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An Analysis of the Peninsula One-Stop Career Center in Virginia: Employment Placement and Retention for Dislocated Workers

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**AN ANALYSIS OF THE PENINSULA ONE-STOP CAREER CENTER IN
VIRGINIA: EMPLOYMENT PLACEMENT AND RETENTION FOR
DISLOCATED WORKERS**

by

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M.B.A. December 2008, Old Dominion University
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ABSTRACT**AN ANALYSIS OF THE PENINSULA ONE-STOP CAREER CENTER IN VIRGINIA: EMPLOYMENT PLACEMENT AND RETENTION FOR DISLOCATED WORKERS**

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Director: Dr. Philip A. Reed

This study includes an analysis of the Peninsula One-Stop Career Center dislocated worker assistance. Specifically, perceptions of employment placement and employment retention were examined by a qualitative analysis of interview data with dislocated workers and staff members and partners of the Peninsula One-Stop Career Center. This study also focused on these workers' experiences with One-Stop Career Center partners in securing employment opportunities. The study provides additional literature to explain which service and programs effectively serve dislocated workers.

The findings revealed several themes that contributed to employment placement and retention for dislocated workers. It was found that résumé development, job search support services, and comprehensive case management were used to help dislocated workers address employment placement and services and programs to support employment retention include on-the-job training and Workplace Excellence Skills Training. Additionally, it was found that partnerships essential for assisting dislocated workers include: Virginia Employment Commission, community agencies, Virginia Community College System, and educational institutions.

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CHAPTER 1

INTRODUCTION

Among its other lasting effects, the Great Recession of 2008-2010 led to a dramatic increase in dislocated workers, including many college graduates (Blustein, Kozan, & Connors-Kellgren, 2013; Russell, 2011). The United States Bureau of Labor Statistics (2015) defines a “dislocated worker” as “someone who loses their job because their employer closed a plant or division; moved or abolished their position; or simply had insufficient work for them; as well as some service members who leave the military” (p. 1). Between 2008 and 2015, more than 7 million American workers have been displaced from long-term jobs (Bureau of Labor Statistics, 2015). A large number of dislocated workers can cripple an economy and the productivity of a nation. In order for an economy to thrive, dislocated workers need to obtain new employment and continue being productive. Therefore, investigating the mechanisms in place to assist dislocated workers is a relevant issue. The One-Stop Career Center system is one mechanism created by the Department of Labor for assisting dislocated workers. In Virginia, hundreds of workers each quarter go from being full-time employed to being classified as *dislocated workers* (Virginia Board of Workforce Development, 2015). The state’s unemployment rate (including dislocated workers) was 4.1% in January 2016 (Bureau of Labor Statistics, 2016). Many will experience hardships that may extend beyond the time they are unemployed (Bureau of Labor Statistics, 2015; Fouad, Cotter, Carter, Bernfeld, Gray, & Liu, 2012).

To address some of these hardships, President Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014 (WIOA, 2014). WIOA provides access to employment, education, training, and support services (WIOA, 2014). One-Stop Career Centers, which are physical sites where training referrals, career counseling, job listings, and

employment-related services are offered, were created to address unemployment issues (One-Stop Career Centers, 2014). One-Stop Career Centers are grouped according to location into Workforce Investment Areas (One-Stop Career Centers, 2014). Also, One-Stop Career Centers partner with community colleges and training organizations to assist dislocated workers (Duggan & Raspiller, 2007). Currently, there is a limited body of research that examines employment placement rates, employment retention, and partnerships for dislocated workers and career and training services at One-Stop Career Centers.

Background Information

The Worker Adjustment and Retraining Notification Act (WARN) requires potential dislocated workers to be warned of layoffs (WARN, 1988). Most employers are required to provide a 60-day notice before plant closings and massive layoffs (WARN, 1988). This warning allows people to make adjustments to deal with job loss and to find other employment and/or training. Rapid response is defined in WIA and WIOA and is designed to help dislocated workers (WIA, 1988; WIOA, 2014). Rapid Response is defined as:

...an activity provided by a State, or by an entity designated by a State, with funds provided by the State under section 134(a)(1)(A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining re-employment as soon as possible. (WIOA, 2014, p. 14)

Purpose

The purpose of this research was to examine perceptions and experiences related to employment placement rates, employment retention, and partnerships for dislocated workers at the Peninsula Worklink One-Stop Career Center in Hampton, Virginia. The WARN Act, Rapid

Response, WIA, WIOA, and interviews from One-Stop Career Centers were discussed and examined to understand how dislocated workers are assisted (WARN, 1988; WIOA, 2014). Dislocated workers, who are individuals laid off from their jobs or who meet one of the defined items in WIOA, are one group of individuals that the Virginia Workforce System works to address (WIOA, 2014). Community colleges, training institutions, government agencies, and other organizations partner to assist dislocated workers. This study examined qualitative data and determined which strategies may be considered best practices. Examining career and training services provided additional knowledge to determine which service is more effective for meeting outcome goals. Also, identification of best practices and new approaches can help One-Stop Career Centers (and partners such as community colleges) understand which strategies and practices can help meet employment placement and employment retention outcome goals (Jacobson, 2009). Meeting outcome goals and targets are required for obtaining WIOA funding (WIOA, 2014).

Problem Statement

One-Stop Career Centers are mandated by law to assist dislocated workers (Bureau of Labor Statistics, 2015). One-Stop Career Centers were created to help unemployed workers find jobs (Russell, 2011). Virginia's One-Stop Career Centers are tasked with assisting dislocated workers using various programs and techniques, including partnerships with community colleges. In addition, Virginia's One-Stop Career Centers are required to comply with the Workforce Innovation and Opportunity Act and compliance includes reporting their performance related to assisting dislocated workers (WIOA, 2014). Specifically, it is unclear if career services or training services produce better results for assisting dislocated workers with employment placement and retention. There is an urgent need to continue analyzing Workforce Investment

Areas and One-Stop Career Centers data for strategic planning and operational efficiency (National Association of Workforce Boards, 2015). The urgency exists because it is important for One-Stop Career Centers and Workforce Investment Areas to understand the needs of the community and to examine the effectiveness of addressing the community needs. Workforce Investment Areas are specific geographic areas with clients served by a One-Stop Career System. Figure 1 outlines the Virginia Workforce Development System (Virginia Board of Workforce Development, 2015).

The Virginia Community College System is required to coordinate with the Governor's office:

...to develop a formula providing for 30 percent of WIOA Adult and Dislocated Worker funds reserved by the Governor for statewide activities to be used solely for providing incentives to postsecondary workforce training institutions through local workforce investment boards to accelerate the increase of workforce credential attainment by participants. (HB Workforce Development, 2015, p. 8)

Dislocated workers often start educational programs and training programs, career counseling, and other activities offered by community colleges in conjunction with federal and state assistance programs (Schwitzer, Duggan, Laughlin, & Walker, 2011).

Virginia's Workforce Development System

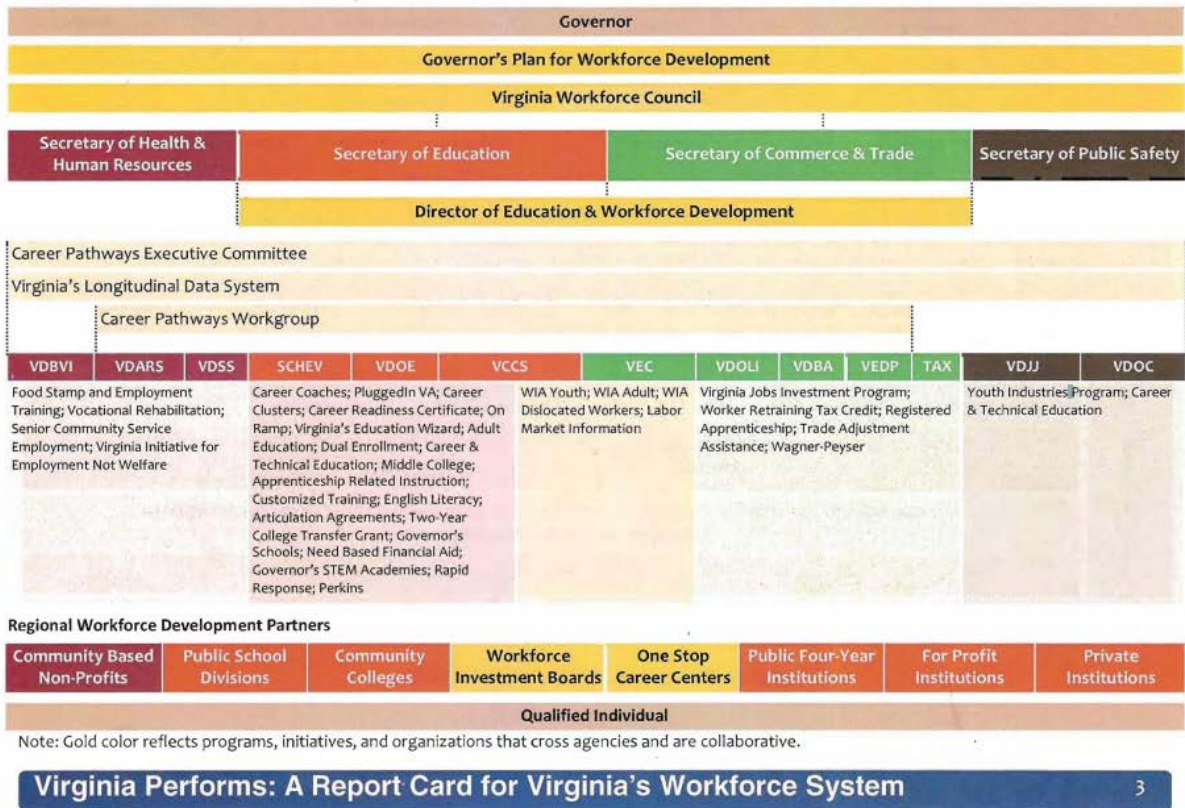


Figure 1. Virginia's workforce development system. Adapted from "Virginia Board of Workforce Development". Elevate Virginia, 2014.

Theoretical Basis

WIOA is designed to improve areas of the current workforce development system that are not working effectively (American Community College Association, 2014; WIOA, 2014). Some of WIA's shortcomings include a need for common measures, accountability, and expanded definitions of categories (American Community College Association, 2014; WIA, 1998). Also, a higher degree of coordination between community colleges and other partners is needed in the One-Stop System nationally and WIOA is designed to encourage and in some cases require specific partnerships (Education and Training Administration, 2015).

The need for increased coordination in workforce development across partners and agencies is one implication highlighted in Jacobs' and Hawley's Emergence of Workforce Development framework. Jacobs and Hawley (2009) define the Emergence of Workforce Development using *five converging concepts*: globalization, technology, the new economy, political change, and demographics shifts. The five concepts are discussed in regards to the Jacobs and Hawley's (2009) Workforce Development Framework, which can be applied to individuals, organizations, and societies. Five implications are clearly identified related to this workforce development theory, including the need to develop institutional collaborations, the need to consider broader goals, the need to enrich current theory, research problems, and dependent variables, and the need for graduate education (Jacobs & Hawley, 2009). Jacobs and Hawley's (2009) Workforce Development Framework and implications will be used to examine qualitative data concerning dislocated workers in Virginia's Workforce Development System.

The individual level component of Jacobs and Hawley's (2009) framework addresses outcomes. For the current study, the number of people entering employment and employment retention is related to the individual level. The organizational level consists of organizations that have benefited from workforce development programs (i.e., partners such as community colleges and local employers; Jacobs & Hawley, 2009). The societal level involves the need for major institutions, such as schools, community colleges, universities, and government agencies to develop the workforce (Holzer, 2015; Jacobs & Hawley, 2009). Jacobs and Hawley's (2009) Workforce Development Framework is particularly key in addressing the factors that lead to the need for workforce development in the contemporary era, namely globalization, the growing use of technology, demographic shifts, political change, and the development of the new economy.

Globalization, Technology, the New Economy, Political Change, and Demographic Shifts

In the context of their theory of workforce development, Jacobs and Hawley (2009) noted five key components that coalesce together to form the need for such a framework: globalization, technology, the new economy, political change, and demographic shifts. Globalization has allowed for the free flow of people and information across national borders in the world (Jacobs & Hawley, 2009). As a result, global competition will remain a major problem in labor markets and workforce development. Global competition and overseas job outsourcing have contributed to the increase in dislocated workers. There is a need for workforce development and additional analyses that address the needs of current and future workers to become a higher priority (Holzer, 2015; Jacobs & Hawley, 2009). Business owners and employers have used the concept of globalization in conjunction with technology to increase productivity of workers and companies in all sectors (Hirst, Thompson, & Bromley, 2015; Jacobs & Hawley, 2009). As a result of advancing technology and its interaction with globalization and job outsourcing, some industries have thrived and others have deteriorated, which has increased the number of dislocated workers (Hirst, Thompson, & Bromley, 2015; Holzer, 2015; Jacobs & Hawley, 2009).

In addition to technology and globalization, the new economy is characterized by cost pressures, high efficiency, high quality, and global competition, which is based on free market capitalism (Jacobs & Hawley, 2009; Narula, 2014). Newer job classification, past economic downturns, and low-skill service sector jobs are major components which impact dislocated workers (Jacobs & Hawley, 2009). Also, political change involves the nature of government and businesses are collaborating more for workforce development. The final component of the workforce development framework is demographic shifts, which include the Baby Boomer generation, Generation X, and Generation Y. The aging population—primarily the Baby Boomer

generation—will require a developed workforce to replace outgoing workers. As workers have been laid off and become dislocated, training and education will become critical to maintaining an adequate workforce.

Significance of Problem

WIOA is the most significant legislative reform of the public workforce system in more than 15 years (WIOA, 2014). WIOA superseded WIA (Department of Labor Employment and Training Administration, 2015; WIOA, 2014). The law has specific provisions for dislocated workers and how funds are allocated to assist the unemployed including dislocated workers (Department of Labor Employment and Training Administration, 2015). In addition, the Virginia Community College System is mandated by Virginia HOUSE BILL NO. 2033 to allocate a percentage of WIOA Adult and Dislocated Worker funds for programs (HB Workforce Development, 2015). There is little research to examine the dislocated worker populations “to guide the design and implementation of effective practices for dislocated worker populations” (Schwitzer et al., 2011, p. 646).

Unemployment also has a major impact on workforce development and education. Universities and community colleges are educating students to prepare them for employment, and states are developing workforce development initiatives to address employment issues. As a result, unemployment has a direct impact on education and workforce development in the United States (Borges-Mendez, Denhardt, & Collett, 2013). The researcher explored the impact career and training services have on employment placement and retention for dislocated workers in conjunction with partners of the Peninsula Worklink. For the purpose of this study, impact is defined as the ability to help dislocated workers find employment or retain employment.

DEFINITION OF TERMS

Barriers to Employment are characteristics that may hinder an individual's hiring promotion or participation in the labor force. Identification of these barriers will vary by location and labor market. Some examples of individuals who may face barriers to employment include: single parents, women, displaced homemakers, youth, public assistance recipients, older workers, substance abusers, teenage parents, certain veterans, ethnic minorities, and those with limited English speaking ability or a criminal record or with a lack of education, work experience, credentials child care arrangements, transportation or alternative working parents (United States Department of Labor Veterans' Employment and Training Service, 2007).

A *dislocated worker* is someone who loses their job as a result of a business closing or position being eliminated. Five categories are established by WIA and WIOA, including individuals:

(A) who have been terminated or laid off, or who have received a notice of termination or layoff, from employment; (B) have been terminated or laid off, or have received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; (C) were self-employed (including employment as a farmer, a rancher, or a fisherman) but are unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; (D) are displaced homemakers; or (E) are spouses of a member of the Armed Forces on active duty. (WIOA, 2014, pp. 1432-1433)

Layoff aversion is rapid re-employment for a dislocated worker or someone facing impending layoffs (Southeastern Rapid Response, 2015).

One-Stop Career Center is a physical site where training referrals, career counseling, job listings, and employment-related services are offered. Clients can visit a center in person and access some resources online (One-Stop Career Centers, 2014).

