

AN ORDINANCE N<sup>o</sup>. 87-98-68  
ADOPTED APR 27 1987

To authorize Roy A. West, Mayor, for and on behalf of the City of Richmond, to enter into and execute a supplementary agreement with the Governor's Employment and Training Department and the Metropolitan Richmond Private Industry Council to receive and administer all funds allocated under the provisions of the Job Training Partnership Act for the City of Richmond Service Delivery Area for the period July 1, 1986, through June 30, 1988, setting out modifications in the Job Training Plan for Title II-A for Program Year 1987 (July 1, 1987 - June 30, 1988) and for Title II-B, Summer Youth Employment Program for period May 1, 1987 - September 30, 1987.

---

Patron - City Manager

---

Approved as to form and legality  
by City Attorney

---

THE CITY OF RICHMOND HEREBY ORDAINS:

§ 1. That Roy A. West, Mayor, for and on behalf of the City of Richmond, is authorized to enter into and execute a supplementary agreement with the Governor's Employment and Training Department and the Metropolitan Richmond Private Industry Council to receive and administer funds allocated under the provisions of the Job Training Partnership Act for the City of Richmond Service Delivery Area for the period July 1, 1986, through June 30, 1988, setting out modifications in the Job Training Plan for Title II-A for Program Year 1987 (July 1, 1987 - June 30, 1988) and for Title II-B, Summer Youth Employment Program for

period May 1, 1987 - September 30, 1987, such agreement to be substantially in the form attached to the draft of this resolution.

§ 2. This ordinance shall be in force and effect upon adoption.

**JOB TRAINING PLAN**

**Title II-A PY '87 Modification**

**Title II-B Plan, 1986**

**S E R V I C E   D E L I V E R Y   A R E A   1 0**

**City of Richmond  
Job and Training Assistance Programs  
900 East Broad Street, Room 925  
Richmond, Virginia 23219**

A N N U A L   P L A N  
Title II-A PY '87  
Title II-B PY '86

Job and Training Assistance Programs  
Service Delivery Area 10

T A B L E   O F   C O N T E N T S

	<u>Page(s)</u>
I. Identifying Information . . . . .	1
II. Planning . . . . .	2-5
A. SDA Planning Process for the Two-Year Period and Results	
B. SDA's Goals and Objectives	
III. Performance Objectives . . . . .	5-12
A. Title II-A Programs	
B. Title II-B Programs	
C. 6% Incentive Programs	
IV. Coordination Criteria . . . . .	13
V. Budget . . . . .	14
A. Needs Based Payments	

**Appendixes**

- A. Title II-A Estimated Percentages in Eligible Population and to be Served
- B. PIC Approved Youth Competencies

JOB TRAINING PLAN

Signature Page

The attached Job Training Plan or Modification thereof for the period May 1, 1987 to June 30, 1988 for the Service Delivery Area Ten (10) has been approved and is jointly submitted to the Governor of Virginia by the Private Industry Council for the said Service Delivery Area and the appropriate chief elected official or as the case may be, all such officials therein as attested by the Chairman of the Private Industry Council and the said official or all such officials by the application of their signatures thereto.

Chair \_\_\_\_\_ Metro-Richmond Private Industry Council  
 Name of PIC \_\_\_\_\_ Date \_\_\_\_\_

Chief Elected Officials:

_____	<u>City of Richmond</u>	_____
Title Mayor, Roy A. West	Jurisdiction	Date
_____	_____	_____
Title _____	Jurisdiction	Date
_____	_____	_____
Title _____	Jurisdiction	Date
_____	_____	_____
Title _____	Jurisdiction	Date

Attach an additional sheet if more than four officials must sign the Plan.

CERTIFICATION

I, the undersigned, certify that the procedures specified in Section 105(a)(1) for review and comment of the proposed Plan were followed. Public notification of the availability of the Plan was made on \_\_\_\_\_ by \_\_\_\_\_ (method). Further, the copy of the Plan or Modification thereof attached hereto is true, accurate, and complete.

\_\_\_\_\_  
 SDA Administrator Date \_\_\_\_\_

Plan Number	Modification No.	Approved	Disapproved	Date

I. IDENTIFYING INFORMATION

ADMINISTRATIVE ENTITY AND GRANT RECIPIENT

City of Richmond  
Job and Training Assistance Programs  
900 East Broad Street, Room 925  
Richmond, Virginia 23219

TELEPHONE

(804) 780-7468

CONTACT PERSON

Rosalyn D. Key, Administrator

## II. PLANNING

### A. The SDA's Planning Process for the Two-Year Period and Its Results

The City of Richmond's Job and Training Assistance Programs' (JTAP) planning process for the two-year period was conducted by analysis of various data on the City's labor market, employment and unemployment data, economic and demographic data, the previous year's participant characteristics, and an assessment of our program activities through the monitoring and review process conducted with our service providers during the previous program year. The year analysis identified the populations in need of services, the types of services that would benefit our clients and our local economy.

Based on the 1980 Census, 219,214 persons reside within the City of Richmond; its demographics include, 53% non-white and 2% Hispanic.

As an urban area, Richmond's economy is comprised of service, governmental and manufacturing industries. The Economic Information Services Division of the Virginia Employment Commission revealed an average 1985 unemployment rate of 4.8% for the City of Richmond, and an average annual pay for the civilian work force of \$18,410.

