity for all Charlottesville residents one of the City's highest priorities in the coming years. In light of this, the SAT asks for clear direction from Council on next steps. The Team's members stand ready to take action as soon as Council makes its priorities known.

APPENDICES

APPENDIX A: Depiction of SAT Recommendations

STRATEGIC ACTION TEAM ON WORKFORCE DEVELOPMENT
JULY 11, 2013

PURPOSE

The Strategic Action Team on workforce development (SAT) is a multidisciplinary group of City staff designed to provide input to City Council on workforce issues crossing traditional areas of departmental responsibility.

CHARGE

Foster employment opportunities that move City residents towards self-sufficiency.

OBJECTIVES

#1—Identify existing workforce development agencies and organizations in the Charlottesville community and the services they provide to City residents.

#2—Explore barriers to employment and how they impact City residents' ability to obtain and retain career ladder opportunities.

#3—Make overarching recommendations for workforce development strategies based on best practices and innovative solutions that will help move City residents towards self-sufficiency.

DELIVERABLE

Develop a plan for City Council's consideration by June 30, 2013.

TERMS

Adult Learning Center (ALC)

Career Readiness Certificate (CRC)

Charlottesville Department of Social Services (CDSS)

Community Development Block Grant (CDBG)

General Equivalency Diploma (GED)

Office of Economic Development (OED)

Thomas Jefferson Adult & Career Education (TJACE)

Virginia Initiative for Employment Not Welfare (VIEW)

OVERARCHING RECOMMENDATIONS

Form a community council that will serve in an advisory capacity to the City when developing and implementing its workforce development efforts and strategies.
$$ / ☺☺ / !!!

Establish a formal partnership with the Workforce Center by establishing a downtown satellite center to ensure that residents have access to training opportunities.
$$$ / ☺☺☺ / !!!

Explore the possibility of establishing a peer-to-peer network within Charlottesville's low-income neighborhoods that will provide residents with training and resources.
$$$$ / ☺☺☺☺ / !!!

BARRIER RECOMMENDATIONS

BARRIER #1
JOB CREATION

Assist with the creation of 250 new, semi-skilled jobs located within City limits in 5 years through active recruitment.
$$$ / ☺☺☺☺ / !!!

Assist existing and growing businesses with the creation of 250 additional jobs over 5 years.
$$ / ☺☺☺☺ / !!!

Work to ensure that training programs align with the needs of new and existing businesses.
$ / ☺☺☺ / !!

Develop a strategy for the OED's business visitation program that focuses on workforce needs.
$ / ☺ / !!

Continue to support our community's entrepreneurial efforts.
$$ / ☺☺ / !!!

BARRIER #2
BASIC LITERACY

Work with TJACE and the ALC to implement a PluggedIn program.
$$ / ☺☺☺ / !!!

Raise awareness about changes to GED testing and develop strategies for addressing changes.
$ / ☺☺ / !!

Explore the CRC in Charlottesville and develop and implement a marketing campaign to promote it.
$$ / ☺☺☺ / !!!

Work with partners to maximize available training dollars for job seekers and wage subsidies for employers.
$ / ☺☺ / !!!

Work with Piedmont Futures to expose City youth to career opportunities in Charlottesville.
$ / ☺ / !

BARRIER #3
WORKPLACE SKILLS

Design and implement pilot of VIEW's career training track program using CDBG funding.
$$ / ☺☺☺ / !!!

Design and implement pilot of the Section 3 Training to Employment Program using funding from the Charlottesville Housing Fund.
$$ / ☺☺☺ / !!!

Implement Customer Service: In Action Program for CDSS's VIEW clients, as well as job seekers in the Charlottesville community at large.
$ / ☺ / !!

Work with Charlottesville City Schools to explore the possibility of reinstituting Junior Achievement.
$$ / ☺☺☺ / !!!

BARRIER #4
TRANSPORTATION

Design and implement a subsidized bus pass program for City residents seeking employment.
$$$$ / ☺☺ / !!!

Enhance partnerships with non-profits that offer transportation assistance to low-income residents.
$$$$ / ☺☺☺ / !!!

Explore the feasibility of implementing a bike ridership program.
$$ / ☺☺☺ / !!

Engage the private sector to develop innovative solutions that address issues of transportation.
$$ / ☺☺☺ / !!!

Encourage efforts to improve driver's license assistance/restoration support.
$ / ☺☺☺ / !

BARRIER #5
CHILDCARE

Encourage increased affordable childcare options for low-income earning parents in the community.
$$ / ☺ / !!!

Increase the availability of and accessibility to childcare options during non-traditional hours.
$$$ / ☺☺☺ / !!!

BARRIER #6
CRIMINAL HISTORY

Reduce the impact that criminal convictions have on employment and transportation.
$ / ☺☺☺ / !!

Continue to promote Charlottesville as a "City of Second Chances" by removing barriers for qualified ex-offenders to ensure that they are considered for employment with the City of Charlottesville.
$ / ☺☺☺ / !!

Promote post-release opportunities that will serve to train Charlottesville residents with job skills and workplace skills and assist the transition from incarceration.
$$ / ☺☺☺ / !!!

BARRIER #7
HOUSING

Reduce the number of homeless, as well as time spent without housing.
$$$$ / ☺☺☺☺ / !!!

Ensure that public housing in the City is safe and decent and meets the needs of residents.
$$$$ / ☺☺☺☺ / !!!

Maintain and improve the quality of the City's housing stock by providing homeowner rehabs.
$$$$ / ☺☺☺☺ / !!!

Add units of new affordable housing.
$$$$ / ☺☺☺☺ / !!!

Find ways to address the need for affordable rental units in the City.
$$$$ / ☺☺☺☺ / !!!

Support the efforts of housing providers by funding projects.
$$$$ / ☺☺☺☺ / !!!

$—MONETARY INVESTMENT   ☺—TIME INVESTMENT   !—IMPACT

An 11x17 printout of this depiction will be given to City Council at the July 11, 2013 work session.

APPENDIX B: Charlottesville Family Living Simulations

The following examples included are based on real life scenarios for families in Charlottesville seeking self-sufficiency. Using data from the Bureau of Labor Statistics and Virginia Department of Social Services, these scenarios demonstrate the challenges and decisions families working to becoming self-sufficient face. The scenarios provide a baseline of information, such as fixed expenses and income, but do not delve into every day expenses and spending challenges.

LIVING SITUATION #1: PUBLIC HOUSING RESIDENT WITH 2 CHILDREN, AGES 1 AND 3

Resident living in public housing is unemployed.

Unemployed	
Expenses	
Rent	($30.00)
Phone	($50.00)
Household	($100.00)
Daycare	0
Income and Subsidies	
Wage	0
TANF*	$389.00
SNAP**	$526.00
Total	**$735.00**

Resident living in public housing is working 32 hours/week as a cashier.

Single Income	
Expenses	
Rent	($509.00)
Phone	($50.00)
Household	($100.00)
Daycare	($200.00)
Income and Subsidies	
Wage	$994.63
TANF	$389.00
SNAP	$450.00
Total	**$974.63**

*Temporary Assistance for Needy Families
**Supplemental Nutritional Assistance Program (formerly food stamps)

Working 32 hours a week earns an extra **$234.63** in additional income. This does not take into account any other expenses, fluctuation in work hours, etc.

Unemployed vs. Earning Income Comparison

LIVING SITUATION #2: MARRIED COUPLE WITH 2 CHILDREN, AGES 4 AND 7
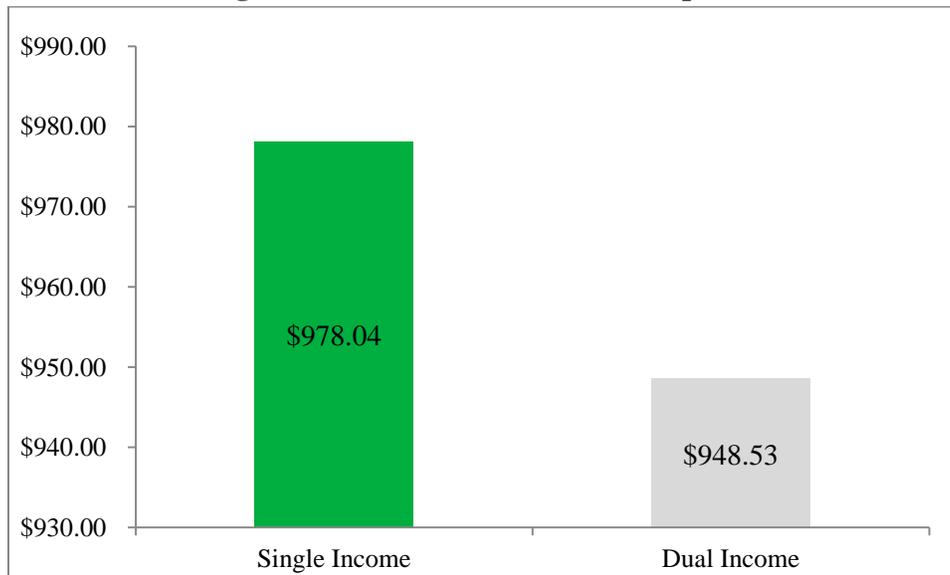
Female is a CNA,
male is unemployed.