Rapid Response is an organization that assists when a Virginia business conducts major layoffs, and, in conjunction with One-Stop Career Centers, can provide assistance for affected employees (Rapid Response, 2015). Rapid Response's purpose is to help companies gain access to skilled workers who have been laid off or have marketable skills. Rapid Response can also respond swiftly to layoffs and plant closings for impacted workers (Rapid Response, 2015). The program is designed to get workers back to work as soon as possible (Rapid Response, 2015). Current labor market information, information regarding unemployment benefits, access to One-Stop Career Centers, job search help, and available services from Virginia Workforce Network are provided by the Rapid Response Program (Rapid Response, 2015).

Workforce Investment Areas (WIAs) are specific geographic areas with clients served by the One-Stop Career System (Department of Labor, 2007). The Workforce Investment Areas (WIAs) locations for Virginia are shown in Figure 2.

RESEARCH QUESTIONS

This research was guided by the following questions:

1. What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?
2. What career services and training activities services are perceived as having an impact on assisting on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?

3. What experiences do dislocated workers and the Greater Peninsula (LWIA XIV) Staff describe regarding assistance from a local community college and other One Stop Career Center partners to assist dislocated workers in securing employment opportunities?



Figure 2. Virginia Workforce Investment Areas (WIAs) Map. Adapted from “Virginia Labor Market Geographic Maps”. Copyright 1998-2016 by Geographic Solutions.

Methodology

The study design followed a qualitative approach and utilized a case study design. Using the case study design, interview data were collected from the sample of dislocated workers and Peninsula Worklink One-Stop Career Center Staff and Virginia Community College Workforce Development Staff. Dislocated workers were asked a series of interview questions with the goal of assessing their perceptions of training and career services provided by One-Stop Career Center in regard to their ability to be placed in a new employment opportunity, and their retention in any such opportunity. The Southeastern Virginia Rapid Response Program located at a local community college works in conjunction with the Peninsula One-Stop Career Center and has five phases to assist dislocated workers. One-Stop Career Center staff and the local

community college staff were asked a series of question to explore how services assist with employment placement and retention.

To examine the research questions, thematic coding was conducted on transcribed interview data following Braun and Clarke's (2006) method of thematic analysis. Dislocated workers and staff members from One-Stop Career Center provided spoken responses to a series of open-ended interview questions, which were formulated to probe their experiences with different training and career services provided. First, data were organized based on which service the participant took part; each group of data were relate to placement and retention from a specific level of service. Next, initial codes were developed to assess meaningful units of data, and these initial codes were organized to form the final themes.

Sample Selection

The Greater Peninsula Local Workforce Investment Area was examined. Specifically, the Peninsula Worklink One-Stop Career and the partnership with the local community college were examined. Approximately, 10 dislocated workers who volunteer for the study were interviewed. A total of five that have received career services and five that have received training services were gathered so that experiences with each aspect of the center may be captured. Also, 10 staff members the Peninsula Worklink One-Stop Career and the local community college were interviewed to examine how services influence employment retention and placement for dislocated workers.

Assumptions

The qualitative data provided by the interviewees were assumed to be reliable and accurate. Third party verification of the data was assumed and the information is believed to be representative of the case management of dislocated workers in the selected Workforce

Investment Area of Virginia. The second assumption involved dislocated workers from One-Stop Career Centers being sufficiently comfortable to respond to questions, and provide honest and complete answers. This could be reduced by ensuring confidentiality during the qualitative component of the study.

Delimitations

One delimitation for this study is only dislocated workers, staff, and partners from the selected Virginia One-Stop Career Center were interviewed. Participants were only those who have experienced services from these centers. However, data collected from this specific group should not be extrapolated beyond the research group and One-Stop Career Center.

Contribution to Practice

Government officials could use the results to understand possible improvements to help dislocated workers. Also, the study may provide the Virginia Community College System with data to support which services may be most effective for assisting dislocated workers. The Virginia Community College System will have more information to aid administrators of the workforce system to tailor and adjust programs to better serve dislocated workers. The conclusions and findings can be used to help develop strategic plans and programming for dislocated workers. In addition, suggestions were identified and explained based on interviews with One-Stop Career Center Staff. These best practices can be shared with other centers and agencies.

Summary

This study examined training and career services for dislocated workers' assistance in the One-Stop Career Center and used a qualitative approach. WIOA has already been enacted and compliance is required to maintain funding for the Virginia Workforce System. The Virginia Workforce Development System includes: One-Stop Career Centers, community colleges,

training institutions, Virginia Employment Commission, and many other partners. Current research indicates there is a need to examine dislocated workers and interactions with One-Stop Career Center staff. The purpose of this study was to examine the impact of career services, training services, and partnerships of the One Stop Career System on dislocated workers and examine data for addressing dislocated workers. For this study, impact was defined as the ability to help dislocated workers find employment or retain employment. Additional literature was examined in the next section to explore current dislocated worker strategies in the One-Stop Center. The following chapter examined relevant literature considering variation in delivery of services in the Workforce Investment Areas. Studies which highlight the variation in Workforce Investment Areas were examined to understand whether outcome data may be influenced by various differences.

CHAPTER 2

LITERATURE REVIEW

The basis for the following literature was a need to explore relevant studies in regards to government efforts to curb unemployment. As such, the chapter contains an exhaustive review of literature ranging from general federal re-employment efforts to specific case-by-case examples in which companies collaborated with both the federal and state government. The review also provides an in-depth observation of re-employment assistance mechanisms, such as One-Stop Career Centers and Rapid Response.

Downsizing, corporate restructuring, dislocation, and a shift from a manufacturing-based economy to an information and services-based economy have dramatically changed the nature of the employment market (Blustein et al., 2013; Heinrich et al., 2009; Russell, 2011). Labor market volatility has affected low-wage workers and skilled workers, which has led to a strain on the workforce development systems in the nation (Heinrich et al., 2009). As such, the transition from employment to unemployment can be a major problem for many Americans. In Virginia, approximately 4,060 workers received Worker Adjustment and Retraining Notification (WARN) laid off notifications in 2015 (Virginia Board of Workforce Development, 2015). These individuals are categorized as dislocated workers, who often experience major life changes; without the proper support and resources, dislocated workers may experience difficulties getting back into the workforce. To address employment issues, lack of job skills, and exploring career pathways, the federal government established One-Stop Career Centers (Russell, 2011). The One-Stop Career Center System and community colleges are mandated by law to assist dislocated workers (American Association of Community Colleges, 2014). Based on the annual reports from the Virginia Community College Workforce Development Services (2012, 2013,

2014), the Virginia One-Stop Career System assisted 4,092 dislocated workers in 2012, 6,081 in 2013 and 12,309 in 2014.

One-Stop Career Centers partner with multiple organizations to provide resources and services to support gainful employment (Decker & Berk, 2011). These centers are nonprofit organizations, coordinated by the Department of Labor's Employment and Training Administration (ETA) division. The centers are also operated by multiple organizations such as: government agencies, community colleges, employment service offices, and community organizations (One-Stop Career Centers, 2014; Schwitzer, Duggan, Laughlin, & Walker, 2011).

The Workforce Investment Act (WIA; 1998), Workforce Innovation and Opportunity Act (WIOA; 2014), and the Worker Adjustment and Retraining Notification (WARN; 1988) Act are all major legislations which influence how dislocated workers are assisted. In addition, ON RAMP and Rapid Response are some of the mechanisms used by One-Stop Career Center and community colleges to assist dislocated workers in Virginia (Virginia Board of Workforce Development, 2015). Numerous studies have explored how dislocated workers are assisted, and how the One-Stop system works to address issues concerning dislocated workers (Barnow & King, 2005; Blustein, Kozan, & Connors-Kellgren, 2013; Decker & Berk, 2011; Heinrich, Mueser, Troske, Jeon, & Hahveciouglu, 2009; Hollenbeck, 2009).

Workforce Investment Areas

Each Workforce Investment Area has One-Stop Career Centers assigned based on geographic location. The 15 Workforce Investment Areas of Virginia include: Southwestern Virginia (LWIA I), New River and Mountain Rogers (LWIA II), Western Virginia (LWIA III), Western Virginia (LWIA III), Shenandoah Valley (LWIA IV), Piedmont Workforce Network (LWIA VI), Region 2000/Central VA (LWIA VII), Region 2000/Central VA (LWIA VII), South

Central (LWIA VIII), Capital Region Workforce Partnership (LWIA IX), Northern Virginia (LWIA XI), Alexandria/Arlington (LWIA XII), Bay Consortium (LWIA XIII), Greater Peninsula (LWIA XIV), Crater Area (LWIA XV), Hampton Roads (LWIA XVI) and West Piedmont (LWIA XVII). Appendix A contains the localities assigned to each Workforce Investment Area.

According to the Virginia Workforce Comprehensive and Satellite Centers State Listing, there are appropriately 67 One-Stop Career Centers in Virginia (Virginia Board of Workforce Development, 2015d). Each region is required to report on common measures (Workforce Innovation and Opportunity Act, 2014). The data are aggregated from all centers in each of the fifteen regions and reported as one under the appropriate Workforce Investment Area. Appendix B includes a full listing of One-Stop Career Centers in Virginia.

Worker Adjustment and Retraining Notification Act (WARN)

The Department of Labor's ETA division administers the WARN Act (1988), which is designed to require employers with 100 or more employees to provide notification of 60 calendar days for plant closings and mass layoffs. The advance notice must be provided to affected workers or their respective state dislocated worker unit and the appropriate unit of local government (Worker Adjustment and Retraining Notification Act, 1988). A faltering company, unforeseeable business circumstances, and natural disasters are the only exceptions to the 60-day notification rule (WARN, 1988). The advance notice must be provided to affected workers or their respective state dislocated worker unit and the appropriate unit of local government (WARN, 1988).

Description of One-Stop Career Centers

One-Stop Career Centers are located throughout the nation and were established under the Workforce Investment Act of 1998 (One-Stop Career Centers, 2014; WIA, 1998). The purpose of the centers is to promote employment and job training. Each One-Stop Career Center has a variety of resources to assist dislocated workers who have received WARN notices in ways such as: resume and interview workshops, career assessments, supplying technology resources for job search—computers, fax machines, printers and telephones—and an on-site career counselor (One-Stop Career Centers, 2014; Russell, 2011). Additionally, the centers provide three levels of services: core, intensive, and training under WIA (1998), as seen in Table 1. Specific core services include intake and orientation, work skills, exploration, access to resources, resume development, and job search training (One-Stop Career Centers, 2014). Intensive services consist of comprehensive skills and service assessment, customized screening and assessment, reference and background checks, intensive career counseling, and case management, among others (One-Stop Career Centers, 2014; Russell, 2011). Training services for individuals include on-the- job training and job readiness training (One-Stop Career Centers, 2014).

Table 1

One-Stop Career Centers Three Levels of Services for Individuals.

Levels of services	Description	Activities included
Career Services (WIOA) Core services (WIA)	Self-services are defined as those services requiring limited assistance from center staff.	Core services include: computer lab access, internet, and employment workshops.
Career Services (WIOA) Intensive services (WIA)	Individualized services are defined as those services requiring one-on-one assistance from center staff.	Intensive services include: assisting people who require additional help to find employment such as assessment and career planning.
Training services	For those who utilize intensive services and need additional skills to gain employment.	Training services include: adult literacy classes and occupations skills training.

Note. Adapted from “One-Stop Career Centers, Department of Labor”. Retrieved from <http://www.dol.gov/dol/topic/training/onestop.htm>

Ideally, advanced notification allows One-Stop Centers and government units to render aid and assistance to the affected workers. In addition, WARN notices are public information. The advance notice allows individuals to prepare and seek additional employment opportunities. Two specific programs for assisting dislocated workers in Virginia are ON RAMP and the Rapid Response Program.

Dislocated Worker Resources and Programs:

Southeastern Virginia Rapid Response Program

The Southeastern Virginia Rapid Response Program located at a local community college in Hampton, Virginia partners with the Peninsula One-Stop Career Center and has five phases to assist dislocated workers. The phases for the Southeastern Virginia Rapid Response Program are:

Phase I: engagement, proactive outreach, and awareness efforts;

Phase II: layoff aversion (rapid re-employment);

Phase III: rapid response events;

Phase IV: customized workforce solutions

Phase V: continuous process improvement and evaluations and metrics (Southeastern Rapid Response, 2015, pp. 6-21).

Phase I: engagement, proactive outreach, and awareness efforts. This phase involves experts at the local community college working with other community colleges and partners via “proactive outreach, conferences, summits and speakers’ forums, because they are the gatekeepers to human capital who will decide to contact Rapid Response via WARN or Non-WARN criteria” (Southeastern Rapid Response, 2015, p. 5).

Phase II: layoff aversion (rapid re-employment). This phase addresses the two types of layoff aversion—front-end layoff aversion and back-end layoff aversion. Layoff aversion (rapid re-employment)

...is a key and essential component in getting the affected employees back to work as quickly as possible; and, five primary workforce partners (the local community colleges, universities and proprietary schools, the Virginia Employment Commission local offices, the local One-Stops, Economic

Development Directorates, and the current affected employer or impending employer), play a critical and vital role in providing a smooth transition and successful re-employment. (Southeastern Rapid Response, 2015, p. 6)

Early warnings and notifications are critical in making front-end layoff aversion work successful (Southeastern Rapid Response, 2015). Front-end layoff aversion is put in place to find employment for workers before the impending layoff (when the date of the layoff is unknown or has not been established; Southeastern Rapid Response, 2015). Back-end layoff aversion are those efforts put in place to find employment for workers after the layoff date has been set or layoffs have already happened, but the layoff has not been completed or the terminal date has not yet been reached.

Phase III: rapid response events. During this phase, data are captured from the businesses and employees affected by staff reduction. Training and programs are developed to address income maintenance and asset protection (Southeastern Rapid Response, 2015). As such, rapid response events are defined as events in which there is a layoff or closure and workers are immediately affected by the event itself (Salzman, Mack, Harvey, & Abrazaldo, 2012). During this time, re-employment specialists provide information such as unemployment insurance, career services, “and information on budgeting, credit counseling, health insurance, and health services” (Salzman et al., 2012, pp. ES-3 – ES-4). It is important to note that the timing and duration of Rapid Response efforts are affected by employer cooperation, which included whether or not the employer allowed Rapid Response professionals to reach all dislocated workers (Salzman et al., 2012).

Phase IV: customized workforce solution. Workforce solutions are designed for rapid re-employment for companies expanding to and career or re-career pathways in advanced

technologies for dislocated workers (Southeastern Rapid Response, 2015). This process is described as “ongoing, continuous, reevaluate process until re-employment is achieved” (Southeastern Rapid Response, 2015, p. 18). In addition, customized solutions are the integration of multiple services for impacted workers, such as: training, up-skilling, certifications to meet the specific needs and expectations of employees and employees (Southeastern Rapid Response, 2015). Programs and services of this nature allow dislocated workers to obtain the skills to find new employment. For example, the local community college administers the On Ramp Program, which trains individuals for in demand careers in a short period of time without costs to the participant (TNCC, 2015).

Phase V: continuous process improvement and evaluations and metrics. Employer satisfaction surveys and the Rapid Response Self-Assessment and Evaluation Benchmarking Tool are repeatedly used to assess the program and hold the program and partners accountable (Southeastern Rapid Response, 2015). As such, the WIOA has increased its promotion of accountability and transparency in an effort to assist more dislocated workers (U.S. Department of Labor, 2015). As a result of collaborating with Rapid Response through measures such as the Rapid Response Self-Assessment Benchmarking Tool, Rapid Response professionals are now able to identify strengths, weaknesses, and areas where additional assistance is needed to ensure the relocation of recently-unemployed workers (Southeastern Rapid Response, 2015). With these improved metrics, employment relocation professionals now have the ability to assist workers with the concept of embracing this change and assisting them in learning life skills, job training, certification, and job loss transition skills. According to the U.S. Department of Labor (2015), programs are now federally required to report key employment information, such as worker entry and employment retention, wages, and skills gains. In doing so, these metrics provide policy

makers with essential information that can be used to assist in future employment relocation for dislocated workers.

Dislocated Worker Training - National Emergency Grant on RAMPs

The National Emergency Grant provides funding to assist dislocated workers who have lost their jobs as a result of major unforeseen events (Department of Labor, 2015d). The grants provide training and funding to local workforce investment areas in an effort to assist laid off workers. One such effort is the On RAMP program—funded by the Dislocated Worker Training – National Emergency Grant—sponsored by the local community college, where dislocated workers can be referred to by One-Stop Career Centers (Department of Labor, 2015d).