The Demographic analysis revealed that the potential JTPA eligible population, projected to be 55,178, is predominately female (66%), non-white (86%) and predominately 22-44 years of age. Of the potentially eligible females, 32% are heads of households. 27% of the potentially eligible female headed households have children between the ages of 6 and 18 years. 16% have children under 6 years of age,<sup>1</sup> 29% of the eligible population are recipients of public assistance.

The potentially eligible youth population is 14% of the total projected eligible population. 16-21 year olds, according to the 1980 Census, make up 12% of the total population of the City. Among this population, non-completion of secondary education is high. The drop-out rate has been increasing and is now thought to be 8.6%. These youngsters have evidenced lack of academic achievement, exhibit behavioral problems, some health problems and an increasing level of financial distress. 52.7% of JTAP enrollees during the previous program years have been drop-outs.

#### 1. Labor Market Needs

The Employment Needs Committee of the Private Industry Council (PIC) identified 10 occupational areas with potentially significant demand. More than 200 new openings (excluding turnover) appear likely to occur in each of these occupational groupings. In most cases, the demand is not across the board; specific job titles have been identified within each occupational grouping, as well as specific entry requirements for the job titles. The occupational areas identified by the PIC include:

<sup>1</sup> Source: Job and Training Partnership Act, Estimated Population Components, GETD, Special Grant Unit -- April 15, 1983.

Health Care Services  
Clerical Occupations  
Sales  
Trucking  
Maintenance and Repair Technology  
Food Service  
Computer Operations and Technology  
Custodial Services  
Production Occupations  
Construction Trades  
Hospitality

The Employer Needs Committee's study also identified long-range occupational demand and decline trends.<sup>2</sup>

Tobacco manufacturing and railroad transportation were identified as the industries with the most rapidly declining rates of employment, while medical and business services and the manufacture of electronics components will be among those employment opportunities with increasing demand.

Word processing technology has reduced the demand for typists without editing, composition and grammatical skills. Many low skilled production occupations will disappear as computerization and robotics take the place of manual labor to perform routine tasks.

Employment expansion will occur in the service and technology sectors. The greatest growth will occur in the services sector, with an employment increase of 33% by 1995. A 25% increase is projected in the trade occupations. The work place of the future will be markedly different and will receive mobile employees who can adapt to rapid change, possess higher cognitive skills, and those attributes which contribute to a strong work ethic.

## 2. Needs of Eligible Population

The needs of the JTPA eligible population were determined through an analysis of various demographic and economic data from multiple sources:

The Virginia Employment Commission  
The Department of Social Services  
The Virginia Department of Planning & Budget  
Richmond Public Schools  
JTAP Assessment Data from previous years

The analysis revealed that the eligible population requires remedial education in the areas of reading, grammar, and math as indicated by the significant number of high school dropouts, and the performance of high school graduates on academic tests.

<sup>2</sup>Source: PIC Training Guidance Manual, Issued Employer Needs Committee  
Virginia Occupational Employment Projections, 1990

Although many of our potential clients have had some work experience most would benefit from training in an occupational skill that is more marketable.

Continuing barriers to their success in finding stable employment include transportation, child care, a marketable skill, the need for long term remedial education, and their race and sex.

3. Assessment of JTPA Programs Operated During the Last Two and one-Half Year Period

The City of Richmond's Job and Training Assistance Programs enrolled 1,272 economically disadvantaged persons during the program year (PY) 1984 and 1985, and the first half of PY '86. During PY '84 (July 1, 1984 to June 30, 1985), services were provided to 193 adults and 344 youth. 273 participants, consisting of 94 adults and 179 youth, successfully completed their program objectives. 175 participants, 55 adults and 120 youth, continued to receive services into the following program year. 89 participants, 44 adults and 45 youth, were non-successful enrollees.

During PY '85 (July 1, 1985 to June 30, 1986), services were provided to 343 adults and 344 youth. 344 participants, consisting of 133 adults and 211 youth, successfully completed their program objectives. 219 participants, 157 adults and 62 youth, continued to receive services into the following program year. 124 participants, 53 adults and 71 youth, were non-successful enrollees.

During the first half of the current program year, PY '86 (July 1st to December 31, 1986) services were provided to 264 adults and 178 youth. 75 participants, consisting of 63 adults and 12 youth, successfully completed their program objectives. 21 adults and 12 youth were non-successful enrollees. 180 adults and 154 youth are continuing their program participation.

Programs provided by Job and Training Assistance Programs and its contractors included youth competency development, job readiness preparation, remedial education instruction, GED preparation and on-the-job training. Specific areas of vocational training provided were food service, hospitality, hotel/motel management, building construction and maintenance, welding, clerical skills, office technology, word processing, key punch, data entry, data processing, word processing computer programming, computer electronics, auto mechanic, auto body, cosmetology, nursing assistant, medical assistant, licensed practical nurse, registered nurse, child care and legal assistant.

## B. SDA's Goals and Objectives

1. The Job and Training Assistance Programs Bureau commits itself to providing services for JTPA eligible participants who require vocational training, vocational counseling, job preparation assistance, on-the-job training, work experience, remedial education and other employment competencies necessary to meet our labor market demands. The primary objective for youth and adult participants is employment, although this goal may be a long range one for youth.
2. The SDA intends to strengthen coordination and develop stronger linkages with the Department of Welfare, Richmond Public Schools, Economic Development and other agencies and organizations that affect the success of our eligible population.

### III. PERFORMANCE OBJECTIVES

#### A. Title II-A Programs

##### 1. SDA's Criteria for Enrolling Those "Most In Need" of Services

We believe all eligible applicants who seek us out are in need. We enroll those that come to us on a first come first served basis. However, we recruit ex-offenders, drop-outs, heads of households, and ADC recipients with vigor.