Single Income	
Expenses	
Rent	($700.00)
Phone	($100.00)
Utilities	($150.00)
Car Insurance	($30.00)
Gas	($60.00)
Household	($100.00)
Daycare	0
Food (family qualifies for SNAPS)	0
Income and Subsidies	
Female Wage	$1,450.04
Male Wage	0
SNAP	$668.00
Total	**$978.04**

Female is a CNA,
male delivers construction materials.

Dual Income	
Expenses	
Rent	($700.00)
Phone	($100.00)
Utilities	($150.00)
Car Insurance	($30.00)
Gas	($100.00)
Household	($100.00)
Daycare	($600.00)
Food	($668.00)
Income and Subsidies	
Female Wage	$1,450.04
Male Wage	$1,947.49
SNAP	0
Total	**$949.53**

As a full time, dual income earning household, this family's income will be **$ 28.51** less per month. This does not take into account any other expenses, fluctuation in work hours, etc.

Single Income vs. Dual Income Comparison

Economic & Workforce Development Resources In the Charlottesville Community

Economic Development

Workforce Development

VEDP

Piedmont Workforce Network

Section 3

IRC

Albemarle DSS

Charlottesville DSS

Workforce Center

DARS (Formerly DRS)

PVCC Workforce Services

CATEC

TJ ACE/ ALC

K-12 Schools

UVA Continuing & Professional Studies

National College

VEC Veteran's Services

Goodwill WIA/SCESP

MACAA

Worksource Enterprises

OAR Coming Home to Work Program

Charlottesville Dept. of Human Services

Chamber of Commerce

Charlottesville Office of Econ Dev

UVA Econ Dev

CIC

SCORE

SBDC

Albemarle Econ. Dev.

CVPED

SBA

PTAC

VDBA

Business Development

Education

KEY

Local Government

State/Federal Government

Non Profit

Education

Prepared by the Office of Economic Development, City of Charlottesville
Updated, June 2013

APPENDIX D: Workforce Service Providers in Charlottesville

ALBEMARLE DEPARTMENT OF SOCIAL SERVICES & CAREER CENTER (ACDSS)	
Location	1600 5th Street, Suite A Charlottesville, VA 22903
Website(s)	http://www.albemarle.org/department.asp?department=dss http://www.albemarle.org/department.asp?department=dss&relpage=3898
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	Our vision is that individuals and families in Albemarle County are able to meet their full potential and plan for their future. Our mission is to provide services that promote self-sufficiency and support individual and family well-being. Our primary external customers are individuals and organizations who use our services and those who are in need of services.
Key Services	• Job seeker assistance at the Albemarle Career Center is free and available to anyone that comes to the DSS. The Career Center is an inclusive "one-stop" center that can assist the individual in conducting a successful job search and provide guidance and support in all areas of your career advancement. Job search seminars are conducted on a regular basis. They are free and open to the public, however, registration is required. Available tools: resume software and services, resource library, experienced career counselors, local employment information • Childcare Services assist low-income parents who are working and/or are attending school and whose children have childcare needs. Childcare Services are also provided to families who are receiving TANF and are working towards economic self-sufficiency. With welfare reform's increased emphasis on employment, many single parent households become low-income working families. These services are designed to help parents locate affordable quality care to support their efforts toward greater self-sufficiency.

CHARLOTTESVILLE ALBEMARLE TECHNICAL CENTER (CATEC)	
Location	1000 East Rio Road Charlottesville, VA 22901
Website(s)	http://www.catec.org/catec/
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Basic Literacy/Education
Description	CATEC offers academic, career, and technical education programs for high school students in Albemarle, Charlottesville, and Fluvanna
Key Services	• Competency-based academic and technical training that supports workforce standards, industry certification requirements and Virginia's Standards of Learning • A curriculum that emphasizes the application and integration of academics, technology, and technical skills in support of national Technical Preparation (Tech Prep) standards. • Work-based learning experiences that develop the employment and professional skills required for success in the workplace. • A safe, challenging, and supportive educational environment that

	teaches workplace behaviors, teamwork, and quality workmanship.
	• The opportunity to earn verified credits, college credits, industry and professional certifications.
	• Students can:
	o Earn dual enrollment/articulation credits through the community college.
	o Earn verified credits by passing industry and professional organization certifications.
	o Earn the Career & Technical Education seal on your high school diploma.

CHARLOTTESVILLE CITY SCHOOLS (CCS)	
Location	1562 Dairy Road Charlottesville, VA 22903
Website(s)	http://www.ccs.k12.va.us/
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Basic Literacy/Education
Description	The City of Charlottesville values education highly and the Charlottesville City School Division offers the very best in curriculum and community. Neighborhood schools with a global orientation expose students to a wide variety of experiences, viewpoints, and opportunities—preparing them not only for post-secondary education but for life.
Key Services	• Offers classes in Adult Basic Education, English for Speakers of Other Languages (ESL — five levels) • GED Preparation • Family Literacy to improve the ability of adults to meet their goals as parents, workers and community members • Also works with businesses to provide custom-designed classes for employees

CHARLOTTESVILLE DEPARTMENT OF HUMAN SERVICES/ COMMUNITY ATTENTION	
Location	605 East Main Street Charlottesville, VA 22901
Website(s)	http://www.charlottesville.org/Index.aspx?page=29
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	Community Attention provides a range of services including residential and community-based components. We strive to provide cost effective, user friendly, and clinically sound services in the context of interagency collaboration and active family involvement and responsibility. We attempt to individualize services for each client as needed, including making referrals to and coordinating with community services outside our agency. Community Attention is a fee-based program with primary funding coming from the Virginia Juvenile Community Crime Control Act (VJCCCA) and the Comprehensive Services Act (CSA). Referrals may begin with any service component and transition to alternative or supplementary services.
Key Services	• The Attention Home serves children ages 12-18 crisis and long-

	term residential placement; 24 hour supervision, case management, educational support, recreational activities, specialized topic and life skill groups, and supplemental services
	• Community Attention Foster Families (CAFF) is a foster care program for boys and girls age 0-21; provides emergency and long-term placement leading to permanency
	• Teens GIVE Service Learning is a character education and life skills training program placing children ages 9-18 in community agencies and volunteer projects
	• Community Supervision Program (CSP) provides case management, counseling, assessment, diversion, and supervisory services for community based youth
	• Life Skills Groups include anger management job readiness, educational support, and independent living skills

CHARLOTTESVILLE DEPARTMENT OF SOCIAL SERVICES (CDSS)	
Location	605 East Main Street Charlottesville, VA 22902
Website(s)	http://www.charlottesville.org/Index.aspx?page=36
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	The Charlottesville Department of Social Services is one of 120 local departments in Virginia's state-supervised, local-administrated public social service systems. The Department is an agency of City government, which administers federal, state, and local public assistance and social work service programs.