The local community college's On RAMP program is designed to provide free training for dislocated workers in career areas in Virginia (TNCC, 2015). Clients can be referred from the One-Stop Career Centers to an On RAMP counselor. Funds allocated to the One-Stop Career Center can be used to pay for dislocated workers' training and the program also receives funding from the National Emergency Grant (TNCC, 2015). Certificates, job training programs, credit, and noncredit options are available to individuals who are laid off. Specifically, the program trains in the following areas: medical office assistant, pharmacy technician, E-health IT nurse aide education, and welding. Fiber optics, HVAC, CNC machining, cyber security, marine electrician, and IT specialist are additional fields covered by the On RAMP program (TNCC, 2015). Despite the beneficial nature of this program, other challenges exist.

Variations and Outcomes in One-Stop Career Center

Variations in service delivery and processes in the One-Stop Career Center system are evident in the observed differences in outcome data (Decker & Berk, 2011; Heinrich et al., 2009). Two factors are attributed to differences in training: differences in approach to service

delivery, and differences in the enrollment processes (Decker & Berk, 2011). In addition, there is an insufficient amount of evidence which proves that WIA performance standards helped local Work Investment Areas actually meet the ultimate goal of workforce development (Decker & Berk, 2011).

According to Decker and Beck (2011), flexibility was given to local areas to design service delivery to meet the needs of the local employers and workers, and economic circumstances (Decker & Berk, 2011). For example, waivers have been granted to some workforce investment areas to allow for more flexibility in funding allocation across programs (Decker & Berk, 2011). As a result, allowing flexibility has increased the variation in the One-Stop Career system across local areas. For example, workers in different areas of the country may have greater access to training than workers in other areas. In addition, relationships between community colleges and the One-Stop Career Centers vary among states (Barnow & King, 2005). Major variations across states and local workforce investment areas becomes problematic when examining and measuring outcomes across local areas. As a result, Decker and Berk (2011) suggest that the DOL now has the burden of making certain that variations across areas do not lead to a lack of equity in regards to outcomes.

For example, Heinrich et al. (2009) conducted a study which utilized a non-experimental matching method called propensity score matching, involving 12 states. The purpose of the study was to evaluate net impact estimates for the Adult and Dislocated Program in the United States based on data from 12 states for those who entered the WIA program in July 2003 through June 2005. Approximately, 160,000 One-Stop Career Center WIA clients (including dislocated workers) from Connecticut, Indiana, Kentucky, Maryland, Missouri, Minnesota, Mississippi, Montana, New Mexico, Tennessee, Utah, and Wisconsin were compared with nearly 3 million

comparison group members (non WIA clients). Heinrich et al. (2009) found that 1 in 5 One-Stop Career Center participants received only core services while 2 in 5 received training services (Heinrich et al., 2009). Also, Heinrich et al. (2009) cited Social Policy Research Associates, explaining how training for WIA clients is highly variable, and legislation and practice often emphasize the client's involvement in selecting training. In addition, the study found the lowest state expenditure per participant was about \$1,000 and the largest was \$15,000 of the states examined (Heinrich et al., 2009). The study provides additional evidence that there are variations for expenditures and usage of services in workforce investment areas.

Employment Placement for Dislocated Workers

Specifically, for dislocated workers, Heinrich et al.'s (2009) study contained evidence suggesting that, over two to three years, those who participate in the dislocated worker programs have higher employment levels than those who do not participate in the programs. However, time is needed to assess the effects of the programs on participants, as immediate results are not often seen for dislocated workers (Heinrich et al., 2009).

In addition, Hollenbeck and Huang (2014) examined Washington State's workforce development system for net impact estimates and benefits versus costs for 11 programs using a nonexperimental methodology. The Title I-B Dislocated Worker programs were included in the analysis (Hollenbeck & Huang, 2014). Data for dislocated workers from 2005-2006 and 2007-2008 from Washington State was examined. There were approximately 4,471 dislocated worker records for 2005-2006 and 2,898 dislocated worker records for 2007-2008.

The study evaluated the net effects of participating in dislocated worker programs by comparing outcomes of the individuals who received training to the outcomes of those who did not receive training using a propensity score (Hollenbeck & Huang, 2014). Propensity score for

an observation is defined as the predicted probability using the estimated logic coefficients and the observation's actual data. The non-experimental study provided evidence to suggest that in workforce investment areas studied, dislocated worker clients increased their employment rates, wage rates, and hours of work, which resulted in net impact of 12% for those who participated in the WIA dislocated worker programs (Hollenbeck & Huang, 2014). This study provides evidence to suggest that the WIA dislocated worker programs in the study assisted dislocated workers.

Mueser and Sharpe (2006) conducted a case study analysis to examine two One-Stop Career Centers in Camdenton and Columbia, Missouri. Observations and center characteristics were used to analyze on-site operations, service providers, partner affiliations, local economy, and major employers in the areas. Although the One-Stop Career Centers examined were in the same state, there were variations across several areas. Funding variations between the two centers existed as a result of funding formulas and differences in the local economies (Mueser & Sharpe, 2006). One center was able to secure additional funding from the National Emergency Grant for dislocated workers as factories were closed; however, the other One-Stop Career Center was not as fortunate to secure additional funding (Mueser & Sharpe, 2006). Initially, the local economic conditions enabled the Camdenton One-Stop center to meet performance standards, but it became more difficult to meet the standards for dislocated workers' wages (Mueser & Sharpe, 2006). This study provided information about other factors that affect the performance of One-Stop Career Centers and the variations across local workforce investment areas.

Salzmann, Mack, Harvey, and Abrazaldo (2012) examined the Rapid Response program for dislocated workers and concluded that the program varies greatly across states. The

evaluation contained data from surveys of state and local Rapid Response coordinators, site visits, case studies for seven locales, a review of data for state allotments, funds, and expenditures from the Education Training Administration (Salzmann et al., 2012). Rapid Response centers in California, Florida, Massachusetts, Pennsylvania, Texas, Utah, and Washington were visited. Qualitative information from site visits and phone interviews were combined and analyzed.

The study provided evidence to suggest that a state's size, workload, programs, and funding often dictate whether Rapid Response activities are centralized at the state level (Salzmann et al., 2012). For example, some states provided all services from the state capital while other states allowed for regional delivery of Rapid Response. Specifically, Florida, California, and Texas delegated their Rapid Response activities to the local workforce investment areas while Massachusetts, Minnesota, Pennsylvania, and Texas centralized their Rapid Response Activities using state coordinators (Salzmann et al., 2012).

Also, the study provided evidence of innovative strategies to support Rapid Response programs. For example, Maine has centralized state staff who led the response team and coordinators with staff in the One-Stop Career Centers (Salzmann et al., 2012). Tennessee centralized Rapid Response services with teams delivering services to different regions with coordination from the state capital (Salzmann et al., 2012). Rapid Response teams varied in size from a single individual to ten or more fulltime employees in large states (Salzmann et al., 2012). The average duration of Rapid Response activities varied across the nation, from one to eight weeks or more (Salzmann et al., 2012).

The Community College Role in Assisting Dislocated Workers (Partnering with One-Stop Career Centers and Rapid Response)

Technelgas Manufacturing and Luzerne County Community College

Ghilani (2005) conducted a quantitative analysis to examine the community college relationship for dislocated workers from Technelgas Manufacturing. Surveys were mailed to 75 laid off workers of the manufacturer, who graduated with an associate's degree from Luzerne County Community College in Nanitoke, Pennsylvania. Surveys contained questions concerning position level, salary, employment obstacles, reason for choosing major, and different courses of action. The majority (84%) of the dislocated workers successfully found employment after graduating with an associate degree (Ghilani, 2008). Also, 72.7% of the dislocated workers were able to find jobs related to their majors. However, the wages and benefits were much lower than their previous jobs at Technelgas Manufacturing.

The lower salaries and benefits could be contributed to the entry level jobs compared to more experienced positions held prior to being laid off workers from Technelgas Manufacturing. This study provided evidence that community colleges can have a positive effect on helping dislocated workers find suitable employment. However, there are not many details on services received from Career Link Office and/or One-Stop Career Centers on the partnership with Luzerne County Community College.

Pillowtex Project and Rowan–Cabarrus Community College

Rowan–Cabarrus Community College assisted with the Pillowtex Project, where 4,790 jobs were lost in North Carolina due to permanent job closures (McKary, 2013). In July 2003, Pillowtex filed bankruptcy and closed operations throughout the United States, causing widespread job loss in North Carolina. As a result, North Carolina experienced the largest

permanent job loss in state history (Moore, Gennet, Manning, & Roberts, 2011). North Carolina's Rapid Response led the project to assist the nearly 5,000 dislocated workers. Staff from the Rowan–Cabarrus Community College (RCCC) was directly involved in the effort to assist the dislocated workers by providing admissions information sessions, counseling, workshops on service referrals, and assessment tests. In 2015, the North Carolina Community College system received \$6.6 million in federal funding, which was used to serve the Pillowtex workers (Moore & Gennet, 2008). Additional staff was hired, additional office space was acquired, and new training and degree programs were established (McKary, 2013).

The staff of Central Piedmont Community College in North Carolina was hired to evaluate RCCC. In 2005, RCCC enrolled 47% of those eligible for the emergency federal funding. The college also provided cosmetology services and resume writing to over 80% of the effected workers. Five years after the closure of Pillowtex, 58% of the 4,820 dislocated workers tracked by the Employment Security Commission were reemployed (McKary, 2013). This study provides additional evidence to support the assertion that community colleges are important for serving dislocated workers.

Jacobson, Lalonda, and Sullivan (2004) conducted an analysis for 97,000 workers who had three or more years of job tenure and were permanently laid off from their jobs between 1990 and 1994 in Washington State. About 16,000 of the workers in the study's sample earned some community college credits by 1996.

Dislocated Workers Service Model for Community Colleges and Workforce Development Centers (including One-Stop Career Centers)

Community colleges often partner with One-Stop Career Centers to provide services such as: mentoring, assessment, counseling and advising, training, and education (Duggan &

Raspiller, 2007). Duggan and Raspiller (2007) proposed a Dislocated Workers Service Model for Community Colleges and Workforce Development Centers (shown in Table 2), which highlights how community colleges and One-Stop Career Centers partner to assist dislocated workers. The model includes two phases: exploration and intervention. Intake interviews, assessments, identification of goals and barriers, and finding funding are components of the exploration phase (Duggan & Raspiller, 2007). The intervention phase includes training and education, support services, referrals, and re-employment campaigns (Duggan & Raspiller, 2007).

Burtnow and King (2005) conducted a case study analysis on the following eight states' Workforce Investment Areas using a purposive section strategy: Florida, Indiana, Maryland, Michigan, Missouri, Oregon, Texas, and Utah. Six local Workforce Areas in the eight states and 30 One-Stop Career Centers were included in the study. Site visits and interviews were conducted during the summer and fall of 2002. The sample included One-Stop Career Centers' staff directors, community and technical school staff, and other partners in the workforce development system. The study provides evidence based on interviews and observations to support there is no single best way to operate a successful One-Stop Career Center (Burtnow & King, 2005). As a result of the differences in providers, philosophies, and orientations, the most important elements of success are how well the One-Stop Career Centers are managed and operated, not the program orientation or who operates them (Burtnow & King, 2005).

Table 2

*Dislocated Workers Service Model for Community Colleges and Workforce Development**Centers*

Phase	Description
Exploration Phase	
Intake Interview	Data gathered about dislocated workers' needs
Provide assessment	Placement testing, WorkKeys and other assessments
Identify goals and barriers	Identification of barriers to success
Finding funding	WARN Act; Rapid Response Programs; Trade Act Assistance; Workforce Investment Act (One-Stop Career Centers).
Intervention Phase	
Training and education	Classes, seminars, and group training
Support services	Counseling and mentoring (Community College and One-Stop Career Center referrals)
Referrals	One-Stop Career can refer dislocated workers to community colleges.
Re-employment campaign	Intensive case management by community college and/or One-Stop Career Centers

Note. Phases for Community Colleges and Workforce Development. Adapted from “*Back to School: Meeting the Needs of Dislocated Workers at the Community College*,” by M. H. Duggan and E. Raspiller, pp. 21-23.

The study also provided evidence to support the idea that relationships between community colleges and WIA programs are varied across states. For example, Texas and Michigan have community college representatives at the One-Stop Career Centers (Burtnow & King, 2005). Florida’s workforce development system has focused on economic development and the importance of community college meeting employers’ needs (Burtnow & King, 2005). Also, the increased variation in workforce development systems across the country is explained. For example, governance reforms, delivery approaches, and market-oriented mechanisms being used are different and Florida, Michigan, Texas, and Utah are among the states that stand out for innovative strategies for workforce deployment.

Campbell, Lemp, Pence, Tarallo, Tarallo, Lamming, and Treiber (2006) conducted a cross-case analysis, which included a field network approach to analyze how state and local government carry out public policy. The research team analyzed 10 local Workforce Investment Areas in California between February and November 2005. A purposive sample selection was used and the following local investment areas were examined: Los Angeles City, San Bernardino County, Sacramento County, Alameda County, NoRTEC Consortium, Sonoma County and SELACO Consortium, City of Oakland, Tulare County, and Verdugo Consortium (Campbell et al., 2006). Semi-structured interviews, document review, and observations for One-Stop Career Centers and partners were conducted for this case study (Campbell et al., 2006). Transcribed interviews were analyzed for identification of common themes.

The study provided evidence to support the notion that community colleges in the 10 local Work Investment Areas were more responsible and flexible than other partners of the One-

Stop Career Centers for designing courses that were responsive to the needs of the local industries and businesses (Campbell et al., 2006). For example, the study contains evidence to support that Tulare County Workforce Investment Board worked to established partnerships between local hospitals, the local community colleges, and the employment connections to help leverage grant funds. In addition, the various local areas of the 10 WIAs examined identified community colleges as important and flexible partners in designing courses responsive to the needs of local industry.

Community colleges are important sources for helping dislocated workers of all ages gain necessary skills and credentials to find a new job or career (Van, Heidkam, & Manz, 2013). Case studies were performed for community colleges in five states for dislocated workers, which include: Michigan, Ohio, California, North Carolina, and Oregon. Specifically, case studies were conducted for Macomb Community College, Lorian County Community College, Skyline College, Central Piedmont Community College, and Portland Community College. Telephone interviews, websites and college documentation were reviewed. The study provided support to explain that community college partnerships with One-Stop Career Centers and Rapid Response can benefit dislocated workers as a result of referrals for training and certifications. However, discussions on the different levels of service (core, intensive, and training) at One-Stop Career Centers and community colleges were not included in the study.

WIOA changes affecting the Dislocated Worker Program

WIOA will streamline the three levels of services (core, intensive, and training) into two levels: career services and training services (American Community College Association, 2014; WIOA, 2014). Core and intensive services are now grouped into one category called “career services” (Bird, Foster, & Ganzglass, 2014). Career services are available for adults or

dislocated workers (WIOA, 2015). Services categorized under career services are delivered directly through One-Stop-Career Centers or contracts with service providers (including public institution, private and non-profit organizations) (WIOA, 2015). According to WIOA (2015), career services include: outreach activities, intake, orientation, initial assessment, job search and placement assistance (which may include career counseling) and other services to assist adults or dislocated workers. In addition, WIOA does not require participants to receive career services before receiving training services (American Community College Association, 2014; WIOA, 2014). Therefore, eliminating the sequence of services under WIA, which limited the amount of training provided through the system (American Community College Association, 2014). Specifically, participants are not required to pass thru multiple services before starting training; as a result, training services can be accessed sooner by dislocated workers under WIOA than they were under WIA (WIA, 1998; WIOA, 2014).

Also, all local Work Investment Areas are collecting data for dislocated workers as required by WIOA. Average Six Month Earnings, Employment and Credential Rate, Employment Retention Rate and Entered Employment Rate are published quarterly (Elevate Virginia, 2016). In addition to the figures, details about established targets and actual rates are provided. Information is included to explain whether the Work Investment Areas exceeded, met or did not meet the established targets.

Summary

Many dislocated workers face difficult challenges and hardships. One-Stop Career Centers and partners are charged with helping dislocated workers transition back into the workforce. On RAMP and Rapid Response are two programs in Virginia that specialize in helping dislocated workers.

Numerous studies have been conducted highlighting the variation in One-Stop Center services and processes to assist dislocated workers. As a result, variations in the levels of service received by dislocated workers are thought to have an impact on outcome data (Barnow & King, 2005; Decker & Berk, 2011; Heinrich et al., 2009; Mueser & Sharpe, 2006; Salzman et al., 2012).