Every effort is made to provide a thorough assessment of each applicant and to develop a plan designed to meet his/her employment objectives. Formal referral to other agencies are made when required to meet the needs of those most in need.

##### 2. Title II-A Estimated Percentages in Eligible Population and Total To be Served

(Refer to Appendix A)

##### 3. Description of Services Which Will be Provided and the Method of Delivery

Services to be provided include, but are not limited to the following:

###### Intake and Eligibility Determination

Applicants receive information on available services, submit documentation required to determine their eligibility and are either scheduled for assessment, vocational counseling or both once verification of income and family status is completed.

###### Orientation

Every applicant prior to or upon enrollment will receive orientation to JTPA. Topics of discussion will include, but are not limited to JTAP and the JTPA grievance procedure, JTAP attendance requirements, JTAP's expectations of the participant, the participant's expectations of JTAP and a description of the services and supportive services available to participants. Orientation takes place at the class size training sites for those in such programs and at JTPA offices for all others.

### Vocational Assessment

Vocational assessment will be conducted to determine academic achievement levels, vocational aptitudes, the ability to follow instructions and their potential employment/training objectives. The extent of assessment is determined by the applicant's background and services requested. Employment objectives and identification of activities will be established for each applicant assessed. An Individual Service Plan (ISP) will be developed, monitored and modified throughout the participant's involvement with JTAP as needed. All eligible applicants will be assessed prior to enrollment in any activity either by JTAP or the service providers. The maximum assessment period is approximately one week. Should the applicant require additional assessment through the Department of Rehabilitative Services or other outside agency, the assessment period would be extended.

### Supportive Services

Supportive Services will be provided to participants who have demonstrated the need for such services in order to participate in JTAP program activities. The Program Services Unit staff will determine the type and extent of supportive services for each individual enrollee. Supportive Services may include: transportation, child care, required medical examinations, and other health services necessary to ensure the participant's successful completion of training and/or placement.

A child care facility on site at the Adult Career Development Center will support many of our enrollees while he/she is involved in self-improvement. Such services will be provided throughout the participants' enrollment. It will be JTAP's policy to provide no stipends or needs-based payments.

### Vocational Counseling

Vocational counseling will be available throughout the participants' enrollment. This service will assist participants in identifying the occupational areas that may be most appropriate for their consideration of employment and training objectives. The participant will be provided with as much labor market information as is available related to the occupational areas selected. The Program Services Unit staff will provide vocational counseling on an individual basis. Vocational counseling may also be provided on a group basis as part of the pre-employment youth competency activities.

### Job Preparation Assistance

Job preparation assistance will be provided by each vocational contractor during and after training to assist individuals in preparing for employment interviews, or by JTAP State Education Grant funded staff for those enrolled in individual referral, on-the-job training, customized skill training, and direct placement activities. The job preparation process will include:

- Skills for completing employment applications
- Interviewing skill development
- Employment networking
- Appropriate personal appearance for the job search
- Developing positive/productive work habits, i.e., punctuality, attendance, positive attitude toward work, etc.

The youth competency curriculum will be instructed by the JTAP Program Services Unit on an individual basis to those participants not enrolled in a class size project.

Job Placement Assistance will be provided to participants identified as job-ready. This activity will attempt to match participants to job vacancies generated by Job and Training Assistance Programs' job development efforts and those of the Private Industry Council. A job center has been established as the focus of this service. Employers also use the center for interviewing potential employees.

#### Remedial Education and GED Preparation

Remedial education and GED preparation will be available to those participants needing specific academic competencies to achieve their employment objective and/or to enhance their likelihood of vocational success. This activity is designed to improve the participant's chances for success in training and in the job search and retention periods. The length of academic training is based on the participants' needs. Instruction may be provided on a one-to-one basis, in a classroom setting and/or with computer assistance.

#### Vocational Training

Training opportunities will be provided in those occupational areas determined by the Private Industry Council to be most in demand in our labor market. Such training will provide enrollees with technical skills for new vocations and certification in those occupations requiring it. Training will be provided through individual referral, class size training, on-the-job training, and/or customized skills training. Program completers will be expected to compete successfully for entry level or higher level positions. The average length of training depends on the participants competency level, and the vocational skill required.

#### On-the-Job Training

On-the-job training, contracted through the Private Industry Council and the Program Services Unit, will provide "hands-on" experience which is not appropriate for classroom training. This training offers a two-fold opportunity to learn a skill/trade while earning an income. The goal of this program is the employment and promotion of on-the-job training completers by the training company. Length of training is typically between 8 to 24 weeks.

## Pre-Employment Training and Work Experience Activities

Pre-employment training and work experience are targeted to in-school and drop-out youth ages 16 to 21. The following contractors will provide services to youth.

The Richmond Public Schools system will assist JTAP in identifying potential out-of-school and in-school youth in need of employment assistance.

New Horizons, an in-school youth program, will provide pre-employment training and work experience. This program is 24 months or two school years in length.

70,001 LTD., will provide pre-employment training and job placement assistance along with a remedial education that will lead to a GED certificate. The program duration is approximately 8 to 16 weeks.

The Adult Career Development Center, a facility jointly funded by Richmond Public Schools and Job and Training Assistance Programs, will provide multiple services to drop-outs and unskilled youth and adults. The services offered include: intake, assessment, basic education, GED preparation, high school completion, vocational training, counseling, employment readiness, placement and child care (on-going).