Key Services	• Offers benefit programs like Virginia Initiative for Employment not Welfare (VIEW)
	    o VIEW is the employment services component of TANF
	    o Provides a variety of supportive services to assist with securing employment, including assessment, training, job readiness, childcare, counseling, job referral, transportation, and job follow up
	• Provides low-income families with financial assistance to find affordable, quality childcare
	    o Educate parents, promote informed decision-making
	    o Support independence from public assistance
	    o Improve quality and access to childcare options
	• Provides social work services to improve likelihood of enrollment in preschool and kindergarten
	    o Assess risk factors that compromise a child's ability to learn
	    o Increases parental and school communication
	    o Serves as advocate for the family

GOODWILL/WORKFORCE INVESTMENT ACT (WIA)	
Location	2211 Hydraulic Road Charlottesville, VA 22901
Website(s)	http://www.goodwillvalleys.com/work-and-training-services/adult-

	services/wia-title-i-dlw http://www.goodwillvalleys.com/work-and-training-services/youth-services/wia-title-i-youth http://www.goodwillvalleys.com/work-and-training-services/adult-services/wia-title-i-dlw
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	Goodwill programs help youth, adults, and seniors who have disabilities, disadvantages, and those that have lost their job due to company closing or layoff. Whether a person needs a gentle push to help them regain employment, or a hand to hold along the way, Goodwill Work and Training Services provide the assistance needed to get back to work or gain greater independence.
Key Services	- Goodwill operates the Workforce Investment Act (WIA) Title I Youth programs for multiple Workforce Investment Boards in Virginia. The program is designed to provide training, employment, and educational opportunities to eligible, in and out of school, youth ages 14 to 21. - Goodwill operates the Workforce Investment Act (WIA) Title I Adult programs for multiple Workforce Investment Boards in Virginia. The program is designed to provide services to assist adults in obtaining employment. - Goodwill operates the Workforce Investment Act (WIA) Title I Dislocated Worker programs for multiple Workforce Investment Boards in Virginia. The program is designed to provide services to assist individuals, who have lost their job due to company closing or layoff, in obtaining employment.

INTERNATIONAL RESCUE COMMITTEE (IRC)	
Location	609 East Market Street, Suite 104 Charlottesville, VA 22902
Website(s)	http://www.rescue.org/us-program/us-charlottesville-va
Main Focus Area(s)	Workplace Skills/Job Readiness Training, Job Search/Placement Assistance, & Basic Literacy and Education
Description	Each year, thousands of refugees are invited by the U.S. government to seek safety and freedom. Forced to flee conflict or persecution, many have survived for years against incredible odds. They step off the plane with next to nothing but their dignity, hope, and determination. In Charlottesville and many other regional offices across the country, the IRC helps them rebuild their lives.
Key Services	- The IRC makes sure newly arrived refugees receive The IRC makes sure newly arrived refugees receive: - a furnished home and help with rent - healthcare - nutritious, affordable food - English language classes - help building job, computer, and financial literacy skills - education for their children - social services and community support - legal services toward residency, and citizenship

MONTICELLO AREA COMMUNITY ACTION AGENCY (MACAA)	
Location	1025 Park Street Charlottesville, VA 22901
Website(s)	http://macaa.org/
Main Focus Area(s)	Workplace Skills/Job Readiness Training, Job Search/Placement Assistance, & Basic Literacy and Education
Description	MACAA works to eradicate poverty and to improve the lives of people living in our communities.
Key Services	- The Monticello Area Community Action Agency (MACAA) has helped provide free job training to more than 100 unemployed and underemployed people through the grant-funded Back to Work Program. - Using federal stimulus funds, the Back to Work Program was created to help unemployed workers re-enter the workplace and to help employed workers keep their jobs - The program is the collaboration between MACAA, Piedmont Virginia Community College (PVCC) and the Virginia Employment Commission (VEC). - MACAA's Head Start program serves 213 children and families. Head Start is a federally funded comprehensive preschool program for children (ages three and four) from low-income families (100% of Federal poverty guidelines). Head Start operates in all parts of the MACAA service area for a total of 11 classrooms.

NATIONAL COLLEGE	
Location	3926 Seminole Trail Charlottesville, VA 22911
Website(s)	http://www.national-college.edu http://www.national-college.edu/campuslocation/charlottesville_VA.lasso
Main Focus Area(s)	Workplace Skills/Job Readiness Training, Job Search/Placement Assistance, & Basic Literacy and Education
Description	The College attempts to instill in our graduates the desire to take initiative in directing their professional lives and the ability to adapt effectively to the challenges and demands of modern business. Our aim is to have the resources, curriculum, staff, and faculty that motivate and prepare students for success in well-defined fields of employment.
Key Services	- The campus resides in an area recognized for its thriving business community, enabling our graduates to explore career opportunities in a wide variety of industries - As a collegiate institution offering educational credentials from diplomas to master degrees, National College strives to develop each student intellectually, culturally and socially. The College is interested in each individual becoming proficient in the disciplines necessary for his or her success, with the training necessary to be self-sufficient and enterprising and with the background necessary to be constantly expanding his or her intellectual and cultural horizons - National College is also approved for the training of Veterans and

	Vocational Rehabilitation students, and is authorized under federal law to enroll non-immigrant alien students

OFFENDER AID & RESTORATION (OAR)	
Location	750 Harris Street, Suite #207 Charlottesville, Virginia 22903
Website(s)	http://www.oar-jacc.org/
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	The OAR/Jefferson Area Community Corrections Program works to break the cycle of crime by helping defendants/offenders to be more accountable, lead more productive lives and develop more constructive lifestyles through low cost alternatives to incarceration.

Key Services	• The Reentry Program works with the Charlottesville City Department of Human Services on the "Coming Home to Work" initiative
	   o Targeted at individuals without a steady work history needing assistance gaining full-time employment
	   o Participants work on tasks provided through the City while receiving intensive case management from OAR staff
	• Provides Pre- and Post-Release services designed to support and encourage inmates and ex-offenders to make a positive transition from incarceration back to the community

PIEDMONT VIRGINIA COMMUNITY COLLEGE (PVCC)	
Location	501 College Drive Charlottesville, VA 22902
Website(s)	http://www.pvcc.edu/
Main Focus Area(s)	Workplace Skills/Job Readiness Training, Job Search/Placement Assistance, & Basic Literacy and Education
Description	Piedmont Virginia Community College (PVCC) is a nonresidential two-year institution of higher education that serves Central Virginia - principally residents of the City of Charlottesville and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa and Nelson. We are one of 23 community colleges in Virginia that comprise the Virginia Community College System (VCCS).
Key Services	• Offers testing for the Career Readiness Certificate (CRC). • The Virginia Skills Bank, a searchable database showing CRC and skill levels of Virginia workers, helps companies make informed decisions by certifying that a recipient possesses core skills in applied math, reading for information and locating information. • Offers various academies and business training programs for workforce development. • Offers training for businesses – Let PVCC help you review your company's organizational objectives, evaluate your existing training plan and determine what additional training is needed to match employee skills with company needs.

PIEDMONT WORKFORCE NETWORK/VIRGINIA WORKFORCE CENTER (PWN/WFC)	
Location	2211 Hydraulic Rd. Suite 104 Charlottesville, VA 22901
Website(s)	http://www.centralvirginia.org/workforce-solutions/pwn http://www.centralvirginia.org/workforce-solutions/job-seeker-services/career-center-locations/va-worforce-center-charlottesville-1
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	The Piedmont Workforce Network (PWN) has the central role of providing leadership and direction on local strategic workforce issues, identifying local needs and developing strategies to address those needs. The PWN oversees the operations of the Virginia Workforce Center Charlottesville (WFC). Agencies located in the WFC include: • Goodwill Industries – manages WFC and runs WIA program • Department of Aging and Rehabilitative Services (DARS) • Virginia Employment Commission (VEC) • Department of Veteran Services (DVS) • Procurement Technical Assistance Center (PTAC)
Key Services	• Employment services such as workshops and classes • Initial assessment of skill levels, aptitudes, abilities, and supportive service needs • Job vacancy listings in labor market areas • Information on job skills necessary to obtain the listed jobs • Information relating to local occupations in demand and the earnings and skill requirements for such occupations • Information regarding filing claims for unemployment benefits • Current information on the availability of supportive services, including childcare and transportation available in the local area, and referral to such services, as appropriate • Self-help job search and placement assistance • Information and assistance in applying for welfare-to-work activities • Access to core services and information about all programs of required partner agencies • Staff assisted job search, job referral and placement assistance, including career counseling • Determination of an individual's qualification for assistance for WIA Intensive Services • Information and assistance in applying for financial aid programs for education and training not funded under this Act

SECTION 3 – NEIGHBORHOOD DEVELOPMENT SERVICES (NDS)	
Location	610 East Market Street Charlottesville, VA 22902
Website(s)	http://www.charlottesville.org/Index.aspx?page=3441
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	Section 3 is a provision of the U.S. Department of Housing and Urban

	Development Act of 1968 that promotes local economic development, neighborhood economic improvement, and individual self-sufficiency. The Section 3 program requires that recipients of certain HUD financial assistance, to the greatest extent feasible, provide job training, employment, and contracting opportunities for low- or very-low-income residents in connection with projects and activities in their neighborhoods.
Key Services	- Registry for Section 3-compliant businesses - Helps employ more low-income individuals in HUD-funded city projects - Section 3 applies to HUD-funded Public and Indian Housing assistance for development, operating, and modernization expenditures. Section 3 also applies to certain HUD-funded Housing and Community Development assistance (such as CDBG and HOME programs) for housing rehabilitation, housing construction, and other public construction.