CHAPTER 3

METHODOLOGY

Introduction

One-Stop Career Centers are tasked with assisting dislocated workers. This study examined three specific aspects related to a selected One-Stop Career Center and a local community college, as the two settings are related through the Virginia Rapid Response Program. The first aspect examined the career services and training activities services, which are perceived as having an impact on assisting dislocated workers with obtaining employment placement. The second aspect examined the career services and training activities services, which are perceived as having an impact on assisting dislocated workers with obtaining employment retention. The third aspect involved dislocated workers' and One-Stop Career Staff Center experiences with third parties, such as community colleges or partners of the One-Stop Career Center.

The purpose of this research was to examine employment placement, employment retention and third party assistance among dislocated workers for the Peninsula Workforce

Center in Hampton, Virginia, and provide evidence to support which services are perceived as better for placing dislocated workers. Dislocated workers, which are individuals laid off from their jobs or who meet one of the defined items in WIOA, are one group of individuals that the Virginia Workforce System works to address (Workforce Innovation and Opportunity Act, 2014). Community colleges, training institutions, government agencies and local agencies all partner to assist dislocated workers. This study examined in-depth interview data collected from these dislocated workers, One-Stop Career Center staff, and local community college staff, to determine which strategies better assist dislocated workers with employment placement and retention. Examining career services and training services provided additional knowledge to determine which services may be more effective for meeting outcome goals.

Research Questions

1. What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?
2. What career services and training activities services are perceived as having an impact on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?
3. What experiences do dislocated workers and the Greater Peninsula (LWIA XIV) Staff describe regarding assistance from a local community college and other One Stop Career Center partners to assist dislocated workers in securing employment opportunities?

Table 3

Interview Protocol and Research Questions Relationship

Research Questions	Appendix B (One Stop Career Center and Partners Interview Protocol)	Appendix C (Dislocated Workers Interview Protocol)
<p>1.) Employment placement</p> <p>What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?</p>	<p>Questions: 2,3, 6 and 9</p> <p>2. Please describe the programs and/or workshops (career and training services) conducted at the center to assist dislocated workers with employment placement.</p> <p>3. Specifically, how do the programs described for Question 2 assist dislocated workers with employment placement?</p> <p>6. Describe the partnerships (outside agencies i.e. community colleges, trade schools and etc.) used by your office to assist dislocated workers with employment placement.</p> <p>9. Please name and describe the information used to track dislocated workers assistance for employment placement.</p>	<p>Questions: 3, 4, 7 and 9</p> <p>3. Name and describe the services you are using in the One-Stop Career System that you believe will help you to secure a job (employment placement)?</p> <p>4. Describe how these services are helping you with securing a job (employment placement)?</p> <p>7. Can you describe how the partnerships (outside agencies i.e. community colleges, trade schools and etc.) used to help you with finding a job (employment placement)?</p> <p>9. From your perspective, what changes within the One-Stop Career System would benefit dislocated workers for employment placement?</p>
<p>2.) Employment retention</p> <p>What career services and training activities services are perceived as having an impact on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?</p>	<p>Questions: 4,5,7, and 10</p> <p>4. Please describe the programs and/or workshops (career and training services) conducted at the center to assist dislocated workers with employment retention.</p> <p>5. Specifically, how do the programs described for Question 4 assist dislocated workers with employment retention?</p> <p>7. Describe the partnerships (outside agencies i.e. community colleges, trade schools and etc.) used by your office to assist dislocated workers with employment retention.</p> <p>10. Please name and describe the information used to track dislocated workers for employment retention.</p>	<p>Questions: 5, 6, and 8</p> <p>5. Name and describe the services you are using in the One-Stop Career System that you believe will help you with retain your job (employment retention), if applicable?</p> <p>6. Describe how these services are helping you with securing a job (employment retention), if applicable?</p> <p>8. Can you describe how the partnerships (outside agencies i.e. community colleges, trade schools and etc.) were used to address employment retention for you?</p>

Table 3 continued

Interview Protocol and Research Questions Relationship

Research Questions	Appendix B (One Stop Career Center and Partners Interview Protocol)	Appendix C (Dislocated Workers Interview Protocol)
3.) Experiences dislocated workers and the Greater Peninsula Staff	Questions: 1 and 8 1. Describe your role in assisting dislocated workers. 8. Describe some of the reasons that have force people to become dislocated workers in this region (based on your interaction with dislocated workers).	Questions: 1, 2 and 10 1. How did you become a dislocated worker eligible to receive assistance from the One-Stop Career System? 2. Which professionals do you interact with most at One-Stop Career Center? 10. Is there anything else you would like to share regarding services at the One-Stop Career System for job placement?
4.) Demographics and Background	Questions: A, B,C, D	Questions 11, 12, 13,14

Research Design

A qualitative approach with a case study design was used for this study, with the intention of gathering rich, detailed data regarding dislocated worker and One-Stop Career Center staff perceptions of the targeted One-Stop Career Center, specifically regarding career services and training services provided (Yin, 2014). Qualitative data are highly detailed, and are useful when the goal of the research is to provide a comprehensive overview of participant perceptions (Johansson, 2003). In the present study, dislocated workers were asked to provide their perceptions regarding any of the career and training services provided by the targeted One-Stop Career Center, and asked to describe how each of these services has contributed to their placement as employees, and retention in any such employment opportunity. They were also asked to recount experiences with community partners to these centers, and the extent to which these partners have affected their placement and retention. One-Stop Career Center staff were asked to explain how they believe they assist dislocated workers and how the services influence dislocated workers' employment placement, retention, and partnership activities.

The case study design was chosen due to the fact that dislocated workers utilizing the assistance of a One-Stop Career Center represent a specific bound instance so that perspectives of dislocated workers and One-Stop Career Center staff and partners may be assessed for commonalities or differences (Yin, 2014). This multiple case study design allowed for the flexibility of these two different groups to be examined, contributing to a more comprehensive understanding of the bound instance and a separate analysis of each perspective. This allows not only for multiple perspectives to be examined, but also permits these two perspectives to be assessed side by side to determine how perceptions of these services compare (Yin, 2014). Using the case study approach, analysis is not focused on creating findings that are generalizable to the larger population, but rather to attribute to a greater understanding of the assistance provided to dislocated workers for employment placement and retention (Yin, 2014).

Population

The Greater Peninsula LWIA XIV includes the following areas in Virginia: Gloucester County, James City County, York County, Hampton, Newport News, Poquoson, VA and Williamsburg City (Virginia Employment Commission, 2016b). Each area included in the Greater Peninsula will be examined in this section.

Gloucester had a population of 37,141 in 2014 and the median household income for 2009-2013 was \$60,519 (United States Census Bureau, 2016a). The unemployment rate for Gloucester in 2014 was 4.8% (United States Census Bureau, 2016a). According to the Virginia Employment Commission (2016), the five largest employers for this area include the following: Gloucester County School, Riverside Regional Medical Center, County of Gloucester, Wal-Mart, and the Virginia Institute of Marine Science.

In 2014, James City County population was estimated to be 72,583 (United States Census Bureau, 2016a). According the United States Census Bureau (2016a), James City County's

median household income for 2010-2014 was \$76,705. The unemployment rate for 2014 was 5.0% (United States Census Bureau, 2016a). According to the Virginia Employment Commission (2016a), the five largest employers in James City County are: Busch Entertainment Corp, Williamsburg James City County School Board, County of James City, Eastern State Hospital, and Wal-Mart, according to the Virginia Employment Commission.

York County's population was estimated to be 66,342 in 2014 (United States Census Bureau, 2016a). The United States Census Bureau (2016a) published the median household income for 2010-2014 as \$80,900, which is higher than United States average \$53,482. York County's unemployment rate for 2014 was 5.0%, according the United States Census (2016). York County School Board, County of York, Wal-Mart, the United States Department of Defense, and Anheuser Busch, Inc. are the five largest employers in the area (Virginia Employment Commission, 2016f).

Hampton's unemployment rate in 2014 was 6.7% and \$49,879 was the median household income for 2010-2014 (United States Census Bureau, 2016a). According to the Virginia Employment Commission (2016d), the population for Hampton was 136,879 in 2014. Hampton City School Board, City of Hampton, the United States Department of Defense, the United Stated Department of Veterans Affairs, and Anheuser Busch, Inc. are the five largest employers for Hampton (Virginia Employment Commission, 2016d).

Newport News' estimated population for 2014 was 182,965 (United States Census Bureau, 2016a). The median household income 2010 – 2014 was \$51,000 and the unemployment rate for Newport News was 6.2% in 2014 (United States Census Bureau, 2016a). The five largest employers for Newport News are: Huntington Ingalls Industries, Inc., Riverside

Regional Medical Center, Newport News Public Schools, City of Newport News, and the United States Department of Defense (Virginia Employment Commission, 2016e).

The population for Poquoson, VA was estimated to be 12,048 in 2014 and the median household income 2010 - 2014 was \$83,460 (United States Census, 2016b). According to the Virginia Employment Commission (2016f), the unemployment rate for 2014 was 4.5%.

Poquoson City Public Schools, City of Poquoson, Farm Fresh, Food Lion and Ggnsc Poquoson LLC are the five largest employers in Poquoson (Virginia Employment Commission, 2016f).

According to the United States Census (2016a), Williamsburg City's population in 2014 was 14,691 and the median household income 2010 - 2014 was \$48,057. Williamsburg's unemployment rate in 2014 was 7.1% (Virginia Employment Commission, 2016g). The College of William and Mary, Colonial Williamsburg Foundation, Colonial Williamsburg Hotel, Sentara Healthcare, and Sodexo are the five largest employers (Virginia Employment Commission, 2016g).

James City County's unemployment rate was 5.0% and the median household income 2010 - 2014 was \$76,705 (United States Census, 2016a). According to the Virginia Employment Commission (2016g), the five largest employers include: Busch Entertainment Corp., Williamsburg James City County School Board, County of James City, Eastern State Hospital, and Wal-Mart.

According to the Virginia Employment Commission (2016b), the unemployment rate for the entire Greater Peninsula for 2014 was 5.9%. The five largest employees in the Greater Peninsula are: Huntington Ingalls Industries, Inc., Riverside Regional Medical Center, the United States Department of Defense, Newport News Public Schools and the City of Newport News (Virginia Employment Commission, 2016b). The top five industries for employment in

the Greater Peninsula are: manufacturing, government (local, federal and state), retail, health care and social assistance, and accommodation and food services (Virginia Employment Commission, 2016b). The industries hiring the most people include: accommodation and food services, retail trade, administrative and support and waste management, health care and social assistance, and manufacturing (Virginia Employment Commission, 2016b).

Sample

Purposive sampling was used for this research. Using purposive sampling, “people or other units are chosen, as the name implies, for a particular purpose” (Leedy & Ormrod, 2010, p. 212). Purposive sampling is a common form of sampling in qualitative research, and is of particular importance for the case study design where the sample should be drawn purposefully and directly from the case of interest (Yin, 2014). The purposeful sampling type in this study is: Criterion sampling because participants were dislocated workers based on WIOA criteria and those who service dislocated workers at the center and/or the local community college.

A portion of the Greater Peninsula Local Work Investment Areas (LWIA XIV) was analyzed for this study to understand staff members’ interactions with dislocated workers. Specifically, the Peninsula Worklink One-Stop Career Center located in Hampton, Virginia at 600 Butler Farm Road was examined in this case study. The One-Stop Career Center in Hampton, Virginia was selected for this study because the service areas (Hampton, Newport News and etc.) and surrounding areas have experienced massive layoffs, especially in the shipbuilding industry and the number of dislocated workers has increased substantially (McCabe, 2016). Therefore, staff members and dislocated workers were interviewed for this study at the One-Stop Career Center in Hampton, Virginia.

A list of all Workforce Development Staff and Workforce Development partners at the local community college for the Greater Peninsula was prepared and provided by the One-Stop

Career Center Manager. All staff members received an invitation and consent form for participation in the study. Ten individuals who return the consent form were interviewed at the Peninsula Worklink One-Stop Career Center and partners at the local community college located in Hampton, Virginia were interviewed. The ten individuals interviewed included the following professionals: Career Development Specialists, Career Planners, One-Stop Program Manager, and Workforce Development Community College Executive and a Rapid Response Coordinator. The Rapid Response Coordinator worked specifically with people who have been impacted by a mass layoff classified under the Rapid Response Program. Career Development Specialists and Career Planners assist all individuals who seek services at the One-Stop Center. All of these individuals interact and assist dislocated workers in various capacities within the One-Stop Career System with employment placement and retention.

Resume and career development workshops were attended at the Peninsula One-Stop Career Center and dislocated workers were invited to participate in the study. The ten dislocated workers (individuals who meet one of the dislocated worker criteria established by WIOA within the last 12 months) who returned the inform consent form after receiving the invitation were interviewed to gather data on their experiences. The dislocated workers must have participated in career and/or training services at the center and some received services from the local community college.

The community college that partners with the One Stop Career Center is located in southeastern Virginia. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Based on data collected by the National Center for Education Statistics (2016), 2014-2015 total enrollment was 15,122, which included 2,408 full-time students and 12,714 part-time students. The institution also had 105 full-

time faculty members and 441 part-time faculty members in 2014, according to the National Center for Education Statistics (2016). The following areas have associate degrees and/or certificate programs: Business, Management, Marketing, and Related Support Services, Computer and Information Sciences and Support Services, Engineering, Engineering Technology and Engineering-Related Fields, Family and Consumer Sciences/Human Sciences, Health Professions and Related Programs, Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Legal Professions and Studies, Liberal Arts and Sciences, General Studies and Humanities, Mechanic and Repair Technologies/Technicians, Multi/Interdisciplinary Studies, Parks, Recreation, Leisure, and Fitness Studies, Public Administration and Social Service Professions, Social Sciences and Visual and Performing Arts (National Center for Education Statistics, 2016).

There are several different guidelines that offer practical suggestions on how to determine sample size. Tracy (2013) suggested five to eight participants in a qualitative study should give the researcher more than a sufficient amount of information to analyze. Similarly, Morse, Barrett, Mayan, Olson, and Spiers (2002) reported that the minimum number of participants was six. A total of ten dislocated workers were contacted, with the goal of gathering a sufficient number of perspectives about the services provided.

Instrumentation

To gather qualitative data regarding dislocated workers' experiences with career services and training services, and One-Stop Career Center Staff assistance of dislocated workers, two interview guides were developed to probe these experiences and perceptions. The interview guides were developed with the intention of gathering perceptions of services received and delivered in relation to employment placement, as well as employment retention. By gathering

these perceptions from two distinct cases (i.e., those who experienced the services and those who deliver the services), perceptions of the service's influence on these career-related outcomes may be assessed comparatively. The interview protocol (see Appendices B and C) contained fifteen questions to address how dislocated workers are serviced with the career and training services and to specifically probe how these workers believed that the service contributed to an ability to find a career and maintain that career. Interview protocol was reviewed by Virginia Community College Workforce Development administrators and One-Stop Career Center administrative staff to ensure that questions are not prohibitively complex or confusing, and that they center on the specific concepts of interest to this study. Also, Workforce Development Professors at Old Dominion University were asked to review the interview protocol to ensure the questions did not favor any of the institutions involved in the study (to prevent bias concerns). The Institutional Review Board (IRB) also reviewed the interview protocols to assure that all ethical considerations are taken, and that interview questions were not overly invasive. Interviews did not take place until IRB approval (see Appendix D) was received, and participants provided informed consent (see Appendix E) in the form of a signature. Also, a pilot study was conducted to examine the interview protocols. The Dislocated Worker Interview Protocol was revised to include an initial assessment to determine if the person was truly dislocated based on the WIOA criteria and one question was added to determine how long the individual has been using the services at the center. The initial assessment was included to ensure the sample includes only those who are dislocated based on WIOA definitions.

Demographic information to describe the sample was collected using the survey instrument. No identifying information was collected, and participants were assured of this confidentiality procedure. To provide confidentiality, participants were assigned a pseudonym

such as Jane Doe in order to maintain confidentiality when results are detailed. Any direct quotes used in reporting the results were reviewed so that the quotes do not contain any identifying information (with the exception of Curtis Wray, who elected to be identified). All transcribed interviews and audio recordings is either under lock and key (for any electronic data held on flash drive, and any printed materials), while electronic data on a personal computer is protected by a password in the researcher's residence.