Youth Work Experience program may be designed for a youth who is in transition from school to employment and/or a youth with no defined employment goal. The purpose of the work experience program is to enhance the employability of individuals through the development of appropriate work habits, attitudes and job skills. Work experience also provides the opportunity to develop or further define employment objectives and career goals, as well as to expose those never or minimally employed to the world of work. A work experience program is a short-term and/or part-time assignment with a public agency or non-profit corporation of not more than six months.

### Adult Work Experience

Adult work experience programs are designed similarly to those for youth and serve the purposes described above. As youth work experience programs serve those in transition from school to employment and/or youth with no definite employment goals, adult work experience programs will be limited to the following:

- 1) Persons who need to improve their work habits, behaviors, and/or attitudes while practicing new or unused skills; or
- 2) Persons who have never worked; or
- 3) Persons who have not worked for extended periods of time such as displaced homemakers, ex-offenders, persons released from institutions, etc.

### Follow-up and Retention

The Job and Training Assistance Programs' participants who have been placed in unsubsidized employment or who have exhausted program services are contacted 13 weeks after termination to determine the program's impact. The data collected will assist JTAP in evaluating the success of our activities and strengthening our program. Of particular importance is data on whether the former participant has retained employment. This function has been assumed for the balance of PY '86 and for PY '87 by the Governor's Employment and Training Department.

#### 4. Performance Goals

The Job and Training Assistance Programs has established the following goals in accordance with JTPA, Section 106.

	<u>Adult</u>	<u>Youth</u>
Placement Rate	61.1%	38.1%
Youth Comp. Attainment		71.6%
Wage Rate	\$4.24	\$3.35
Maximum Projected Cost Per Participant	\$4,900.	\$3,400.

#### B. Title II-B Programs

##### 1. Discussion of Activities the SDA Will Provide

The Summer Youth Employment and Training Program (SYETP) is administered by the City of Richmond's Job and Training Assistance Programs Bureau with funds provided under the Job Training Partnership Act. The SYETP attempts to provide to JTPA eligible youth of the City of Richmond meaningful summer employment, youth employment competencies, remedial education, intensive counseling and other services that address the needs of youth allowable under the Act.

##### a) Basic Education Skills Enhancement

300 youth ages 14 through 18 will participate in an academic remediation component to include:

- 1) Reading - Each participant will receive individualized instruction in basic reading skills. The objective is to increase reading proficiency by at least a .5 grade level over the course of the seven week program.
- 2) Oral Communication Skills - Each participant will receive instruction in oral communication skills, both listening and speaking. Verbal communication skills including techniques for effective verbal expression, correct diction, inflection, enunciation and grammatical usage will be stressed.

- 3) Written Communication Skills - The course will include instruction in sentence structure, capitalization, punctuation, grammar and writing skills.
- 4) Mathematics - Each participant will receive instruction to include basic computation, decimals and fractions based on their individual needs. The objective is to increase Math proficiency by at least a .5 grade level over the course of the seven week project.

Each participant's Mathematics and Language Arts grade levels will be determined by pre and post program testing.

b) Encouragement of School Completion or Re-enrollment

Recruitment activities will be coordinated with Richmond Public Schools with a focus on the identification of appropriate in-school youth who would benefit from the SYETP experience. The target population will include those economically disadvantaged youth who have been identified as potential drop-outs. Included in this group will be youth who are academically deficient (two or more grade levels below appropriate grade level), have poor school attendance and/or who evidence low self-esteem.

Richmond Public Schools will also be asked to furnish the names and addresses of youth who recently dropped out of school. The SDA will attempt to contact these youth to encourage their participation in the summer program.

Goal-setting and self-esteem development will be encouraged through utilization of the Motion Program. Motion is a small group interaction activity designed to assist participants explore their interests, increase their feelings of self-worth, and to set academic, employment and personal goals.

Each enrollee will have the opportunity to evaluate the Motion Program, the group counseling sessions and the academic courses. Evaluation forms will be developed prior to the start of the program.

In order to assess the long term impact of the program, the participants will be assigned identification numbers. This identification will assist the SDA and Richmond Public Schools in follow-up of their performance during the 1987-88 school year.

c) Exposure to the World of Work

1. Experiential Employment

The 300 youth, ages 14 through 18 participating in the academic remediation track will also participate in an employment experiential activity two days per week during the seven week program. The experiential activity provides the opportunity for exploration of occupations and industries that will promote or develop the youth's vocational/career interest(s) and reinforce goal-setting behaviors along with the course work and counseling efforts.

Each participant will be given an opportunity to choose one experiential activity from a list of 13 or more. These activities will focus on transferable employment skills that will assist the youth in future employment activities including the selection of an occupation. Experiential activities to be offered include the following: bicycle repair, child care, carpentry, color coordination, design/marketing, cake decorating, bread and pastry baking, dramatics, flower arranging, masonry, television media, aviation skills, jewelry design and others.

2. Work Experience

400 youth ages 17 through 21 will participate in a supervised work experience program which will not include the academic remediation component. Participants will be assigned to worksites and jobs with non-profit and public agencies. The objective of this experience is to assist participants in the development of work maturity and readiness skills for future unsubsidized employment. The program is designed to promote the development of a work ethic, occupational choice(s), positive work attitudes and behaviors, as well as, job skills and knowledge.

In each case, the instructors, counselors and/or work-site supervisors, as well as the program enrollees, will evaluate the program in writing. A statistical report will be developed from the data collected.

2. Services to Youth Ages 14 and 15

This SDA will provide services as described in sub-section #1 of Title II-B programs. Serving this age group would be beneficial to them in the development of employment skills and introduction to the "World of Work".