THOMAS JEFFERSON ADULT & CAREER EDUCATION/ADULT LEARNING CENTER (TJACE/ALC)	
Location	935-A Second St. SE Charlottesville, VA 22902
Website(s)	http://www.adultslearn.org/
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Basic Literacy and Education
Description	The Adult Education Program serves adults, aged 18 and older, who wish to improve their basic academic skills such as reading, writing and math, to prepare for the GED test, and/or to improve their English.
Key Services	- The ALC provides area adults with the educational opportunities needed to be successful workers, parents and community members. It believes that all adults are capable of learning and deserve a chance to further their education. The ALC offers quality services at affordable cost to a diverse adult population. - The ALC offers classes in Adult Basic Education, English for Speakers of Other Languages, ESOL (five levels), GED Preparation, and Family Literacy to improve the ability of adults to meet their goals as parents, workers and community members. It also works with businesses to provide custom-designed classes for employees.

UVA SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES (UVA SCPS)	
Location	104 Midmont Lane Charlottesville, VA 22904
Website(s)	http://www.scps.virginia.edu/
Main Focus Area(s)	Basic Literacy and Education
Description	It is the mission of SCPS to be responsive to nontraditional learners by providing high quality continuing education opportunities that help them achieve their personal and professional goals. The commitment to serving a diverse community of learners is apparent in the continuing education programs and courses offered at convenient times and places. Students enrolled through SCPS have the option to learn in the classroom, online, and through other modes of delivery.

Key Services	• Geared towards part-time students and nontraditional learners
	• UVA SCPS's adult degree completion program, the Bachelor of Interdisciplinary Studies**,** provides the opportunity for students to earn a UVA degree through classes offered in the evenings, on the weekends, and online.
	• Certificates and course series are ideal for those individuals looking to complete a program through late afternoon, evening, weekend, and online classes. Many of the programs are offered online, making them accessible from where you live or work. Several are offered onsite at our Academic Centers located across Virginia.
	• Courses for personal enrichment are available during the evening, and include one-day workshops, short courses, lectures, and opportunities to travel.

VA DEPARTMENT OF AGING AND REHABILITATIVE SERVICES (DARS)	
Location	2211 Hydraulic Road Suite 101 Charlottesville, VA 22901
Website(s)	http://www.dars.virginia.gov/
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	To provide and advocate for the highest quality of services to help older Virginians and those with disabilities to maximize and secure their employment, independence and full inclusion into society and guide the Commonwealth in preparing for an aging population
Key Services	• Employment Services help people with disabilities get ready for, find, and keep a job. DARS has a residential training and medical rehabilitation center known as Woodrow Wilson Rehabilitation Center, as well as Offices located across Virginia. The Agency also partners with a network of community rehabilitation providers, also known as Employment Services Organizations (ESOs). These organizations provide Employment and Vocational Services throughout the state.
	• The DARS Community Based Services Division administers several programs that support individuals with significant disabilities to maximize their independence, employment, and full inclusion into society.

VIRGINIA EMPLOYMENT COMMISSION (VEC)	
Location	2211 Hydraulic Road Charlottesville, VA 22901
Website(s)	http://www.vec.virginia.gov/
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	The Virginia Employment Commission (VEC) is a division of the Virginia state government that provides benefits and services to unemployed citizens.
Key Services	• The Virginia Employment Commission provides support services for both employed Virginians and those seeking employment.

	• The Commission offers services related to: job posting, hiring veterans, tax filing, unemployment benefits, and rural development. • Additionally, the Commission works in conjunction with local partners to put on community workforce development workshops and offers a centralized hub of job seeker information.

WORKSOURCE ENTERPRISES	
Location	1311 Carlton Avenue Charlottesville, VA 22902
Website(s)	http://worksourceva.org/
Main Focus Area(s)	Workplace Skills/Job Readiness Training & Job Search/Placement Assistance
Description	WorkSource Enterprises is a private not-for-profit 501(c) 3 organization established in 1967. It provides job training, employment and support services that enable individuals with vocational disabilities to achieve economic self-sufficiency, independence, and full participation in the community. WorkSource serves approximately 350 clients in Charlottesville and Albemarle, Fluvanna, Greene, Louisa and Nelson counties. Persons served have intellectual and developmental disabilities, mental illness, physical impairments, sensory impairments and autism.

Key Services	• Community Job Placement services work with clients to determine job skills, to identify interests, to assist with interviewing techniques, and to help plan and conduct a job search
	    o On the job training and follow-along support provided by specialists
	• Pre-vocational, educational and recreational services are provided for those with severe disabilities
	    o Primary goal is community integration
	    o Off-site outing are combined with on-site work experiences for many participants

APPENDIX E: 2013 Employer Workforce Development Survey Results (January 22, 2013)

In an effort to gauge the current workforce environment, an electronic survey of business owners in Charlottesville was conducted from December 2012 to January 2013. The brief survey was emailed to approximately 100 email addresses (excludes bounced emails). Thirty-one people responded, resulting in an estimated response rate of 31%.

SURVEY DEMOGRAPHICS

Most respondents came from larger companies with skilled employees. Education services was the most represented industry in this survey (Chart 1.1). Some industries that are included in the "Other" category are Information (e.g., Broadcasting, Publishing, Telecommunications) and Transportation/Warehousing.

Nearly half of the businesses that responded had more than 100 full-time employees (48.4%). Approximately 35.0% had between 11 to 100 full-time employees and 16.1% had ten or fewer full-time employees. When asked about part-time employees, again the greatest percentage had over 100 part-time workers employed at their businesses (31.0%). As indicated in Chart 1.2 below, most businesses reported hiring skilled/professional employees.
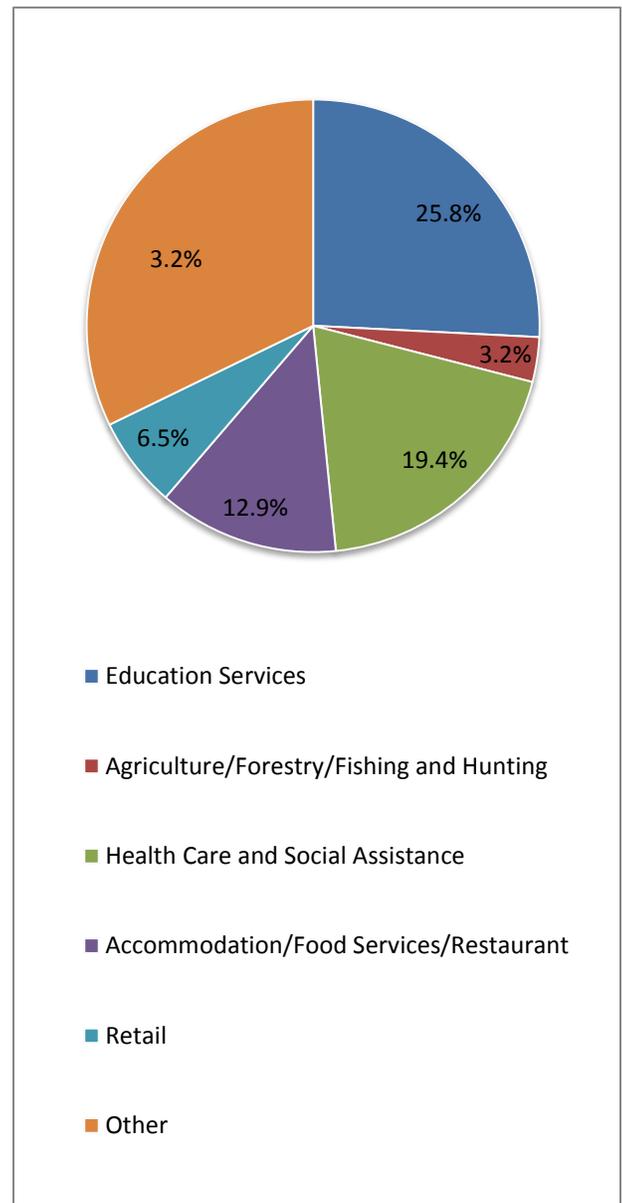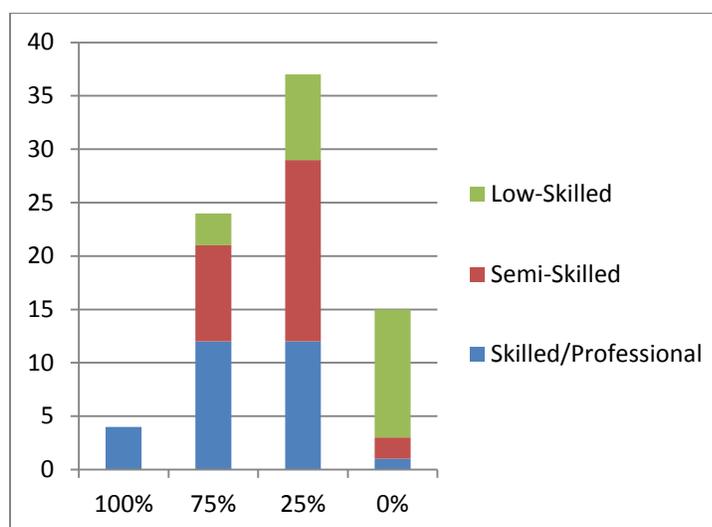
Chart 1.1 - Industries Represented