Qualitative Reliability

Research findings are dependable only if the instrument used for data collection is reliable and valid. In order to determine the face validity of the interview instrument, a panel review with Virginia Community College Workforce Development administrators and One-Stop Career Center administrative staff was conducted. Also, Workforce Development Professors at Old Dominion University were asked to review the interview protocols to ensure the questions did not favor any of the institutions involved in the study (to prevent bias concerns). According to DiCicco-Bloom and Crabtree (2006), panel review with a small number of participants can enhance the reliability of a qualitative study. The results of the panel review can help the researcher attain information regarding the appropriateness and feasibility of research protocols and methods (Opdenakker, 2006). Panel reviewers may state that the interview process is exceedingly long, or that the interview questions are unclear. By modifying the protocol based on feedback, the interview process will be better posed to collect credible and dependable data (Patton, 2002).

Reliability exists when an instrument produces the same result in repeated trials. In order to improve the reliability of the interview instrument, adjustments to interview questions were based on suggestions from the participants of the panel review. The goal was to eliminate unclear

questions and improve the wording of any questions the panel participants have a difficult time understanding. This process was intended to conclude with a valid interview guide which may be used to gather similar data from each of the interviewed workers (Opdenakker, 2006).

Qualitative Validity

Triangulation involves using an alternative perspective to validate or challenge existing findings and to enhance confidence in study findings (Thomas & Magilvy, 2011). According to Rolfe (2006), in qualitative studies, validity pertains to the dependability and trustworthiness of the findings. Data triangulation was used among the two perspectives to check the outcomes that are common or agreeable from each participant, in order to validate the study (Johansson, 2003). The purpose of triangulation is to seek confirmation of apparent findings.

The interviews were conducted on 10 dislocated workers who used one of the two services in question and 10 One-Stop Career Center Staff and partners who assist in delivery of the services. Equal representation of the two services is important to allow sufficient data to be collected so that data for each of these services may be saturated prior to comparison among service types. Interviews were recorded using an electronic recorder device. The researcher examined the interview responses between interviewees in order to check the extant theory and the literature to enable triangulation of results.

These sources of data may then be used to triangulate the findings and provide multiple facets through which the cases of interest may be analyzed. This method of triangulation is integral to case study research, and may significantly bolster the study's validity and rigor (Darke, Shanks, & Broadbent, 1998). The purpose was to assess programs and strategies used in each of the services, examine the perceived effect on employee placement and retention, and determine which of two services are perceived as more impactful than the other.

The participants within the study also had the opportunity review the resultant themes and findings extracted from the interview data to verify that their perceptions are accurately portrayed. This step in qualitative research is known as member checking and allows a researcher to re-assess the study's findings and align these findings to better detail the participant's true experiences (Morse et al., 2002). This enhanced the internal validity, which pertains to the accuracy of the study outcome.

Data Collection Procedures

A sample of ten dislocated workers was identified, and volunteers contacted to formally request that they participate in the proposed study. A list of all Workforce Development Staff and Workforce Development partners at the local community college for the Greater Peninsula was prepared and provided by the One-Stop Career Center Manager. All staff members received an invitation and consent form for participation in the study. Ten individuals who return the consent form were interviewed at the Peninsula Worklink One-Stop Career Center and partners at the local community college located in Hampton, Virginia were also interviewed. Also, resume and career development workshops were attended at the Peninsula One-Stop Career Center and dislocated workers were invited to participate in the study. When these individuals responded with interest in the study, they were asked for a valid email or land mail address to send the study details and informed consent documentation. Participants were notified that their inclusion in the study was entirely voluntary, and that they may ask as many questions as necessary before data collection begins. Participants were also asked to provide a time when they are able to be interviewed at the Peninsula Worklink One-Stop Career Center. During this initial phone call, the time that is convenient to the participant to meet was agreed upon. The ten dislocated workers who return the inform consent form were interviewed to gather data on their

experiences. The dislocated workers must have participated in career and/or training services at the center.

Participants met with the researcher at the agreed-upon time and at the Peninsula Worklink One-Stop Career Center. At this time, participants will be reminded of the study protocols, including the length and content of the interview, the recording of their responses, and their rights as a participant. During this time, the consent form was reviewed with each participant, allowing them time to ask questions and seek further clarification if necessary. After participants were provided information on informed consent and confidentiality, they were asked to sign the informed consent form. Participants were also given a copy of this signed form for their records.

Interviews were digitally audio recorded with participant consent, and no videotaping took place. At the close of the interview, the participant were thanked for their time and reminded that they may elect to be removed from the data within a month of the interview. Recorded interview data were then transcribed into textual form for ease of coding and analysis. The researcher read through the interview transcripts in order to gain familiarity with the data and to compile a coded reference of the data, and any additional notes, for use during the data analysis procedure.

Data Analysis

During the two main phases of inductive thematic analysis, themes of the responses pertinent to each of the research questions of the study were developed (Braun & Clarke, 2006). In accordance with the recommendation of Miles and Huberman (1994) and Hoepfl (1997), analysis should be an iterative process, and coding was completed in two major steps, which included generation of initial codes, and clustering of these codes into themes (Braun & Clarke,

2006). These two major steps were conducted using the following procedures. Also, the collected data were analyzed using Windows based NVIVO 10 research software designed specifically for analysis. All of the collected data were entered into an external excel spreadsheet which was then be imported into the NVIVO software. NVIVO was used to aid in the organization of data, and allowed interview excerpts to be easily categorized into codes, which then became the resultant themes in the analysis of these data (Welsh, 2002).

Generating Initial Codes

Responses were first read and re-read to acquire a general understanding of the overall responses. During subsequent readings, units of meaning were outlined for each interview, and each experience were reduced to an initial code, or unit of meaning. Extracting key words and phrases from the transcript is the next step (Hycner, 1985). This process entailed the creation of notes from the compiled material, and these notes became the initial coding of the qualitative data, with blocks of text extracted and coded from the material. Hycner (1985) identified these initial codes as the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon.

Organizing Initial Codes into Themes

After the general units of meaning are defined as described in the previous step of the analysis, these sets of codes were compared among the participant responses within each case, or service provided. All units of meaning which address the research questions were noted as relevant to the study. Units of meaning with no relevance to the central research questions were not reported (Braun & Clarke, 2006). Relevant units were then organized and any themes which prove to be redundant were removed or combined; however, since the repetition of meanings may be very important to the study, this was done with consideration of the weight participants

place on themes, and the way things are said (Braun & Clarke, 2006). Thus, themes that are supported by a majority of the participants, as well as those that are strongly emphasized, will be foci in the presentation of results.

During this phase of analysis, a list of each of the codes relevant to the case was used, and different ways in which they can combine to form overarching themes. Not only may different sets of initial codes be organized into a theme, but different codes and themes may be linked, and the relationships among themes may present more findings (Braun & Clarke, 2006). At the close of this phase of coding, a final set of themes that reflect a summative expression of the data, and may be left with detail regarding how these themes corresponded and interacted to form broader concepts. When these themes are delineated, excerpts from the data to exemplify and support these findings were finalized.

Limitations

The research was limited to the Peninsula Worklink One-Stop Career Center in Hampton, VA. The trends and patterns observed were exclusive to the Peninsula Worklink One-Stop Career Center. However, the research provided insight into how the performance of these dislocated workers varies in regard to their ability to be placed in a career, or be retained in any such career. The case study design was meant to provide detailed information about the specific case of interest, and as such, this limitation to generalizability is an inherent part of the proposed research.

CHAPTER 4

FINDINGS

The purpose of this qualitative case study was to examine employment placement, employment retention, and third party assistance among dislocated workers for the Peninsula Workforce Center in Hampton, Virginia, and provide evidence to support which services were perceived as better for helping dislocated workers. This study examined three specific aspects related to a selected One-Stop Career Center and partnerships (Rapid Response, Virginia Employment Commission, and a local community college), as the settings were related because each institution had sufficient roles in the assistance of dislocated workers. The first aspect examined the career services and training activities services, which were perceived as having an impact on assisting dislocated workers with obtaining employment placement. The second aspect examined the career services and training activities services, which were perceived as having an impact on assisting dislocated workers with obtaining employment retention. The third aspect involved dislocated workers and One-Stop Career Center Staff experiences with third parties, such as community colleges or partners of the One-Stop Career Center.

The researcher noted that the Workforce Investment Act (WIA), the Workforce Innovation and Opportunity Act (WIOA), and the Worker Adjustment and Retraining Notification (WARN) Act were major pieces of legislation enacted that affected how dislocated workers were assisted (based on participant responses). The WARN Act, Rapid Response, WIA, WIOA, and interviews from One-Stop Career Centers were discussed and examined to understand how dislocated workers were assisted. Dislocated workers, individuals laid off from their jobs or who meet one of the defined items in WIOA, were the focus of this research study. The defined items were individuals:

(a) who have been terminated or laid off, or who have received a notice of termination or layoff, from employment; (b) have been terminated or laid off, or have received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; (c) were self-employed (including employment as a farmer, a rancher, or a fisherman) but were unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; (d) were displaced homemakers; or (e) were spouses of a member of the Armed Forces on active duty. (WIOA, 2014, pp. 1432-1433)

This study examined in-depth interview data collected from dislocated workers who met one of the above conditions and staff members at the One-Stop Career Center partners (including the local community college, Virginia Employment Commission and Rapid Response Program). The researcher did this to determine which strategies better assisted dislocated workers with employment placement and retention. The guiding research questions for this study were:

1. What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?
2. What career services and training activities services are perceived as having an impact on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?
3. What experiences do dislocated workers and the Greater Peninsula (LWIA XIV) Staff describe regarding assistance from a local community college and other One Stop Career Center partners to assist dislocated workers in securing employment opportunities?

Throughout the data collection and data analysis procedures, the researcher noted important superordinate themes that emerged from the dataset. These themes were cross-referenced between both staff members and dislocated workers to ensure accuracy of the findings. These themes described the services and training activities that affected dislocated workers ability to gain employment placement and employment retention and provided insight into the perceptions of dislocated workers and staff members about the services and training offered. The themes addressed the following items:

- What staff members and dislocated workers perceived as services, training, and programs that affected employment placement.
- What staff members and dislocated workers perceived as services, training, and programs that affected employment retention.
- What staff members and dislocated workers perceived as the partnerships dislocated workers were assisted by that secured employment opportunities.

Table 4 outlines the connection between the guiding research questions and the resulting themes.

Table 4

Guiding Research Questions and Applicable Overarching Theme

Guiding Research Question	Applicable Overarching Theme
Guiding Research Question #1 What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?	Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement
Guiding Research Question #2 What career services and training activities services are perceived as having an impact on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?	Services, Programs, and Training that Influence Employment Retention for Dislocated Workers
Guiding Research Question #3 What experiences do dislocated workers and the Greater Peninsula (LWIA XIV) Staff describe regarding assistance from a local community college and other One Stop Career Center partners to assist dislocated workers in securing employment opportunities?	Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers

This chapter was organized into two sections. This first section described the demographics of participants, the facilities they worked or received assistance from, the specific workshops or programs they used, the state, and region. There is an outline and definition of the overarching themes and their subsequent subordinate themes. Staff member responses formed the majority of the data available as there were twice the amount of data collected from staff members as there were collected from the dislocated workers. As a result, the themes were mainly supported by excerpts from staff member responses and dislocated workers experience within the subordinate theme. Following was an analysis and discussion of the research findings

related to the three guiding research questions, which correspond with the services, training, programs, and partnerships the dislocated workers received to obtain employment placement and employment retention along with their perceptions and experiences about the partnerships that assisted dislocated workers.

Participant and Facility Profile Summaries

Staff members were interviewed from the Peninsula One-Stop Career Center, Virginia Employment Commission, local community college and Rapid Response Program. All staff members were located in the Peninsula Workforce Development Center in Hampton, VA. The Peninsula One Stop Career Center provided a wide range of services to help individuals with job listings, training referrals, career counseling, and similar employment-related services (One-Stop Career Centers, 2014). This particular center serviced people from Gloucester County, James City County, York County, Hampton, Newport News, Poquoson, and Williamsburg City (Virginia Employment Commission, 2016b).

The local community college worked with the Peninsula One-Stop Career Center. The student body consisted mostly of Hampton, Newport News, Poquoson, Williamsburg, James City, and York residents. Associate degree programs in technical and paraprofessional areas as well as transfer programs to four-year institutions were offered by the institution. Also, the institution was accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees.

The Virginia Employment Commission provided job placement, temporary income support, workforce information, transition, and training services. There were more than 30 different county locations for the Virginia Employment Commission, including a location in

Hampton, VA. The Virginia Employment Commission provided temporary income support with unemployment assistance.

Rapid Response was, and still is, an organization that assisted Virginia businesses with mass layoffs. The organization works in conjunction with One-Stop Career Centers and provides assistance for affected employees (Rapid Response, 2015). Rapid Response's purpose was, and still is, to help companies gain access to skilled workers who had been laid off or had marketable skills. Rapid Response also responded swiftly to layoffs and plant closures for impacted workers (Rapid Response, 2015). The program was designed to get workers back to work as soon as possible (Rapid Response, 2015). Current labor market information, information about unemployment benefits, access to One-Stop Career Centers, job search help, and information about Virginia Workforce Network services were available for the public from the Rapid Response Program (Rapid Response, 2015). Workforce development professionals, educators, and the general public can access the information provided by the Rapid Response Program. There were several Rapid Response coordinators across the state including one coordinator in Hampton, VA.

As outlined in Chapter 3, the researcher selected participants from a list of Workforce Development Staff and Workforce Development Partners that was provided by the One-Stop Career Center Manager. The researcher then invited ten dislocated workers and ten staff members, who ranged in job position from Career Development Specialists, Workforce Development Executive, One-Stop Program Manager, Career Planners, and Rapid Response Coordinators (see Table 5). The ten dislocated workers were selected based on the dislocated worker criteria established by WIOA and also fulfilled another criterion of having participated in career services or training services at the One-Stop Career Center (see Table 6). Staff members

had varying levels of expertise and experience working with dislocated workers. Dislocated workers were selected based on accessibility and feasibility. The dislocated workers recruited previously worked in various fields prior to dislocation and had varying levels of educational achievement.

Table 5

Staff Member Demographics

<i>Staff Member #</i>	<i>Occupation</i>	<i>Length of Experience</i>
Staff Member 1	Manager	24 years
Staff Member 2	Lead Career Advisor	19 years
Staff Member 3	Program Manager	4 ½ years
Staff Member 4	Business Services Coordinator	1 year
Staff Member 5	Vice President (Community College Staff)	16 years
Staff Member 6	Career Planner	4 years
Staff Member 7	Career Planner	13 years
Staff Member 8	Senior Career Planner	22 years
Staff Member 9	Coordinator (Community College Affiliate)	10 years
Staff Member 10	Career Planner	“Many, many years.”

Note. Staff Member 10 did not provide length of experience.

Table 6

Dislocated Worker Demographics

<i>Dislocated Worker #</i>	<i>Age Range</i>	<i>Highest Level of Education</i>
Dislocated Worker 1	40-60	Some college
Dislocated Worker 2	50-64	Some high school
Dislocated Worker 3	30-49	GED
Dislocated Worker 4	50-64	Some college
Dislocated Worker 5	40-60	Some college
Dislocated Worker 6	50-64	Some college
Dislocated Worker 7	30-49	Some high school
Dislocated Worker 8	30-49	High School Diploma
Dislocated Worker 9	30-49	Associate's Degree
Dislocated Worker 10	30-49	Bachelor's Degree

Note. Dislocated Worker 1 and Dislocated Worker 5 provided an age range that does not align with the other age ranges.

Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement

This superordinate theme was compiled from the following subordinate themes: (1.) *Legislation Influencing Cross-Training and Layoff Aversion*; (2) *Resume Development and Job Search Support Services: Career Services, Programs, and Training Activities that Assist Dislocated Workers*; and (3.) *Comprehensive Case Management: Career Services, Programs, and Training Activities that Assist Dislocated Workers*. This superordinate theme was informed by both subordinate themes about the impact that legislation had, and still has, on the career services, programs, and training activities in place to assist dislocated workers in employment

placement. *Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement* has been defined as the career services, programs, and training activities that assist dislocated workers in employment placement and how legislation influenced those services, programs, and training. These themes were mainly informed by staff members, who were more knowledgeable about the influence of legislation on the services, training, and programs that assisted dislocated workers. The researcher believed this resulted from their many years of experience in the field, as opposed to the dislocated worker who received services for a maximum of one and a half years. The researcher outlined these subordinate themes and the applicable participant quotations below.