3. Method of Service Delivery

The City of Richmond's Job and Training Assistance Programs will sponsor SYETP with Title II-B funds of the Job Training Partnership Act. JTAP will provide the following services through appropriate service providers:

Orientation

Orientation for SYETP will be conducted for parents, participants and worksite supervisors. Each participant and his/her parent will be required to attend an orientation program.

Labor Market Orientation and Counseling

SYETP participants will receive current job market information and personal and career counseling on an individual and group basis from the service provider.

Supportive Services

To assist SYETP participants in successfully completing the program, supportive services will be offered. Supportive services will be provided as appropriate and may include bus tickets for transportation, required medical examinations and child care services.

Job and Training Assistance Programs plans to serve 700 eligible youth of the City of Richmond. The planned participant levels are based upon the total number served during the prior fiscal year. Service levels will be adjusted to reflect final allocation and new requirements.

C. 6% Incentive Programs

6% Incentive awards received by Job and Training Assistance Programs during the two-year period will be used for administration, training, participant support and individual referral services with special emphasis on youth and offenders.

IV: COORDINATION CRITERIA

**COORDINATION VEHICLE KEY SHEET  
(SERVICE DELIVERY AREAS)**

<u>Number</u>	<u>Coordination Vehicle</u>
1	Cooperative agreements that lead to joint planning and/or jointly funded projects
2	Joint meetings that lead to joint planning as needed
3	Joint RFPs
4	Establishment of incentives for jointly operated programs in RFPs
5	Jointly established RFP Bidder's List for RFPs
6	Joint review of proposals
7	Jointly developed funding criteria for proposals
8	Joint evaluation of proposals
9	Use of same data for planning purposes
10	Establishment of committees or workgroups for the joint development of plans
11	Establishment of committees or workgroups for the joint review of plans
12	Establishment of joint committees or workgroups to recommend policy or program changes
13	Information sharing
14	Enhancing staff awareness
15	Cooperative intake arrangements
16	Others

13(a)

**COORDINATION CRITERIA CHECKLIST  
(SERVICE DELIVERY AREAS)**

**Section I**

**1. Educational Agencies or Organizations**

	<u>Name of Program</u>	<u>Coordination Vehicle to be Used</u>						
		<u>1</u>	<u>2</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>13</u>	<u>14</u>
A.	<u>Richmond Public Schools</u>	<u>1</u>	<u>2</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>13</u>	<u>14</u>
B.	<u>Va. Dept. of Education</u>	<u>1</u>	<u>2</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>13</u>
C.	_____	_____	_____	_____	_____	_____	_____	_____
D.	_____	_____	_____	_____	_____	_____	_____	_____
E.	_____	_____	_____	_____	_____	_____	_____	_____

**2. Local Community College(s)**

A.	<u>J. Sargeant Reynolds</u>	<u>1</u>	<u>8</u>	<u>13</u>	<u>14</u>		
B.	_____	_____	_____	_____	_____		

**3. Local Social Services Departments**

A.	<u>Employment Service Program</u>	<u>1</u>	<u>2</u>	<u>8</u>	<u>13</u>	<u>14</u>
B.	_____	_____	_____	_____	_____	_____

**4. Local Economic Development Agencies/Organizations**

A.	<u>Metropolitan Business League</u>	<u>1</u>	<u>2</u>	<u>13</u>	<u>14</u>
B.	<u>Richmond Partnership Advisory Council</u>	<u>2</u>	<u>13</u>	<u>14</u>	_____
C.	_____	_____	_____	_____	_____
D.	_____	_____	_____	_____	_____
E.	_____	_____	_____	_____	_____

**5. Local Virginia Employment Commission Offices**

A.	<u>Va. Employment Commission</u>	<u>1</u>	<u>2</u>	<u>13</u>	<u>14</u>
B.	_____	_____	_____	_____	_____

6. Local Job Corp Recruitment Program \_\_\_\_\_

7. Older Worker Programs

Agency/Organization Administering Program

Coordination Vehicle to be Used

A. <u>Capital Area Agency on Aging</u>	<u>1</u>	<u>2</u>	<u>13</u>	<u>15</u>
B. _____	_____	_____	_____	_____

8. Local Correctional Facilities/Program Operators

Name of Facility or Program Operator

A. <u>Virginia Cares</u>	<u>1</u>	<u>2</u>	<u>13</u>	<u>14</u>
B. <u>Offender Aide &amp; Restoration Ctr. Community Diversion</u>	<u>13</u>	<u>14</u>	_____	_____
C. <u>Incentive Program</u>	<u>2</u>	<u>13</u>	<u>14</u>	_____
D. <u>Richmond City Juvenile Detention Center</u>	<u>13</u>	<u>14</u>	_____	_____
E. <u>Richmond City Jail</u>	<u>13</u>	<u>14</u>	_____	_____

9. Local Rehabilitation Agencies

Name of Agency

A. <u>Va. Dept. of Rehab. Services</u>	<u>1</u>	<u>2</u>	<u>13</u>	<u>14</u>
<u>Va. Dept. for the Visually Handicapped</u>	<u>1</u>	<u>2</u>	<u>13</u>	<u>14</u>
B. _____	_____	_____	_____	_____
C. _____	_____	_____	_____	_____
D. _____	_____	_____	_____	_____