- Education Services
- Agriculture/Forestry/Fishing and Hunting
- Health Care and Social Assistance
- Accommodation/Food Services/Restaurant
- Retail
- Other

Chart 1.2 - Percentage of Jobs within Company that Require Low-Skilled, Semi-Skilled and Skilled/Professional Employees
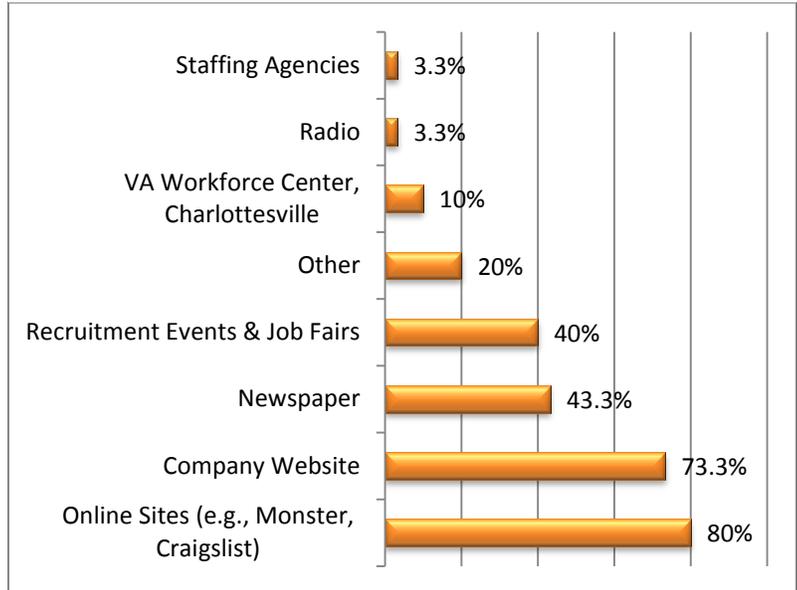
WORKPLACE RECRUITMENT

Slightly over half of businesses stated that they have difficulties recruiting employees when hiring (55.2%). However, 70.0% of businesses stated that they did not have difficulty finding qualified applicants for low-skilled/entry level positions.
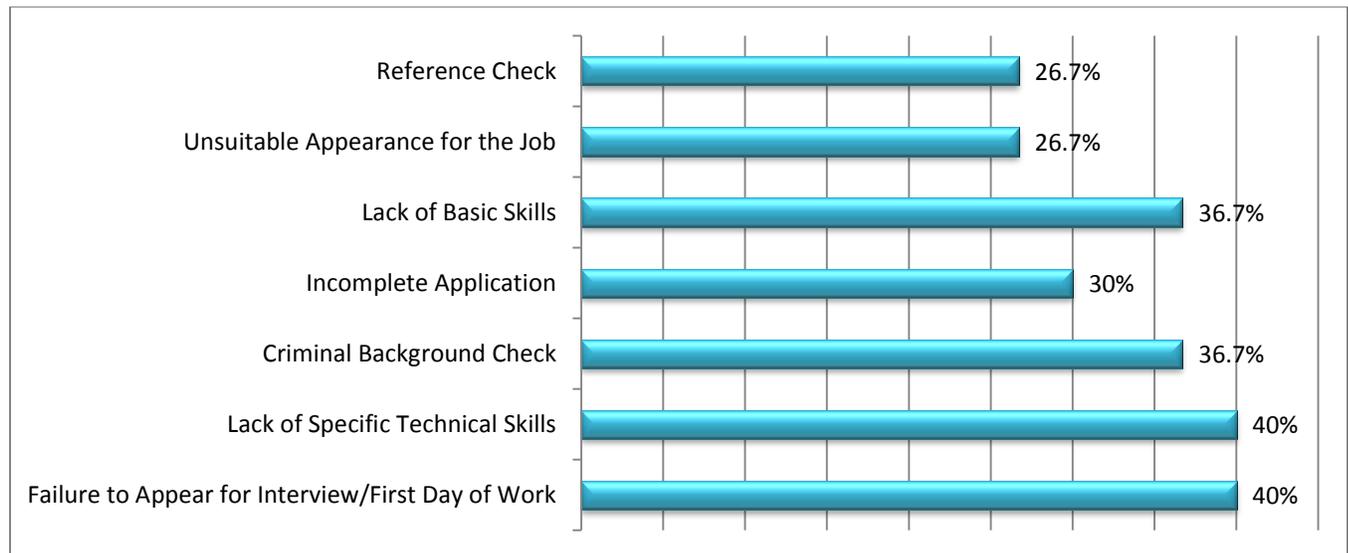
Roughly 70.0% of recruitment happens in the Charlottesville MSA (City of Charlottesville, Albemarle County, Fluvanna County, Greene County, & Nelson County). The remaining 30.0% is divided between other areas of Virginia (23.3%) and out of state (6.7%). No businesses reported recruiting outside the United States.

Chart 2.1 - Methods Used to Recruit Job Candidates

Method	Percentage
Staffing Agencies	3.3%
Radio	3.3%
VA Workforce Center, Charlottesville	10%
Other	20%
Recruitment Events & Job Fairs	40%
Newspaper	43.3%
Company Website	73.3%
Online Sites (e.g., Monster, Craigslist)	80%

Popular methods used to recruit job candidates include Online Sites like Monster.com, CareerBuilder.com, Craigslist, and the use of the Company Website (see Chart 2.1). Some other responses given for recruitment methods were social media, networking, word of mouth and cold calling.

Chart 2.2 - Most Common Reasons for Why Applicants Fail to Meet Requirements for Employment

Reason	Percentage
Reference Check	26.7%
Unsuitable Appearance for the Job	26.7%
Lack of Basic Skills	36.7%
Incomplete Application	30%
Criminal Background Check	36.7%
Lack of Specific Technical Skills	40%
Failure to Appear for Interview/First Day of Work	40%

When asked about what skills are desirable for future employees, good work ethic was the most popular choice, followed closely by honesty and dependability (Chart 2.3).

The most common reasons for why applicants failed to meet requirements for employment with a company are failure to appear for an interview or the first day of work (40.0%), a lack of specific technical skills (40.0%), and a criminal background check (36.7%). Other reasons given include a lack of basic skills (communication skills, math, reading, etc.), an incomplete application, an unsuitable appearance for the job and a reference check.