Legislation influencing cross-training and layoff aversion. Legislation had a large influence on the scope of the services, programs, and training that were provided to dislocated workers due to WIA, WIOA, and WARN Acts. The WARN Act (1988) requires employers to notify agencies of an imminent layoff, so that the agency would be able to provide notice to workers prior to their dislocation. The WARN Act required companies with 100 or more employees to provide notification of 60 calendar days prior to plant closures or mass layoffs (Worker Adjustment and Retraining Notification Act, 1988). Conversely, this meant that companies with fewer employees were not required by law to notify agencies about the imminent layoff or plant closure, which impacted their respective employees. In the Commonwealth of Virginia only 2% of employers fall under the WARN Act requirements (Staff Member 9), which Staff Member 9, who is a community college affiliate, noted that “we’re actually missing out if we don’t have strategies in place on that other 98% because there’s no requirement for them to make contact with the [workforce] system.”

He spoke about this limitation of legislation, or rather loophole in legislation, at length.

He shared an experience he had working with a notification from a Ford plant that had:

I think maybe 10 or 12 ancillary employers that were tied to it. . . . But if you went by the WARN requirements, um, we would have only touched two of those, um, businesses or employers. But because we did front end work and tried to find out who those- who the ancillary employers where, we're, we were able to help more than just that one, one or two group of people who were required to make contact to the workforce system particularly by WARN. (Staff Member 9)

Staff Member 9 worked for Rapid Response, a Virginia organization with one office located at a local community college in Hampton, Virginia. Rapid Response provided assistance to both imminently dislocated workers and current dislocated workers through a special program called Layoff Aversion. This program was designed to proactively respond to businesses that face massive layoff or plant closure by “training and get[ting] everybody, uh, informed and skilled up so that they can” (Staff Member 9) get employed prior to the layoff date. Staff Member 9 called it proactive Rapid Response because previously “we didn’t do anything until that employer made contact with us, physically made contact either via phone call or a WARN notice or email or whatever.” Whereas now Rapid Response changed their stance and now “go out,” “make contact with the company,” and “let them know about the services that we can provide” in the event of a mass layoff or plant closure (Staff Member 9). Staff Member 9 acknowledged something very important about approaching assistance from the perspective of the individual being impacted, that the imminent dislocated workers “time is a precious commodity” that can’t be wasted. Rapid Response’s aim had been to “skill up, train up” workers while they were still working and to “get [them] reemployed prior to being laid off” (Staff Member 9).

This however created problems with grants and different sources of funding that One-Stop Career Center, Rapid Response, and other programs received because “the person has to open up a claim for unemployment before they qualify [to receive funding for training from] the grant” (Staff Member 9). Staff Member 3 mentioned that they received a grant, originally called the Job Driven National Emergency Grant, now referred to as the National Dislocated Worker Grant. Because they received this grant they were able, and continue to be able, to get more dislocated workers trained and enrolled in certification program. Nonetheless, staff members noted that their emphasis was on dislocated worker training because “it’s all about credentials and certificates now” (Staff Member 3). Staff Member 3 mentioned that at the One-Stop Career Center “we’re trying to skill them up with some type or appropriate national portable credential” while they were currently dislocated to stifle or prevent future dislocation.

Most of the dislocated workers interviewed only mentioned legislation in conjunction with the orientation that they all went through prior to receiving services, programs, and training from the One-Stop Career Center. This was because the orientation went through all of the facets of the Workforce Innovation and Opportunity Act (WIOA), which they qualified for since they were dislocated workers. It also provided a list of the services and programs that they were eligible to use through the One-Stop Career Center. Since they were beneficiaries of the services, programs, and training activities through WIOA, they could not provide any further information about the legislation itself.

Resume development and job search support services: Career services, programs, and training activities that assist dislocated workers in employment placement. This subordinate theme emerged from participant responses, both staff members and dislocated workers, about the services, programs, and training activities that enabled dislocated workers to

seek employment placement. Each participant outlined several services that were provided to assist dislocated workers in employment placement, such as: job fairs, assistance with the Virginia Employment Commission System registration system, review of resumes to verify professionalism, assisting dislocated workers with searching for jobs, and notifying dislocated workers about job opportunities. Every participant mentioned all three of these together as opposed to separately. Staff Member 1 exemplified this when she stated that One-Stop Career Center:

Hosts job fairs, assisted dislocated workers with registration in the Virginia Unemployment System and etc. . . . We host workshops for resume development and soft skills, assist dislocated workers with registering in the Virginia Employment Commission System, [and] assist them with updating resumes in the system.

Staff Member 1 acknowledged that One-Stop Career Center was different from other organizations because “both the unemployed and employed can use our services.” Staff Member 4 noted that services and workshops provided by the One-Stop Career Center were “available to the public at any point in time regardless of registration or not.”

Every participant spoke about the programs and workshops that were made available to assist dislocated workers. Some of these included the Senior Community Employment Service Program and resume workshops. Staff member 10 mentioned some specific workshops that dislocated workers can access through the One-Stop Career Center:

Turn Dreams into Reality Workshops, Computer Skills Workshop, um WEST Employment Skills, [and] Basic Computer and Digital Literacy Class. Also, there is the Federal Employment Workshop, Effective Job Search Workshop and others. We have a

different programs and workshops. The resource center is major asset because computers, copiers, phones and fax machines can be used for free.

Comprehensive case management: Career services, programs, and training activities that assist dislocated workers. These programs and workshops were important to helping dislocated workers obtain employment placement; however, without case managers “directing clients to the services they need,” (Staff Member 10) dislocated workers may not be able to navigate the multiple resources that One-Stop Career Center has available to them. Some dislocated workers get placed in certain workshop classes, such as a resume writing workshop, or get directed by a case manager to attend a workshop, such as a Basic Computer and Digital Literacy workshop. Several participants noted that training activities were available to assist dislocated workers through the One-Stop Career Center were: On-The-Job Training referrals (OJT), Workplace Excellence Skills Training (WEST), Trade Skill Training referrals, and Occupational Skill Training referrals.

Staff Member 7 stated that dislocated workers, “most of them, they’re with us because they want some type of occupational skills training, or retraining, or skills upgrades and certification.” Since many dislocated workers requested training services, Staff Member 4 shared that there was an intricate process to apply to be trained through the One-Stop Career Center. First the dislocated worker had to be eligible and suitable for the program. Next the job had to fulfill a need within the community for training to be required. Then written recommendations with situational information must get approved by the One-Stop Manager and the Board, and finally get the funds allocated to the institution in order for the dislocated worker to attend.

Staff Member 8 shared that case manager's work with dislocated workers to "develop a back-to-work plan." This plan could include "get[ting] training [and] upgrad[ing] your present occupational skills" in order to become "more competitive and marketable" (Staff Member 8). Staff Member 8 also explained how dislocated workers applied to a companies, one of the One-Stop Career Center's business service workers can approach the employers to discuss an on-the-job training opportunities. Staff Member 8 spoke about "how we can possible reimburse them up to 50% of their salary, as long as it's not over \$5000 while they're being trained in the on-the-job training contract."

Staff Member 7 shared that as a Career Planner she approached, and continues to approach, dislocated workers in a holistic way and even cited Maslow's Hierarchy of Needs when approaching employment placement. She said that, "You know, because . . . telling you you're going to training next Monday through Friday doesn't do anything if you don't have transportation or a place to stay. So it's not just employment. It's the whole person" (Staff Member 7).

Staff Member 6 acknowledged that one area of improvement for the One-Stop Career Center to work on would be "reviewing our vendor list" and training dislocated workers in a variety of fields. This was recommended "because after a while, you can flood the field, any fields, if that's all the training you were providing" (Staff Member 6). Staff Member 6 mentioned the importance of understanding the needs of a region, especially what skills and trades were in demand in order to train dislocated workers in those fields or areas. Otherwise the provided training will not ensure employment placement for dislocated workers.

Dislocated Worker 1 outlined the workshops that he partook in, “I attended the Computer Course, Determining Goals Workshop and Orientation.” Dislocated Worker 2 noted that he also participated in the orientation, along with another one workshop. He described that:

They was talking about, you know, jobs and how to get started. You know, people who was laid off. You know, they were telling you direction what to take, you know, how they can, you know, guide you in that direction.

Dislocated Worker 3 shared that one day that he was in the One-Stop Career Center there was a company that had people “to, uh, give us like, show us, like, uh, their, what they're doing in their job and they gave out [job] applications.” He noted that he liked that kind of interaction with a company, and expressed a desire to see more of that occur.

Dislocated Worker 5 mentioned that he used the computers available through the One-Stop Career Center, since they were “free to use, for you to utilize to go online and build a profile at different job sites that they recommend.” Dislocated Worker 6 noted that one of the services he used at the One-Stop Career Center was his career advisor. He felt that was a service he got through the One-Stop Career Center that was the “most helpful” to him as a dislocated worker since he was able to network through the staff members and apply for job openings that they knew about. Dislocated Worker 7 stated that the support that One-Stop Career Center has provided has built “my coping skills and uhm my drive, motivation to complete applications and talk to people in the interviews, more than, more than I did in the past.”

Services, Programs, and Training that Influence Employment Retention for Dislocated Workers

This superordinate theme arose from participant responses, both staff members and dislocated workers, concerning the tools made available to dislocated workers seeking

employment retention. The subordinate themes that were compiled into the superordinate theme of *Services, Programs, and Training the Influence Continued Employment for Dislocated Workers* were *Workplace Excellence Skills Training and On-the-job Training: Career Services, Programs and Training Activities that Keep People Employed* and *Issues with Tracking and Focus on Job Retention*. These subthemes, while informed by both groups of participants, there was a plethora of information and knowledge shared by staff members than dislocated workers. The researcher understood this difference on the basis of level of experience within the One-Stop Career Center, staff members worked at the One-Stop Career Center of a number of years whereas dislocated workers had a maximum of 18 months of working with the One-Stop Career Center. This superordinate theme was informed by participant responses about the services, programs, and training that affected dislocated workers attainment of employment retention along with specific staff member responses about employment retention. An overview of the superordinate theme and the respective subordinate themes follow.

Workplace excellence skills training and on-the-job training: Career services, programs, and training activities that assist with employment retention. This subordinate theme emerged from participant responses about the career services, programs, and training activities that helped dislocated workers obtain employment retention. The responses focusing on the programs, services, and training on employment retention were varied between each participant. Staff Member 2 noted:

Well, they have a job search workshop that we do, we also have a federal workshops that they can attend too. So, people who are looking for federal employment, we have somebody come once a month, we also have job search and workshop, and various state employment. So, we do both of those workshops.

Staff Member 4 mentioned on-the-job training as something that has helped dislocated workers with employment retention. She shared that:

So on-the-job training is set up so that they can go in and either upskill or learn a new skill. So if they've already got a platform, or a basis, or a foundation, uh, we have funding to support the employer to breach the gap between point A and point B, so they learn that necessary skill, and then we offset the expense by paying 50% of their wage for a period of time. So it's a, it eases the return on investment for the employer.

Staff Member 3 acknowledged that the Workplace Excellence Skills Training (WEST) “give[s] them (dislocated workers) skills for how they should act in the job, how they should dress once they’re on the job.” Staff Member 4 echoed the same sentiment, “That (employment retention) has to do with really honing in and brushing up, or learning how to survive in today’s workforce culture.”

Staff Member 5, who is employed by the local community college, worked with the employers and set up the training courses, the trade courses, and certification courses that dislocated workers signed up for in order to get certain jobs. He stated that:

This (beginning with the employer) allows you to do a couple of things. If you begin with the companies, they're not asked to the table afterwards to accept whatever your throughput is. They're there helping you embed the competencies they want to hire for.

Staff Member 5 continued on and shared that “we have everyone at the table with us when we start planning an instructional program.” Staff Member 6 reiterated this sentiment as well when asked about the programs or services available that kept dislocated workers employed once they were hired. He mentioned how the WEST program talked “about soft skills and once they learn

the things that's important to the employers, um, they may be able to maintain their position” (Staff Member 6).

Dislocated Worker 5 noted that individuals who get trained and certified “help them (dislocated workers) be employed [and] stay employed.” Dislocated Worker 6 acknowledged that “ongoing education” helped secure employment retention for dislocated workers. He later went on to explain, from his prior experience as an employer that this was because:

Managers, supervisors, employers, HR people when we interviewed, we'd look for levels of progression for the individuals. We just didn't get into a job just to have a job. You invested some of your time to improve or build upon that talent to learn another talent and another talent.

Issues with tracking and focus on job retention. This subordinate theme arose from participant responses that pertained to how staff members tracked dislocated workers to ensure continued employment, their follow-up procedures, and the focus on employment retention by staff members. Dislocated workers were not included in data analysis for this theme due to the fact that dislocated workers were not assessed about how tracking worked. As a result, staff members were solely analyzed for this subordinate theme since they were knowledgeable about how data tracking worked for dislocated workers.

The tracking services used to keep up with dislocated workers was similar across both employment placement and employment retention. Staff Member 1 noted on both accounts, for employment placement and employment retention that “data is pulled from the (VOS- Virginia One-Stop) system and Virginia Employment Commission System.” Staff Member 2 shared that:

The Virginia Employment Commission. So, it tells people who are not employed or under employed, so the Virginia Connect, they usually have it, which we use the (VOS-

Virginia One-Stop) system. So, they will go to the Virginia employment where they track everybody that comes in for unemployment.

Staff Member 2 reiterated that the Virginia Employment Commission was used to track dislocated workers for employment retention as well. Staff Member 4 mentioned “the Virginia Work Connect System” was used to track employment placement and employment retention. Staff Member 6 also expressed that “we just input them in our Virginia Work Connect” so that the State of Virginia knows “at any time how many dislocated workers we are working with.” Staff Member 6 detailed how they, Career Planners, tracked dislocated workers who received training, schooling, or got a job offer:

Once that process is completed, we have to track them for a year to, um, discuss their status of their employment. So after a year, we no longer track them but we track, we track them for a year in what we call a follow up.

Staff Member 8, when asked about how they tracked employment retention, shared that, “Um, not, not that I know of. Um, again, the only thing that I would say to you is we are supposed to be in constant contact with our customers.”

Staff Member 7 explained that the Virginia One-Stop System, the VOS (Virginia One-Stop) System, “makes the assumption that because you’re not looking for work on the VAWC (Virginia Work Connect) system, that you’re not, that you’re working.” This could be problematic as individuals moved into applying for jobs in person or through different systems, instead of just the one system that they measure employment from. It could be likely that they gave up on the job search. Staff Member 9 shared that he “always thought that our focus is wrong, and we’ve kinda changed that way of thinking” in regards to the “big push to have a job fair.” The problem that he ran across was that:

Everybody was all glorious and, and, and, um satisfied and gratified because they were able to say ‘Wow. We have a job fair and two hun-, and 2,000 came. . . . So within the workforce system, we haven’t done a very good job of being able to say or track, ‘Okay, from what we did, who got a job?’

He spoke about a mindset change that occurred within the Workforce System, instead of being solely focused on the placement of resources and services to dislocated workers- they started to look at the outcomes of dislocated workers’ access to those services.

Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers.

This superordinate theme arose from participant responses about the partnerships that assisted dislocated workers and helped secure employment opportunities. The researcher examined participants’ experiences and perceptions as they were reported. The subordinate themes that were compiled into the superordinate theme of *Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers* were *Virginia Employment Commission and Community Agencies: Partnerships that Assist Dislocated Workers* and *Virginia Community College Systems and Educational Institutions: Training and Educational Partnerships that Assist Dislocated Workers*. These subthemes were mainly supported by staff member responses with regard to the partnerships that assisted dislocated workers. Dislocated workers did inform this superordinate theme, however the extent to which that occurred differed drastically to the information provided by staff members. These subordinate themes were demonstrated to be connected to one another, whereas one focused on training and education partnerships and the other focused on general partnerships with companies.

Virginia Employment Commission and community agencies: Partnerships that assist dislocated workers. This subordinate theme was generated from participant responses about partnerships, excluding training and educational partnerships, which assisted dislocated workers in employment opportunities. The researcher identified several partnerships that dislocated workers used to secure employment opportunities and the partnerships that staff members outlined. Nearly every staff member listed the Virginia Employment Commission as a partnership that helped dislocated workers.