10. Appropriate Local Homeless Services Organization

Name of Organization

A. <u>Emergency Shelter, Inc.</u>	<u>2</u>	<u>13</u>	<u>14</u>	_____
B. _____	_____	_____	_____	_____
C. _____	_____	_____	_____	_____
D. _____	_____	_____	_____	_____

11. Housing Agencies

A. <u>Richmond Redevelopment &amp; Housing</u>	<u>1</u>	<u>2</u>	<u>10</u>	<u>13</u>	<u>14</u>
--	----------	----------	-----------	-----------	-----------

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Pre-Employment Skills

SUB-COMPETENCY: Self-exploration

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Evaluate interests, abilities, goals and values and relate them to career requirements.</li> </ul>	<p>List 5 personal interests and abilities and discuss why these are necessary to success on the job.</p>	<p>Paper and Pencil Test</p>	<p>Written test will be rated and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Determine personal assets.</li> </ul>	<p>Identify 5 personal qualities necessary to success on the job.</p>	<p>Oral Test</p> <p>Paper and Pencil Test.</p>	<p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p> <p>Written test will be rated and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Identify the attitudes and behaviors that make a good employee.</li> </ul>	<p>Summarize 3 positive attitudes and/or behaviors employers may expect of good employees.</p>	<p>Oral Test</p> <p>Paper and Pencil Test.</p> <p>Oral Test</p>	<p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p> <p>Written test will be rated and placed in student's folder. Instructor will evaluate oral test; written verification will be placed in student's folder.</p>

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA:

COMPETENCY AREA:

SUB-COMPETENCY:

Self-exploration .

INDICATOR (Demonstrated behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<p>- Identify personal barriers to employment, including those personal concerns which may interfere with the workplace (i.e. child care, basic needs for self, Substance Abuse, physical problems).</p>	<p>Name 5 personal barriers that would be detrimental to employment.</p>	<p>Paper and Pencil Test.  Oral Test</p>	<p>Written test will be rated and placed in student's folder.  Instructor will evaluate oral test; written verifications will be placed in student's folder.</p>

**YOUTH EMPLOYMENT COMPETENCIES**

SERVICE DELIVERY AREA:

#10

COMPETENCY AREA:

Pre-Employment Skills

SUB-COMPETENCY:

Decision-Making

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Demonstrate an ability and willingness to apply the decision-making process to daily life.</li> </ul>	<p>Display a satisfactory understanding of major steps for solving problems.</p>	<p>Paper and Pencil Test.</p>	<p>Written test will be rated and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Obtain and analyze information, define problems, and identify possible solutions and alternatives.</li> </ul>	<p>Identify a personal problem, describe a problem solving technique which could be applied and state the steps involved in working through the problem.</p>	<p>Simulated Performance/ Rating Sheet</p> <p>Paper and Pencil Test.</p> <p>Oral Test</p>	<p>Rating Sheet will be evaluated and placed in, student's folder</p> <p>Written test will be rated and placed in student's folder.</p> <p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p>

**YOUTH EMPLOYMENT COMPETENCIES**

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Pre-Employment Skills

SUB-COMPETENCY: Communication Skills

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Interpret oral and written instructions.</li> </ul>	<p>Consistently perform tasks as explained in writing or verbally.</p>	<p>Actual Performance/Rating Sheet</p>	<p>Rating Sheet will be evaluated and placed in student's folder</p>
<ul style="list-style-type: none"> <li>- Speak clearly and articulately using Standard English.</li> <li>- Accept and acknowledge criticism.</li> </ul>	<p>Display speech patterns and language appropriate to the job site.</p> <p>Alter behavior when appropriate, restate expectations of supervisors and seek feedback on performance.</p>	<p>Simulated Performance/Rating Sheet</p> <p>Oral Test</p>	<p>Rating Sheet will be evaluated by teacher and placed in student's folder.</p> <p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Interpret non-verbal cues.</li> </ul>	<p>Manifest and understanding of common body-language signals.</p>	<p>Simulated Performance/Rating Sheet</p> <p>Paper and Pencil Test</p> <p>Oral Test</p>	<p>Rating sheet will be evaluated and placed in student's folder.</p> <p>Written test will be rated and placed in student's folder.</p> <p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p>

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Pre-Employment Skills

SUB-COMPETENCY: Job Search

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Investigate the services of employment agencies.</li> </ul>	<p>List advantages of using employment agencies.</p>	<p>Paper and Pencil Test</p>	<p>Written test will be rated and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Locate job openings through newspapers, personal contacts, and through direct contact with employers.</li> </ul>	<p>Name 3 existing job openings using newspapers, personal contacts, etc., and identify the sources.</p>	<p>Oral Test</p>	<p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Identify a prospective employer's products and services.</li> </ul>	<p>List 2 ways to explore the products and/or services of a company previously unknown to the student.</p>	<p>Paper and Pencil Test</p>	<p>Written test will be rated and placed in student's folder.</p>
		<p>Oral Test</p>	<p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p>

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA:

SUB-COMPETENCY:

Job Search

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Determine appropriate telephone techniques.</li> </ul>	<p>Display acceptable procedures for business telephone operations.</p>	<p>Simulated Performance/ Rating Sheet</p>	<p>Rating sheet will be evaluated by the instructor and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Prepare for common types of employment tests.</li> </ul>	<p>Exhibit satisfactory test taking techniques.</p>	<p>Simulated Performance/ Rating Sheet</p>	<p>Rating sheets will be evaluated by the instructor and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Able to interpret job descriptions and explore career ladders.</li> </ul>	<p>Examine major duties and qualifications necessary for advancement, given 3 job descriptions.</p>	<p>Paper and Pencil Test</p>	<p>Written test will be rated and placed in student's folder.</p>
		<p>Oral Test</p>	<p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p>