Chart 2.3 - Level of Importance to Various Skills and Attributes on Job Seekers' Employability
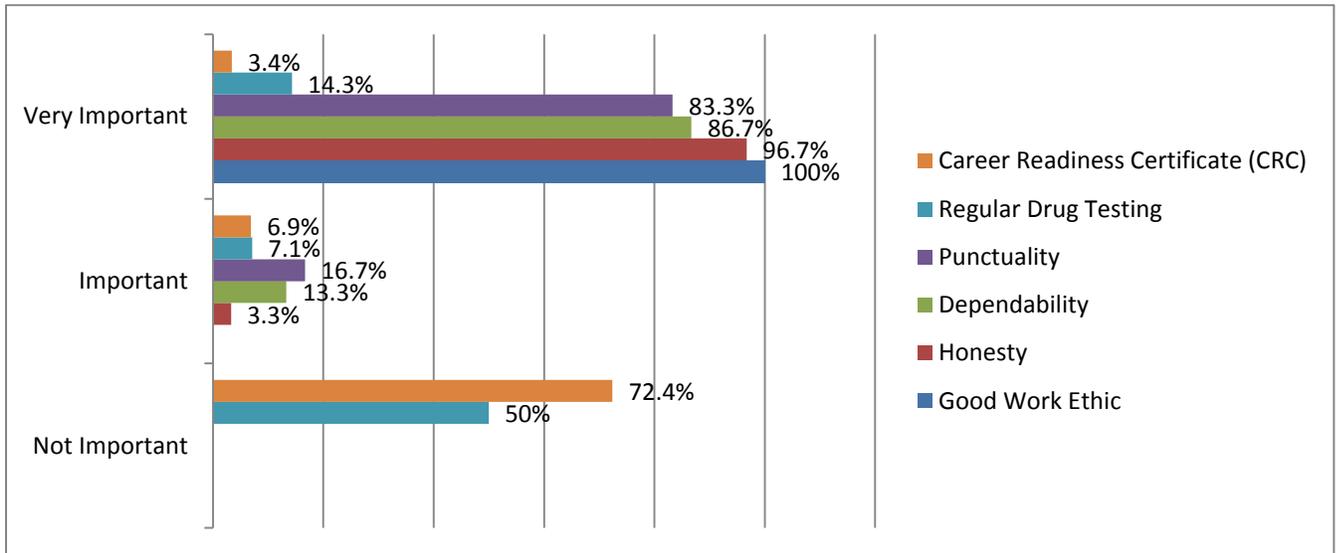
WORKPLACE RETENTION

The majority of businesses stated having no difficulties retaining employees (83.3%). From a workforce development criterion, the most common issue business owners saw in Charlottesville was the availability of the workforce. However, the local colleges and universities were seen as an excellent development criterion (Chart 3.1).

From a micro perspective, the top three most critical challenges employers face with their existing workforce are a lack of a career mindset/work ethic (70.8%), poor communication skills (54.2%), and poor customer service skills (50.0%). The most common reason employees left an organization was because they found a better work opportunity (better pay/career advancement).

Chart 3.1 - Rate the Following Workforce Development Criteria in the Charlottesville Area

WORKPLACE TRAINING AND DEVELOPMENT

As an organization, the greatest training needs lie in newly hired employees (51.7%). Approximately 31.0% of respondents also stated that their greatest training needs were for manager/supervisor training while the remaining 17.2% stated skills upgrades for experienced employees were their most pressing need.

About 7.0% of businesses said that their company does not encourage staff to participate in training/professional development. The other 93.1% that do support their employees in doing so offer onsite training (88.5%) and allow employees to attend training during business hours (80.8%).

About 41.0% of companies had received training assistance from outside the company in the past 2 years. Of the 58.6% that had not, 17.2% said that although they had not done so, they had considered getting training assistance. For those that had received training assistance from outside the company, most of that assistance was from a private training school, consultant or technical training group (64.3%). Only 20.7% had ever used the Charlottesville Workforce Center for their company's employment needs, but 55.2% stated that although they had not used it, they were aware it was a resource. The remaining 24.1% responded as never having heard of the Charlottesville Workforce Center. For those that had used the Center, most reported it as a good/fair resource (88.9%).

Some additional comments regarding company workforce needs are below:

- "Semi-professional communication and marketing savvy individuals."
- "Our largest problem is finding candidates that are not just looking for a base salary. As a small business it is hard to compete with salary offers that are in the 6 digits. Although we are competitive we have so much more to offer than salary and it is hard to find people that consider what we have as valuable."
- "We are looking for individuals who are willing to do commercial landscape maintenance. Our focus is more on characteristics such as honesty, respectful, team player and able to communicate over an education or certificate. We are drug free and any offer is contingent upon a negative drug screen. In addition, backgrounds screening is also important as many of our clients require it."

APPENDIX F: 2013 Section 3 Resident & Workforce Development Service Providers Survey Results

SECTION 3 CLIENTS SURVEY RESULTS

What was the reason for you losing your most recent job?
- Recent imprisonment
- Attendance – child-related issues (sick), transportation-related
- Conflict with co-workers or superiors

What could the employer have done to help you keep your job?
- Second Chance
- Hired without consideration for previous convictions
- Mediation/conflict resolution with co-workers

What type of skills do you wish you could have gained to help you keep your job?
- Specialized training/trade: HVAC, Electrician, Plumbing, Construction

If you haven't been able to successfully find employment, what do you believe are some of the reasons?
- Criminal record/criminal background check
- Skill-set
- Applications can be intimidating

Do you use the workforce center as a resource for assistance with finding a job? If yes, how could the workforce center meet your needs better?
- No, too far
- No
- Used it before but stopped going
- My note – intimidating*

SECTION 3 WORKFORCE SERVICE PROVIDERS SURVEY RESULTS

What do you believe are the main reasons for why your client(s) lost their most recent job(s)?

Showing **13** text responses

- lack of transportation
- Business cycles (retail, other), lack of reliable daycare and/or lack of 'sick child' back-up daycare, difficulty managing frequently changing schedules.
- day care and transportation
- Lack of training or soft skills.
- ----had jobs that were temporary or seasonal. ----communication problems.
- Lack of reliable and affordable childcare. Many other individual reasons specific to their lives, families, lack of education, personality conflicts, etc.
- transportation, substance abuse
- Transportation or lack thereof....
- Transportation, job readiness
- childcare, low wages
- They were unable to work scheduled shifts at night and on the weekends. No daycare, no transportation
- Transportation problems, lack of adequate childcare (esp. for sick children, young children, and students being sent home due to school discipline), leading to too many absences.
- Attendance

What do you believe employers could do to help your clients maintain employment?

Showing **12** text responses

- Work with those who utilize public transportation since they have no control over traffic and travel time.
- Stabilize scheduling (seasonal fluctuations and weekly fluctuations), pool employer funds to create emergency daycare center.
- Better training/orientation and providing specific feedback on how clients can improve work performance.
- More training on job responsibilities and soft skills.
- ----contribute to educational support of workers. ----flexible schedule so students can attend classes. ----reward good work with better support.
- Allow for more flexibility in work schedules (if possible) for single parents.
- Continue to provide training opportunities
- More pay
- higher wages, flexible scheduling, transportation
- Give them a second chance.
- Employee assistance programs, flexibility and coverage, so that absences don't put someone at risk for losing their job.
- Offer childcare and affordable transportation.

What type of skills do you think your client(s) wished to have gained to help them keep their job?

Showing **13** text responses

- job coaching skills, job retention skills, increasing skills
- Negotiating with managers and shift supervisors to create schedules and policies that also work for their employer (work flow) and co-workers (work load.)
- Better on the job training and having an accessible supervisor nearby to ask for help if needed. Additionally clients need more computer training.
- Not sure what clients would say.
- ----on the job training, ability to know how to navigate the world of work, have supervisors who practice good work ethics.

- High school diploma before they became pregnant and dropped out of school. Technical vocational training such as CNA or HVAC in addition to diploma.
- job readiness training, how to cope with supervisors and coworkers.
- N/A
- Soft skills, anger management
- computer skills, conflict resolution, and hard skills to make them marketable
- GED and any vocational training associated with the job.
- computer training
- Interpersonal and communications skills.