Staff Member 1 shared that dislocated workers used the “One Stop Career Center, Disabled Veterans Outreach Programs, SNAP [Supplemental Nutrition Assistance Program], Peninsula Worklink, local community college and many others” for employment opportunities. Staff Member 3 stated they partnered up with the “Virginia Employment Commission, DARS [Department for Aging and Rehabilitative Services], Department of Blind and Visually Impaired. New Horizons. . . . [and] AARP [American Association of Retired Persons].”

Staff Member 6 mentioned that “the Virginia Employment Commission” was one partner that dislocated workers used. Staff Member 7 noted that outside of the partnerships that were mandated by law to assist dislocated workers they also:

Have many, many, many partners out there who want to use part of your services. AARP, you know. So there is a myriad of partners out there that, that use some kind type of One-Stop service. It's your churches and your SNAP sites.

Staff Member 8 shared that career planners build rapport with companies, “like with the shipyard and- Pembroke Construction and, um, Smithfield Packing. We do have, oh, I cannot remember their name because they changed their name. IBEX Globe, IPEX Globe.” He mentioned that the goal of building rapport with companies was to build a relationship “will all

of the local employers” in the area. He continued on to say that “I would probably say our number one partner with that is Virginia Employment Commission.”

Staff Member 9 stated that “Virginia Workforce Development Board [and the] Virginia Community College System, which is in-charge of workforce in the Commonwealth of Virginia. [Also,] ON RAMP programs [and] unemployment insurance – Virginia Employment Commission” focus on the dislocated worker. Staff Member 10 shared that the Virginia Employment Commission:

Can get employers to list jobs. They have to pre-screen who they send to go apply for that job because the employer only wants those qualified and that is why they are helpful.

VEC also has people dedicated to help vets.

Dislocated Worker 8 explained that, “The Virginia Employment Commission helped with my unemployment claim. And they also, all kinds of stuff, so you walk in there, they have bulletin boards” where jobs or job fairs are posted. Dislocated Worker 2 shared that he used other services like “SNAP and [the] Virginia Employment Office.” Dislocated Worker 3 outlined that he used “(a local community college), the Virginia Employment Commission, and One-Stop Career Center” to “get help from.” Dislocated Worker 4 shared the “SNAP program helps me with getting transportation . . . to get back and forth to try and help find employment.”

Virginia Community College System and educational institutions: Training and educational partnerships that assist dislocated workers. This subordinate theme emerged from participants’ responses about the partnerships that provided training and educational opportunities to dislocated workers. These training and educational opportunities enabled dislocated workers to get trained, certified, and educated in specific trade skills and occupational fields. Staff members’ and dislocated workers’ experience with these partnerships informed this

subordinate theme. Nearly every participant mentioned a local community college as an important resource for dislocated workers to get trained or certified.

Staff Member 9 shared an experience that he had working with a woman through the Rapid Response program. He stated:

There was one individual I told her to go back and ask them about the ON RAMP Program. To make a long story short, she had a little bit of college and have taken a lot of the prerequisite and requisite courses so she went into the ON RAMP program and they screened her. She went to a local community college and she was able to get an AS degree. . . . That's, that's a success story of how, um, Rapid Response and dislocated workers are supposed to work.

On RAMP is a program funded by a grant to help people pursue in demand certifications and degree program. The program is administered by local community colleges. . . Staff members were able to refer dislocated workers to different training and educational opportunities as a result of the Workforce Innovation and Opportunity Act, WIOA. Staff Member 2 outlined that this was only possible if dislocated workers were:

Eligible for our work, our funding, then we pay for them to go to the schools. We don't actually tell them where to go, we give them that choice . . . we want them to actually do their research and find out which is better for them.

He shared that they worked with other education partnerships in order for dislocated workers to “seek their GED or their [high school] diploma” (Staff Member 2). Staff Member 6 shared that when a dislocated worker was:

Interested in returning to school, or getting some upgrades, and if they have the programs that we offer, it depends on what skills they have. [Say for example] that they're a

computer person, and they need some skills, upgrades, getting a certification. We might, um, send them to (a local community college) or, if we can't get them, I don't know if you're familiar with Info Tech or not. It's an IT school. . . . Those are the two main places we would send dislocated workers, cause most of the dislocated workers that comes in, um, most of them goes to training [or] a lot of [them want to] upgrade their skill set.

Staff Member 10 mentioned that a local community college helped dislocated workers “by allowing people to continue their education and gain certifications, which in turn helps” dislocated workers secure employment opportunities. Staff Member 5 noted that adjustment to the current work environment has been critical for dislocated workers because they:

Have both go to the school for the skill and get some temporary training. . . . Because companies do not wanna hire people without work experience. But they don't want people who haven't learned and touched the new technology that they put in the community college classroom. Experience and education are need[ed] to be competitive.

Dislocated Worker 3 shared that he was at “(a local community college) getting an American Welding Society Certification.” Many dislocated workers were in trade schools, certificate programs, or ongoing education in order to meet the needs of employers that Staff Member 5 highlighted above. Dislocated Worker 4 stated that he was in a trade program to learn about computers in order to do computer maintenance.

Dislocated Worker 5 outlined “they (One-Stop Career Center) have grants that can help you to get training in a variety of professions, certified and training in things you can get certificates to that will actually build a path toward a career.” He mentioned that currently he was “getting training in a particular are, IT, so that will give me a step up in being able to [be] better], you know to obtain a position.” He continued and shared that the IT skills he learned,

and continues to learn, “I can utilize to go anywhere, or within any industry really.” Dislocated Worker 5 described a local community college’s various programs when he said that:

They have a number of programs that are offered, that, that's the first stop they would like to see if they could place people in to get training, to get certifications um that would help, that would better help them be employed, stay employed. But, if you know if the [local community college] doesn't offer it, then they have other vendors who works with them as well, where you can look at a program and go into that program as well.

Throughout data analysis, the researcher noted that the superordinate themes were very much connected to one another. The superordinate theme of (1.) *Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement* is related to the second superordinate theme of (2.) *Services, Programs, and Training that Influence Employment Retention for Dislocated Workers* due to legislation that influences training opportunities. For example, individuals must meet certain criteria (established in WIOA) to qualify for dislocated worker training funding. Also, in order for dislocated workers to obtain training funding for use at various partners (community colleges and trade schools) certain legislative conditions must be met (individuals must be laid off and individuals must register with the One Stop Career System). Therefore, legislation has a direct impact on (1.) *Services, Programs, and Training that Influence Employment Placement for Dislocated Workers* and (3.) *Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers*.

While there were some participants who did not feel that the One-Stop Career Center focused on employment retention, as much as focusing on getting people jobs. However, there were services, programs, and training opportunities geared toward job placement with the long

term goal of career placement. This was highlighted in several dislocated workers experiences of obtaining educational opportunities to learn trade skills that would make them more employable in fields where they could build a career for themselves. So while employment placement was the central focus, many staff members encouraged employment retention through accurate and appropriate employment placement. Many of the educational and training opportunities were made available as a result of the partnerships that the One-Stop Career Center had with local community colleges and trade schools. This connected both the first and second superordinate themes with the third superordinate theme of *Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers*. Table 7 provides an outline of which superordinate themes were related to other superordinate themes and states the relationship between them.

Staff members were overall more informed about the services, programs, training, and partnerships that were made available to dislocated workers to assist them with both employment placement and employment retention. This came as a result of the length of time and level of experience with the One-Stop Career Center, whereas dislocated workers worked with the One-Stop Career Center for a maximum of 18 months. Because there was a difference between staff members' and dislocated workers' understanding about the breadth of programs, services, training, and partnerships the One-Stop Career Center offered, the superordinate themes were mainly supported by staff members' responses and partially substantiated by dislocated workers' responses.

Table 7

Superordinate Theme Relationships to Other Superordinate Themes

<i>Superordinate Theme →</i>	<i>Relationship →</i>	<i>Superordinate Theme</i>
<i>(1) Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement.</i>	Legislation influences training opportunities. Individuals must meet certain criteria (WIOA) to qualify for dislocated worker training funds. They must also meet certain legislative conditions, such as registration with the One-Stop Career Center System, in order to obtain training funds to use at the One-Stop Career Center's educational partners.	Therefore, legislation had a direct impact on (2) <i>Services, Programs, and Training that Influence Employment Retention</i> and (3) <i>Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers.</i>
<i>(1) Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement</i>	The services, programs, and training opportunities that were given dislocated workers were geared towards entry into being employed, but also provided opportunities for dislocated workers to obtain skills that they could build a career from. They provided workshops to dislocated workers so that they could obtain better interviewing skills and learn workplace excellence skills so that they could maintain and keep their job after employment placement.	<i>(2) Services, Programs, and Training that Influence Employment Retention.</i>
<i>(3) Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers.</i>	Several dislocated workers shared their experience of obtaining educational and training opportunities to learn trade skills that would make them employable in fields where they could build a career for themselves. These educational and training opportunities were made available through the partnerships that the One-Stop Career Center had with local community colleges and trade schools.	<i>(1) Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement</i> and <i>(2) Services, Programs, and Training that Influence Employment Retention.</i>

Note: The number prior to each theme indicates the order in which the theme appeared in the document.

Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement: Research Question 1

The researcher designed this research study in order to examine the services, programs, and training used to ensure that dislocated workers obtained employment placement. Throughout the data analysis procedures, the researcher noted that there were many services, programs, and training activities that were mentioned by participants as beneficial for dislocated workers in employment placement. The majority of the services were outlined in the WIOA orientation that dislocated workers were required to participate in. By analyzing staff member perceptions, legislation emerged as an important aspect they worked with and around in order to qualify dislocated workers as dislocated workers and to receive funding to provide these services, programs, and training opportunities to dislocated workers. While dislocated workers expressed an understanding of the WIOA eligibility requirements, staff members provided the majority of the data for the legislative aspect of this theme. Previous studies showed that the variations in the levels of service received by dislocated workers were thought to influence the outcome, in terms of employment placement (Decker & Berk, 2011; Salzman et al., 2012). As a result, the researcher determined what services were perceived by under employed dislocated workers as better in securing employment opportunities. Then the researcher assessed the length of time that dislocated workers used the services, programs, and training activities. Following was a brief recall of the services, programs, and training activities that both staff members and dislocated workers outlined that assist dislocated workers.

Unemployed and under employed. While many dislocated workers who were interviewed were unemployed, there were two participants who were working when interviewed for this research study. Dislocated Worker 9 was employed part-time and was classified as under

employed just as Dislocated Worker 10 was classified as under employed. Both individuals were let go from a mass layoff that occurred within their respective fields and qualified as dislocated workers. Staff Member 2 provided a contextual understanding that the Virginia Employment Commission tracks “people who are not employed or under employed.” As a result, they qualified for the services, programs, and training that were made available to other dislocated workers.

In order to assess which services, programs, and training activities could be beneficial for other dislocated workers, the researcher decided to assess which tools each of these two participants used in order to obtain employment. Dislocated Worker 9 shared that he worked with a career coach at a local community college for their Elevate Program. Even though he held an Associate degree, he wished to continue his education while he was currently employed part-time to become certified as a CDL driver. He took both the Turning Dreams into Reality workshop and the Resume Writing workshop at the One-Stop Career Center. The researcher postulated that those two workshops enabled Dislocated Worker 9 to find the part-time employment opportunity while he pursued his CDL driver’s licensing through a local community college.

Dislocated Worker 10 shared that she worked with a career counselor at the Virginia Employment Commission. She mentioned that she had a Bachelor degree and that she did not obtain training from the One-Stop Career Center as a result. Despite that she participated in the job matching program available through the Virginia Employment Commission. Staff Member 6 highlighted that through the job matching program, Virginia Employment Commission staff “sit down with them (dislocated workers) one-on-one and provide them more time than we can, on writing resumes, um, identifying employers that may be seeking, um, someone with their skill

set.” Dislocated Worker 10 noted the Virginia Employment Commission helped “prepare for, uh, how to answer interview questions [and] . . . identify different jobs that [I] might be qualified for.” Because of the help she received through the Virginia Employment Commission, she found a job and was hired.

Education. It was hard to determine what made these two under employed dislocated workers different from the other eight dislocated workers who were unemployed. Despite that, these two dislocated workers held degrees- Dislocated Worker 9 held an Associate’s degree and Dislocated Worker 10 held a Bachelor’s degree. This could be the difference for these two dislocated workers as opposed to the other eight dislocated workers who did not hold a degree; however, they mentioned that they were working towards a degree or certification. Even Staff Member 3 shared in the current competitive job market “it’s all about credentials and certificates now” to even be considered for a job.

Dislocated Worker 6 acknowledged that an advantage of the One-Stop Career Center was that it put him into contact with “certain education opportunities [that] could cover people such as myself getting credentials that we don’t have yet.” He learned about this service through the WIOA orientation that he partook in through the One-Stop Career Center and expressed that ongoing education was something “that helps people, um, once they get a job [to] stay employed.” Out of the ten dislocated workers who were interviewed, eight received funding and/or support, to get certifications, GEDs, high school diplomas, Bachelor degrees, and even a renewed clearance. Only two dislocated workers were not included.

Length of time. It was hard to determine what separated these two (those who obtained employment) from the remaining eight dislocated workers: however, the researcher examined the length of time they had used the One-Stop Career Center. The researcher arrived to the potential

relationship between length of time and whether dislocated workers used of all of the programs, services, and training activities or not. One of the two dislocated workers, who did not use any education opportunities, had only used the One-Stop Career Center for a brief period of time whereas the other dislocated worker used the One-Stop Career Center for 120 days.

The other eight dislocated workers had used the One-Stop Career Center for over six months prior to the interview, with several who used the One-Stop Career Center for over a year. As a result of their extended use of the One-Stop Career Center, they were made aware of the extensive services, programs, and training activities they provided. Because of this, they were able to use the robust services, programs, and training activities more fluidly than those who had not used the One-Stop Career Center for as long.

Resume development and job search support services: Career services, programs, and training activities that assist dislocated workers in employment placement. Participants outlined several services that were provided to assist dislocated workers in employment placement through the One-Stop Career Center. These were job fairs, assistance with the Virginia Unemployment System registration and with the Virginia Employment Commission System registration system, and reviewed resumes to verify professionalism. The One-Stop Career Center hosted programs and workshops that were available to dislocated workers. These were the Turning Dreams into Reality workshop, a Basic Computer and Digital Literacy workshop, an Interview workshop, a Resume workshop, a Federal Employment workshop, and an Effective Job Search workshop. The One-Stop Career Center also connected dislocated workers with different training opportunities, either in house or with one of their partners. Since the third research question specifically talked about services, programs, and training activities provided by partnerships of the One-Stop Career Center, the researcher only mentioned the

training available in house at the One-Stop Career Center. This would be the Workplace Excellence Skills Training and On-the-Job training provided and coordinated by the One-Stop Career Center.

Layoff aversion through cross-training. Staff Member 9 provided a detailed explanation about how cross-training could be provided to soon-to-be dislocated workers to prevent dislocation. He shared that when companies undergo a massive layoff or plant closure, they reach out to the One Stop Career Center and/or Rapid Response. As a result, they would like to put plans in place to assist soon-to-be dislocated workers in cross-training and layoff aversion so that dislocated workers “never reach a point of dislocation” since they can be rapidly reemployed into another field. Staff Member 9 defined layoff aversion as an approach and mindset of:

So what can I do to keep these people employed by giving them another skill set. So, there's incumbent worker training that says, ‘If you notify us early enough, we can get these people trained for another skill set so that [when] what they used to do goes away but what they [were cross-trained to] do now, they can do and still keep a job.

Staff Member 9 stated that it was crucial to “embrace the early warning, the protracted layoff” in order to cross-train people prior to the massive layoff or plant closure. He mentioned that “time is a precious commodity” to the dislocated worker and that “if you get reemployed prior to being laid off, you haven’t lost any time.” Staff Member 3 shared the importance of “people being cross trained into new capacities” when leaving one field in order to be prepared to go into a new field.

Summary of legislation influence on services, programs, and training that assist dislocated workers in employment placement: Research question 1. Staff members shared a plethora of information about the services, programs, and training opportunities that were made available to dislocated workers in order to assist them in employment placement. Dislocated workers were made aware about the services, programs, and training opportunities they qualified for during the WIOA orientation that the One-Stop Career Center held in-house. The subordinate themes that comprised the superordinate theme of *Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement* were *Career Services, Programs, and Training Activities that Assist Dislocated Workers* and *Legislation Influencing Cross-training and Layoff Aversion*.