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA:

COMPETENCY AREA:

SUB-COMPETENCY:

Job Search

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<p>-- Able to identify prospective employer's career ladders.</p>	<p>Given 2 prospective employer's; able to identify one career ladder in each.</p>	<p>Paper and Pencil Test</p> <p>Oral Test</p>	<p>Written test will be rated and placed in student's folder.</p> <p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p>
<p>-- Determine key contacts within a prospective employer's organization.</p>	<p>Name 2 ways to determine key contacts within a prospective employer's organization.</p>	<p>Paper and Pencil Test</p> <p>Oral Test</p>	<p>Written test will be rated and placed in student's folder.</p> <p>Instructor will evaluate oral test; written verification will be placed in student's folder.</p>

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Pre-Employment Skills

SUB-COMPETENCY: Application Forms

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
- Prepare letters of inquiry or application.	Display 2 copies of letters of inquiry or application with satisfactory attention to neatness, accuracy, spelling, grammar and completeness.	Classroom Products and Performance.	Product and written verification by teacher placed in student's folder.
- Compile a list of references.	List 3 people who have given permission to be used as references.	Simulated Performance/ Rating Sheet	Rating Sheet will be evaluated by teacher and placed in student's folder.
- Prepare an application form.	Compile 2 sample applications neatly with no misspelled words and all appropriate questions answered.	Paper and Pencil Test	Written test will be rated and placed in student's folder.
- Prepare a Resume'	Exhibit a clear, concise, well-organized personal data.	Classroom Products and Performance.	Product and written verification by teacher placed in student's folder.
- Apply for a social security card, work permit, and/or licenses.	Receive a social security card, birth certificate, work permit and/or necessary licenses.	Classroom Products and Performance.	Actual Performance/ Rating Sheet.  Rating Sheet will be evaluated by teacher and placed in student's folder.

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Work Maturity Skills

SUB-COMPETENCY: Initiative and Productivity

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Understand the details of the job.</li> </ul>	<p>List 3 specific job duties for 2 entry level jobs that the student is both interested in and qualified for.</p>	<p>Paper and Pencil Test</p> <p>Oral Test</p>	<p>Written test will be rated and placed in student's folder.</p> <p>Instructor will evaluate oral test, written verification will be placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Demonstrate the ability to follow directions.</li> </ul>	<p>Rating of satisfactory or better on performance rating scale.</p>	<p>Simulated Performance/ Rating Sheet</p>	<p>Rating Sheets will be evaluated by instructor and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Display initiative</li> <li>- Demonstrate effective use of time.</li> </ul>	<p>Rating of satisfactory or better on performance rating scale.</p> <p>Rating of satisfactory or better on performance rating scale.</p>	<p>Simulated Performance/ Rating Sheet</p> <p>Actual Performance/ Rating Sheet.</p> <p>Simulated Performance/ Rating Sheet</p> <p>Actual Performance/ Rating Sheet</p>	<p>Rating sheets will be evaluated by the instructor and placed in student's folder.</p> <p>Rating sheets will be evaluated by instructor and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Adjust to change.</li> </ul>	<p>Rating of satisfactory or better on performance rating scale.</p>	<p>Simulated Performance/ Rating Sheet</p> <p>Actual Performance/ Rating Sheet</p>	<p>Rating sheets will be evaluated by instructor and placed in student's folder.</p>

13(c)

Section II

In the area provided below, describe briefly those coordination vehicles you included under "Others" in Section I, and be sure to note with which department, agency, or organization it will be used.

---

---

---

---

---

Name of SDA City of Richmond Job and Training Assistance Programs

Name of Individual Completing Form Debra Pierce

Date April 10, 1987

V. Budget

A. SDA Needs Based Payment Formula

It is JTAP's policy that no stipends or needs based payments will be considered.

**APPENDIXES**

**APPENDIX A**

**TITLE II-A ESTIMATED PERCENTAGES  
IN ELIGIBLE POPULATION AND  
TOTAL TO BE SERVED**

**PY '87**

Title II-A

APPENDIX A

	Estimated (Eligible Popu- Percent in lation Eligible 55,178) Population	Estimated (Total to be Percent of Served 600) Total to Be Served	Data Sources
Male	34%	34%	JTPA State of Virginia Data, GETD, April 1984; Annual Planning Information
Female	66%	66%	"
White Non Hispanic	12%	12%	"
Black Non Hispanic	86%	86%	"
Hispanic	1%	.5%	"
Asian or Pacific Islander	.5%	.5%	"
American Indian or Native	.5%	.5%	"
Handicapped	11%	5%	State Dept. of Rehabilita- tive Services
High School Dropout	10.5%	10.5%	State of Virginia Dept. of Education Report, Richmond Public Schools
Welfare Recipient	37%	37%	City of Richmond, Dept. of Social Services
Employment Service Program Registrant	6%	6%	City of Richmond, Dept. of Social Services