What do you believe are some of the reasons why your clients haven't been able to successfully find employment?
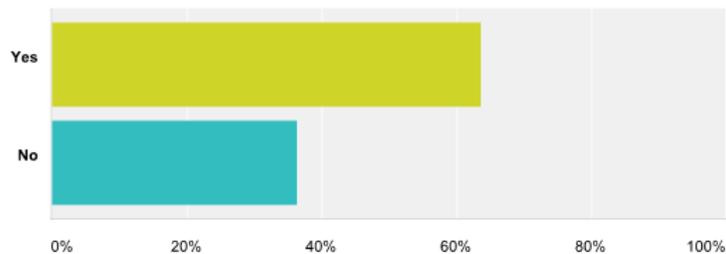
Showing **13** text responses

- lack of education and fear of asking for help to complete applications and participate in mock interviews.
- Finding employment has proved much easier than maintaining employment.
- criminal record, lack of work experience and training/education
- Criminal convictions, illiterate, lack of knowledge on how to promote ones self
- ---lack of education for job. ---lack of skills for the job. ---language barriers
- Criminal records: misdemeanors and felonies. Not motivated. Personality disorders that disrupt effective relationships. Single parent without family support. Family legacy of dependency.
- criminal history, transportation
- Lack of variety
- Computer skills, mental problems, transportation
- transportation, discrimination, childcare, lack of available jobs
- Not qualified. Some of the clients are not selected because others with higher educations are competing for jobs.
- Lack of education/degree/GED, few low-skill opportunities, prejudice about where people live and how they look, possibly also lack of professionalism in interviews/applications.
- Transportation problems.

Do your clients use the workforce center as a resource for assistance with finding a job?

Do your clients use the workforce center as a resource for assistance with finding a job?

Answered: 11   Skipped: 2

Answer Choices	Responses	
Yes	63.64%	7
No	36.36%	4
Total Respondents: 11		

If no, why not? If yes, how could the workforce center better meet their needs?

- I would like to see Workforce expand and have Satellite offices.
- Only 30% successfully use the center. Often discomfort with computers is a barrier, but most common reason is trepidation caused by the lack of familiarity with the center process and resources.
- NA
- some of our clients use the center--others with poor language skills are fearful of not being understood at the Workforce Center.
- Many find that it is not helpful and full of promises that are no fulfilled as well as cumbersome to navigate.
- lack of attention to individual client needs, hard to access transportation to the workforce center, lack of coordination between employers and services, lack of help using computing network
- Not enough one on one help in the center. The workforce center could offer vocational training specific to the employer.
- They probably do, but I answered No in order to add info. to this section. I hear that employees at the workforce center do not offer much assistance. People are directed to a computer, whether or not they are capable of using it adequately, and they are not helped with basic assistance to find employment.

APPENDIX G: Section 3 Training to Employment Program Executive Summary

Section 3 Training to Employment Program Proposal
**Executive Summary**

The Section 3 Training to Employment Program is a proposed program designed to prepare low-income City residents (Section 3 residents) for job placement in City and CRHA Section 3 positions, general City positions and other employment opportunities. The purpose of the program is to prepare Section 3 residents with the skills and qualifications needed to overcome barriers (as identified by the City's Strategic Action Team) that prevent them from securing and maintaining employment. Section 3 residents tend to be low-skilled, and have low levels of education and the proposed program aims to prepare Section 3 residents with the education, in-class training, and on the job training and employment needed to move Section 3 residents toward self-sufficiency.

Each participating City department will assist in developing an on the job training curriculum. The program is made of several components that are designed to provide Section 3 participants with soft skills training, workforce readiness training, financial education training, specialized training, and on the job training (OJT) to prepare them for employment. Literacy training, soft skills training, and hard skills training will happen consecutively with on the job training. Participants will also receive supportive services and peer network support. The program will rely upon core community partners including participating case managers, service providers, and educational institutions to support the participants throughout their transition.
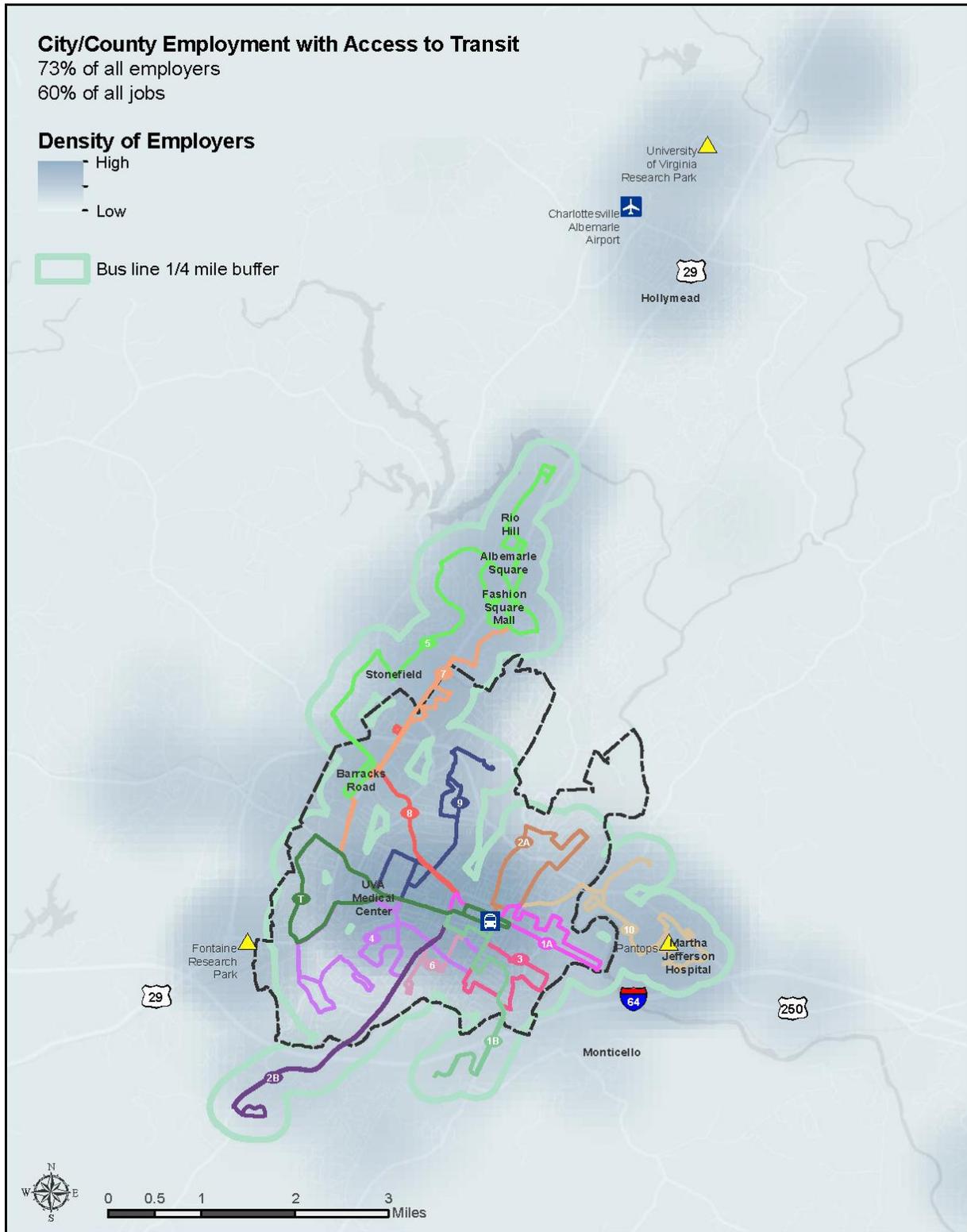
After completion of the Section 3 Training to Employment Program participants will: be placed into training in area of interest, receive a certificate/degree in area of interest, be placed into training-related unsubsidized employment, retain employment status for two quarters following placement, move from unemployed and underemployed individuals into living wage jobs and receive an increase in wages.