**APPENDIX B**  
**PIC YOUTH COMPETENCIES**

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Pre-Employment Skills

SUB-COMPETENCY: Job Interviews

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<p>- Demonstrate effective employment interview behavior.</p>	<p>Exhibit satisfactory skills in these areas:</p> <ol style="list-style-type: none"> <li>1. Verbalizing                             <ol style="list-style-type: none"> <li>a. Volunteering Information</li> <li>b. Asking questions</li> <li>c. Answering questions</li> </ol> </li> <li>2. Personal characteristics.                             <ol style="list-style-type: none"> <li>a. Ability to work</li> <li>b. Hand Shake</li> <li>c. Eye contact</li> <li>d. Posture</li> <li>e. Appearance</li> </ol> </li> </ol>	<p>Simulated Performance/ Rating Sheet</p>	<p>Rating sheet will be evaluated by teacher and placed in student folder.</p>
<p>- Identify hygiene and grooming appropriate to the job opening.</p>	<p>Identify appropriate grooming and acceptable hygiene for 3 separate job openings.</p>	<p>Paper and Pencil Test</p> <p>Oral Test</p>	<p>Written test will be rated and placed in student's folder.</p> <p>Instructor will eval oral test; written verification will be placed in student's folder.</p>

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Work-Maturity Skills

SUB-COMPETENCY: Interpersonal Skills

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Exhibit appropriate attire and acceptable personal hygiene.</li> </ul>	<p>Rating of satisfactory or better on performance rating scale.</p>	<p>Simulated Performance/ Rating Sheet</p>	<p>Rating sheets will be evaluated and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Display a cooperative demeanor at the worksite.</li> </ul>	<p>Rating of satisfactory or better on performance rating scale.</p>	<p>Actual Performance, Rating Sheet.</p>	<p>Rating sheets will be evaluated and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Demonstrate effective listening skills</li> </ul>	<p>Rating of satisfactory or better on performance rating scale.</p>	<p>Simulated Performance/ Rating Sheet</p>	<p>Rating sheets will be evaluated and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Manifests a positive reaction to criticism and/or supervision.</li> </ul>	<p>Rating of satisfactory or better on performance rating scale.</p>	<p>Actual Performance/ Rating Sheet</p>	<p>Rating sheets will be evaluated and placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Demonstrates the ability to work as a functioning part of a team.</li> </ul>	<p>Rating of satisfactory or better on performance rating scale.</p>	<p>Simulated Performance/ Rating Sheet</p> <p>Actual Performance/Rating Sheet</p>	<p>Rating sheets will be evaluated and placed in student's folder.</p>

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Work Maturity Skills

SUB-COMPETENCY: Work Habits

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
- Demonstrate adequate safety habits.	Rating of satisfactory or better on performance rating scale.	Simulated Performance/ Rating Sheets	Rating sheets will be evaluated and placed in student's folder.
- Work well without close supervision.	Rating of satisfactory or better on performance rating scale.	Actual Performance/ Rating Sheets	Rating sheets will be evaluated and placed in student's folder.
- Exhibit loyalty.	Rating of satisfactory or better on performance rating scale.	Simulated Performance/ Rating Sheets	Rating sheets will be evaluated and placed in student's folder.
		Actual Performance/ Rating Sheets	

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Basic Education Skills

SUB-COMPETENCY: Reading With Comprehension

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Effectively assimilate information using a library, a dictionary, a phone book, reference materials, newspapers and magazines.</li> <li>- Interpret signs and labels.</li> <li>- Follow written directions in sequential order.</li> <li>- Interpret forms.</li> </ul>	<p>Either benchmark statement may apply.</p> <ol style="list-style-type: none"> <li>1. Function at an acceptable level for entry into a specific career, or training for that career.</li> </ol> <p style="text-align: center;">or</p> <ol style="list-style-type: none"> <li>2. As measured by a standardized pre-test, post test; the student gains at least one grade level in reading.</li> </ol>	<p>Actual Performance/</p> <p style="text-align: center;">or</p> <p>Paper and Pencil Test</p>	<p>Written verification by instructor will be placed in student's folder.</p> <p>Written test will be evaluated and placed in student's folder.</p>
	<p>As measured by a standardized pre-test, post-test; the student gains at least one grade level in reading.</p>		

YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA: #10

COMPETENCY AREA: Basic Education Skills

SUB-COMPETENCY: Writing Effectively

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Record personal information for self and others.</li> </ul>	<p>Function at an acceptable level for entry into a specific career.</p>	<p>Actual Performance/ Rating Sheet</p>	<p>Written verification by instructor placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Effectively write messages and reports.</li> </ul>	<p>Function at an acceptable level for entry into a specific career.</p>	<p>Actual Performance/ Rating Sheet</p>	<p>Written verification by instructor placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Complete forms adequately.</li> </ul>	<p>Function at an acceptable level for entry into a specific career.</p>	<p>Actual Performance/ Rating Sheet</p>	<p>Written verification by instructor placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Demonstrate correct punctuation and spelling.</li> </ul>	<p>Function at an acceptable level for entry into a specific career.</p>	<p>Actual Performance/ Rating Sheet</p>	<p>Written verification by instructor placed in student's folder.</p>
<ul style="list-style-type: none"> <li>- Able to compose grammatically, correct sentences and paragraphs.</li> </ul>	<p>Function at an acceptable level for entry into a specific career.</p>	<p>Actual Performance/ Rating Sheet</p>	<p>Written verification by instructor placed in student's folder.</p>



YOUTH EMPLOYMENT COMPETENCIES

SERVICE DELIVERY AREA:

COMPETENCY AREA:

SUB-COMPETENCY:

Computation

INDICATOR (Demonstrates behavior or objective)	BENCHMARK (Degree/Standard)	MEASUREMENT	CERTIFICATION (Proof of Benchmark attainment)
<ul style="list-style-type: none"> <li>- Solve problems using area and volume.</li> <li>- Understand the basic function of a computer.</li> <li>- Use consumer skills and maintain a budget.</li> </ul>			