Overall, staff recommends approval of this program, which will provide low-income City residents with employment with the City of Charlottesville, a living wage, on the job training and classroom training with applicable certifications, supportive services, a reference(s) for future employment, and past work experience. The program will allow the City and the CRHA to meet their Section 3 goals and provide a unique training/employment program to assist with transitioning residents from poverty. The proposal is expected to go to City Council for approval of funding on July 15th, 2013.
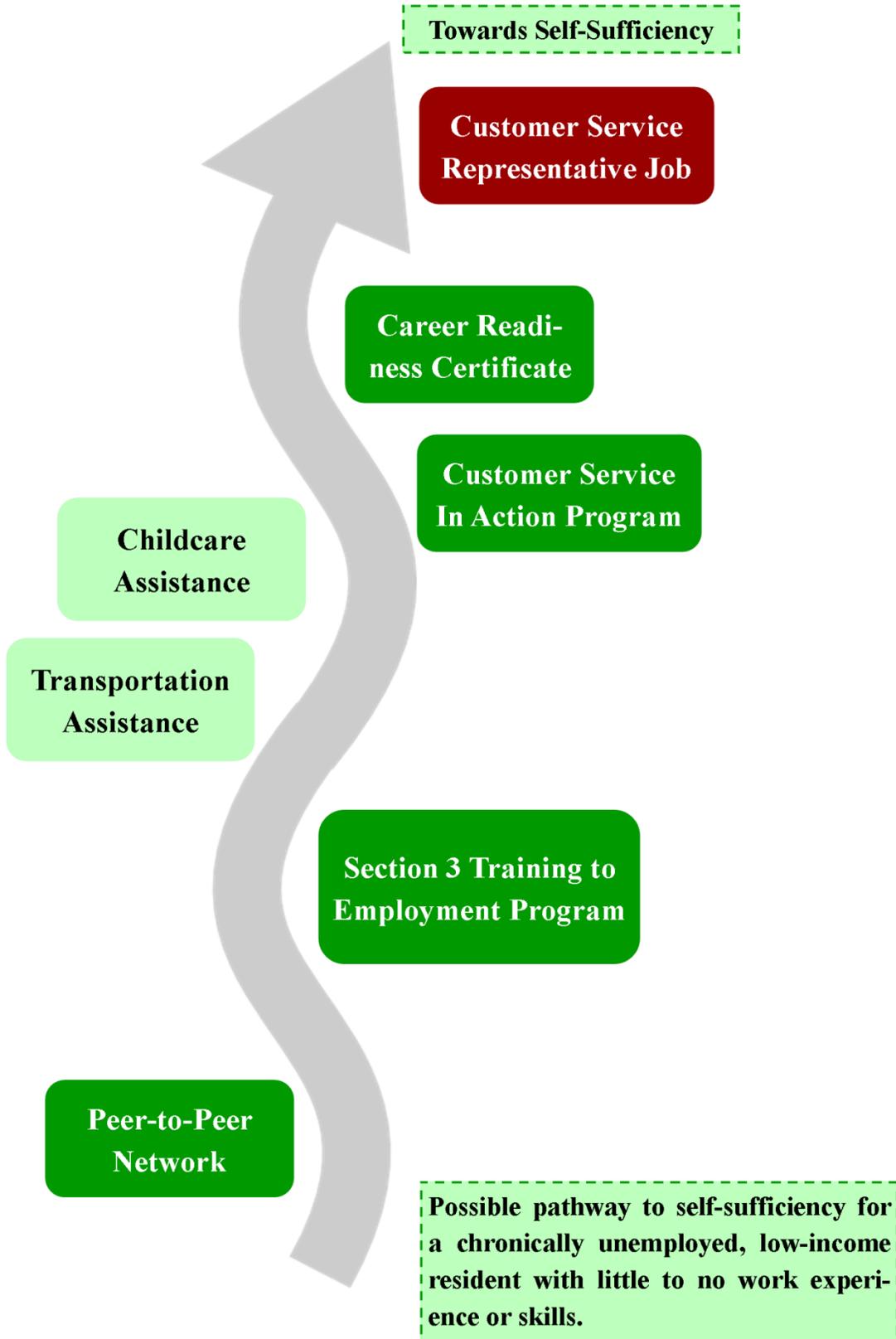
APPENDIX H: City/County Childcare Centers with Access to Transit Map
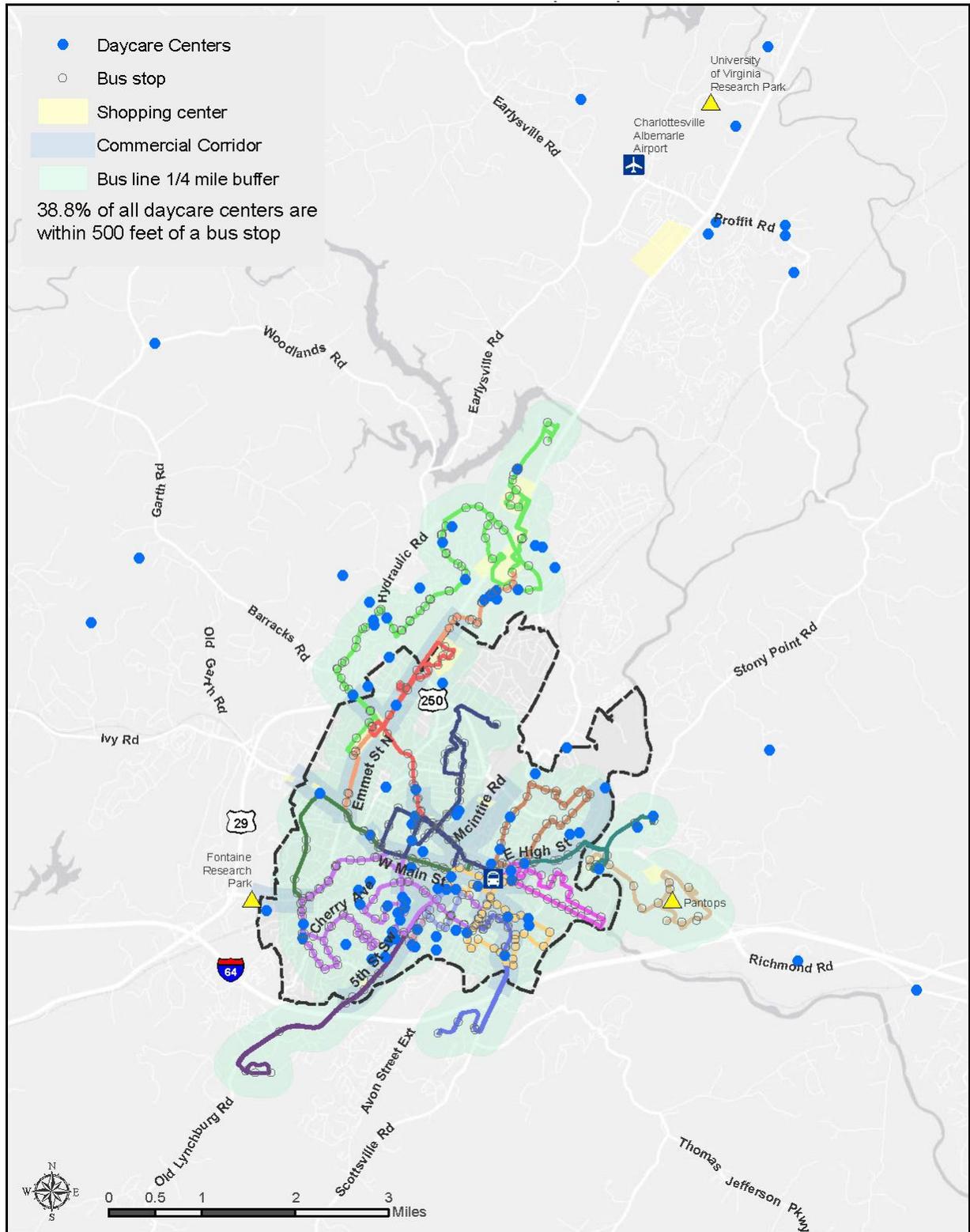
APPENDIX I: City/County Employment with Access to Transit Map

APPENDIX J: City Resident Pathways to Self-Sufficiency

Towards Self-Sufficiency

Customer Service Representative Job

Career Readi-ness Certificate

Customer Service In Action Program

Childcare Assistance

Transportation Assistance

Section 3 Training to Employment Program

Peer-to-Peer Network

Possible pathway to self-sufficiency for a chronically unemployed, low-income resident with little to no work experi-ence or skills.

Towards Self-Sufficiency

CNA Job

VIEW'S Career Training Track Program

ALC PluggedIn Program

Transportation Assistance

Temporary Housing Assistance

Possible pathway to self-sufficiency for a recently unemployed, low-income resident with solid work experience as a Personal Companion Assistant and a GED.