The researcher assessed dislocated workers experience with obtaining employment, albeit under employment, with other dislocated workers' continued search for employment placement. The researcher described what the reason behind that might be. Then the researcher examined how many dislocated workers shared their educational, occupational training, or trade skill path compared to those who failed to mention it. The researcher postulated why those did not use the training opportunities available compared to those who did use the training opportunities available. The researcher then provided a brief outline of the services, programs, and training activities offered through the One-Stop Career Center that staff members and dislocated workers highlighted. The researcher followed that with a brief discussion of layoff aversion, which included cross-training opportunities that soon-to-be dislocated workers were given.

The most important point the researcher made was that current legislation hinders layoff aversion. In order to receive funding for training an individual has to already be laid off. Individuals would benefit sooner by being able to access training and funding before being laid

off. For example, workers who received WARN notifications would benefit sooner from the system if they were allowed to use training funding once given a laid off notice was given.

When imminently dislocated workers received a laid off notice, they were only provided information on the One Stop services and the Virginia Work Connect System. However, once dislocated individuals were laid off, they had access to comprehensive case management and potential funding for training.

Services, Programs, and Training that Influence Employment Retention for Dislocated Workers: Research Question 2

The researcher used this research study to examine both staff members' and dislocated workers' perceptions about the services, programs, and training activities that kept dislocated workers employed. Throughout data collection and subsequent data analysis the researcher noticed how varied responses were among staff members along with how dislocated workers postulated how to achieve employment retention. The majority of dislocated workers postulated that education and certifications would increase the chances of employment retention. Outside of that postulation, dislocated workers were more focused on employment placement than employment retention. This made sense to the researcher since eight of the workers were unemployed and only two were under employed. The researcher outlined below the variation in staff member responses with regard to employment retention. After, the researcher described the issues that arose in tracking dislocated workers and addressed the focus of Workforce Development and the One-Stop Career Center on employment placement.

Workplace Excellence Skills Training and on-the job training: Career services, programs, and training activities that assist with employment retention. There was no consistency between staff member responses with regard to employment retention, from the

managerial perspective to the career planner perspective. These responses were incredibly varied across staff members, one participant responded to my question about the services and programs available that helped dislocated workers with employment retention with “here we focus on employment placement and helping people find jobs.”

Staff Member 3 answered the same question and said that “a lot of that is the WEST program, the Workplace Excellence Skills Training.” He later continued and shared the program “was developed with businesses over a three year period in Maryland with a board and a community college.” Another response, such as Staff Member 4, who stated that “really honing in and brushing up and, or learning how to survive in today's workforce culture” helped dislocated workers achieve employment retention. Another, however, spoke at length about various strategies:

Yes. Unlike other community colleges, we begin with the companies. This allows you to do a couple of things. If you begin with the companies, they're not asked to the table afterwards to accept whatever your throughput is. They're there helping you embed the competencies they want to hire for and they're all at the table. That allows you to do a couple of things. It allows you to find the least common denominator among the companies at the table and make sure you get to that.

Staff Member 6 responded to the question about services or programs for employment retention with:

I would think the, one thing, I don't know, maybe the, um, Workplace Essential Excellence Workshop, WEST um, you know, cause they're talking about soft skills and once they learn those things that's important to the employers, um, they may be able to maintain their position, but, other than that, I can't say ...

Issues with tracking and focus on employment retention. There were some services, programs, and training activities mentioned by participants mentioned that helped dislocated workers with employment retention. Staff members did acknowledge that employment retention was tracked using similar methods for employment placement.

Tracking. Tracking was the same across both employment placement and employment retention based on staff member perceptions. Dislocated workers were not included in analysis due to the fact that they were not privy to how they were tracked. The Virginia One-Stop System, the VOS (Virginia One-Stop) system, “makes the assumption that because you’re not looking for work on the VAWC system, that you’re not, that you’re working” (Staff Member 7). The researcher realized that this could be problematic for individuals who moved into applying for jobs in person, through different systems, or even given up searching for a job at the current time. In addition, for employment retention Career Planners were required to follow up with clients to determine their employment status. The follow up was conducted by calling the client and inquiring about current employment status.

Focus. Staff Member 9 shared that he “always thought that our (Workforce Development) focus is wrong, and we’ve kinda changed that way of thinking” in regards to the “big push to have a job fair.” The problem that he ran across was that:

Everybody was all glorious and, and, and, um satisfied and gratified because they were able to say ‘Wow. We have a job fair and two hun-, and 2,000 came. . . . So within the workforce system, we haven’t done a very good job of being able to say or track, ‘Okay, from what we did, who got a job?’

There was a mindset change that occurred within the Workforce System. Whereas previously they were solely focused on the placement of resources and services to dislocated workers, they

began to look at the outcomes of dislocated workers' access to those services. From there they assessed the effect that the services had on dislocated workers.

Summary of services, programs, and training that influence employment retention for dislocated workers: Research question 2. Staff members shared a mixture of information about the services, programs, and training opportunities that were made available to dislocated workers in order to assist them in employment retention. The subordinate themes that comprised the superordinate theme of *Services, Programs, and Training and Influence Continued Employment for Dislocated Workers* were *Career Services, Programs, and Training Activities that Keep People Employed* and *Issues with Tracking and Focus on Job Retention*. The researcher discussed the variation among staff member responses to the interview question of what services and programs were made available to dislocated workers for employment retention. The Virginia Workforce Development System tracked, and continues to track, both employment placement and employment retention. However, the main focus of this particular One-Stop Career Center was the provision of services to address employment placement rather than employment retention. The researcher noted that both employment placement and employment retention were tracked by the Virginia Workforce Development System.

Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers: Research Question 3

The researcher generated the research study to also examine the perceptions of both staff members and dislocated workers with regard to the partnerships that assist dislocated workers to secure employment opportunities. While the researcher went through the steps for data collection and data analysis, the researcher noticed that there were two main types of partnerships that the One-Stop Career Center had. One type of partnership concerned

employment of dislocated workers and partnerships that assisted dislocated workers in various areas outside of education or training. The other type of partnership focused on partnerships for educational opportunities and training activities. Both of these partnerships assisted dislocated workers and were vital to dislocated workers in either employment placement or employment retention. The researcher detailed below each type of partnership and how each assisted dislocated workers.

Virginia Employment Commission and community agencies: Partnerships that assist dislocated workers. These kinds of partnerships helped employ and assist dislocated workers outside of education and training. Dislocated workers applied for SNAP and the Virginia Unemployment Office, both of whom partnered with the One-Stop Career Center. The Virginia Work Connect and the Virginia Employment Commission partnered with the One-Stop Career Center and provided a system that dislocated workers used to find employment. Staff members highlighted several partnerships that helped dislocated workers who were disabled and/or an armed forces veteran. These were Disabled Veterans Outreach, Department for Aging and Rehabilitative Services, Department of Blind and Visually Impaired, and the Veterans Administration. There were also two partnerships that worked with senior aged individuals, AARP and the Senior Community Employment Service Program.

Whole person approach. These partnerships provided the One-Stop Career Center with the tools that took care of the whole person. Staff Member 7 mentioned that “it’s not just employment. It’s the whole person” that was supported by the One-Stop Career Center and their partners. She continued on to say that “you kind of have to be mindful of their individual situation, and not just so, be thinking about so they gotta get a job, they gotta get a job. Because if they get a job, a job they’ll just be over broke.” As a result, it was important to understand “all

the issues that come up sometimes [with] dislocated workers.” Both Staff Member 7 and Staff Member 9 shared that they considered Maslow’s Hierarchy of Needs when they worked with dislocated workers.

Virginia Community College System and educational institutions: Training and educational partnerships that assist dislocated workers. Dislocated workers gained training and education from various partnerships the One-Stop Career Center had with either community colleges or adult education programs. There were two agencies that connected dislocated workers with educational opportunities across multiple community colleges or trade schools. These were ON RAMP and Rapid Response. These two connected dislocated workers with local community colleges nearby Hampton, VA and provided access to get certified. Dislocated workers were also connected to Hampton Education and adult education partnerships so that they could obtain their GED or high school diploma. While all of these partnerships were mentioned, it became evident that the most important educational resource for dislocated workers was a local community college. A local community college provided dislocated workers with certifications while the One-Stop Career Center training assisted with funding and made referrals to the local community college.

Summary of perceptions of dislocated workers and staff members regarding partnerships that assist dislocated workers: Research question 3. Staff members and dislocated workers shared their perceptions and experiences with partnerships of the One-Stop Career Center and how those partnerships secured employment opportunities. The subordinate themes that comprised the superordinate theme of *Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers* were *Partnerships that Assist Dislocated Workers* and *Training and Educational Partnerships that Assist Dislocated Workers*.

The researcher outlined the partnerships that were made available to dislocated workers by examining both staff members' and dislocated workers' perceptions about them. The researcher found that dislocated workers were connected to various partnerships that assisted dislocated workers to find employment, receive unemployment or food benefits, and get trained or certified. Two staff members shared their experience with Maslow's Hierarchy of Needs in their whole person approach to dislocated workers. A local community college was cited as the most important educational partnership that dislocated workers accessed and worked with. Based on the information collected, partnerships have provided dislocated workers with important training opportunities and resources to assist in securing employment. Certifications and degree programs were used by several dislocated workers and they shared promising information about how to secure employment.

Summary

Each participant described, in detail, the career services, programs, training activities, and partnerships that assisted dislocated workers. These included the perspectives of both staff members and dislocated workers, however staff member responses provided the main support for the resultant superordinate themes. There were three superordinate themes that arose from the dataset, these were:

- Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement
- Services, Programs, and Training that Influence Employment Retention for Dislocated Workers
- Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers

Each theme responded directly to a research question, with the first listed theme to the first research question and so on. The three guiding research questions for this research study were:

1. What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?
2. What career services and training activities services are perceived as having an impact on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?
3. What experiences do dislocated workers and the Greater Peninsula (LWIA XIV) Staff describe regarding assistance from a local community college and other One Stop Career Center partners to assist dislocated workers in securing employment opportunities?

Following is an outline of the subordinate themes for each superordinate theme:

1. Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement
 - a. Resume Development and Job Search Support Services: Career Services, Programs, and Training Activities that Assist Dislocated Workers in Employment Placement
 - b. Comprehensive Case Management: Career Services, Programs, and Training Activities that Assist Dislocated Workers in Employment Retention
 - c. Legislation Influencing Cross-training and Layoff Aversion
2. Services, Programs, and Training that Influence Employment Retention for Dislocated Workers
 - a. Workplace Excellence Skills Training and On-the-job Training: Career Services, Programs, and Training Activities that Assist with Employment Retention

- b. Issues with Tracking and Focus on Job Retention
- 3. Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers
 - a. Virginia Employment Commission and Community Agencies: Partnerships that Assist Dislocated Workers
 - b. Virginia Community College System and Educational Institutions: Training and Educational Partnerships that Assist Dislocated Workers

This chapter answered each research question based on the available dataset and triangulated staff member and dislocated worker responses in order to verify the superordinate themes. When there was an aspect that dislocated workers were unfamiliar with, such as tracking, staff member responses were solely used. These superordinate themes related to one another due to the One-Stop Career Center's focus on finding employment for dislocated workers. The One-Stop Career Center provided the opportunities to gain trade skills and educational backgrounds so that they could retain their employment and have a career. The opportunities to do so were made possible by the partnerships that the One-Stop Career Center had with various colleges, schools, and online programs.

The data revealed that on-the-job training, Workplace Excellence Skills Training, resume development support, job search support services and case management were identified as important career and training services that assisted dislocated workers with employment placement and employment retention. These services have been explained as helpful for dislocated workers who seek to secure employment placement and employment retention. Also, expanding layoff aversion was discussed as a proactive means to assist individuals before they became dislocated workers. In addition, the Virginia Employment Commission and the local

community college were discussed as relevant partners for assisting dislocated workers. Upon further review the findings of this study are consistent with Jacobs and Hawley's (2009) framework and recommendations. Jacobs and Hawley (2009) concluded that workforce development should encompass individual, organizational, and societal interests in a way that benefit each other. The findings in this study provided evidence to suggest that One-Stop Career Center partnerships, local community colleges and Virginia Employment Commission can work effectively together to assist dislocated workers within the workforce development framework in Virginia.

CHAPTER 5

DISCUSSION AND CONCLUSION

One-Stop Career Centers and partners, such as community colleges, are charged with assisting dislocated workers obtain training and employment. On Ramp and Dislocated Worker Grants funding are some of the resources used to assist dislocated workers at community colleges and One-Stop Career centers. Employment placement, employment retention, and partnerships are critical components when looking at dislocated worker assistance. Therefore, it is imperative for workforce development professionals to understand what services and perceptions exist related to dislocated workers, employment placement, employment retention, and partners of the One-Stop Career Centers. As such, the purpose of this study was to explore perceptions and experiences related to employment placement rates, employment retention, and partnerships for dislocated workers at the Peninsula Worklink One-Stop Career Center in Hampton, Virginia. In order to explore the perceptions and experiences related to employment placement rates, employment retention, and partnerships, the researcher posed the following research questions:

1. What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?
2. What career services and training activities services are perceived as having an impact on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?
3. What experiences do dislocated workers and the Greater Peninsula (LWIA XIV) Staff describe regarding assistance from a local community college and other One Stop Career Center partners to assist dislocated workers in securing employment opportunities?

In order to analyze the current perceptions and experiences related to employment placement rates, employment retention, and partnerships for dislocated workers, ten dislocated workers and ten workforce development professionals (including local community college staff, One-Stop Career Center professionals, Virginia Employment Commission staff, and a Rapid Response coordinator) were interviewed. Each institution's website was also examined to gain a better understanding of their role in helping dislocated workers.

Discussion of the Findings

The data revealed that on-the-job training, Workplace Excellence Skills training, résumé development, job search support services, and case management were identified as important career and training services that assisted dislocated workers with employment placement and employment retention. These services have been explained as helpful for dislocated workers who seek to secure employment placement and employment retention. Also, expanding layoff aversion was discussed as a proactive means to assist individuals before they become dislocated workers. In addition, the Virginia Employment Commission and the local community college were discussed as relevant partners for assisting dislocated workers.

Research Question 1

What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?

The major findings of this study reflected in the first research question suggested: Résumé development, job search support services, and comprehensive case management were used to help dislocated workers address employment placement, which are consistent with WIOA requirements (see Table 8). This finding is consistent with several scholars' observations

that case management has a positive impact on dislocated workers. Duggan and Raspiller (2007), Duggan and Jurgens (2007), and Wilson and Brown (2012) all acknowledged that case management is an effective strategy that assists in empowering clients and helping dislocated workers find employment. Duggan and Jurgens (2007) indicated that individualized interaction, developing a plan, enrolling in training or education programs, and continued support throughout the process are all effective means to help dislocated workers in the reemployment process. These steps are included in the exploration phase and intervention phase in case management and career development. In addition, case management is typically bundled with One-Stop Centers and community colleges to provide the information and engagement needed to support dislocated workers (Schwitzer et al., 2011). Duggan and Jurgens (2007) and Schwitzer et al. (2011) echoed the importance of case management and support services for dislocated workers, specifically noting that career counselors assist laid off workers by providing career assessment to help individuals make informed career choices. Additionally, Duggan and Raspiller (2007) acknowledged that career counselors are needed to oversee services and make referrals for training and education. Case management allows dislocated worker to obtain information about various services and opportunities to facilitate employment placement (Duggan & Jurgens, 2007; Duggan & Raspiller, 2007; Schwitzer et al., 2011). Dislocated participants acknowledged that employment counseling, which is a function of case management, made a difference (Wilson & Brown, 2012). Participants confided that guidance and process information provided by a job counselor was extremely beneficial for understanding services and agencies available to help regain employment. These findings are consistent with the themes highlighted in this study.

Another important aspect of the findings had to do with the effect legislation had on the availability of these services, programs, and training opportunities that were geared towards employment placement for dislocated workers. Dislocated workers had legislative criteria to meet in order to qualify for educational and training funds, such as the criteria of WIOA in order to be considered a dislocated worker. Dislocated workers, individuals laid off from their jobs or who meet one of the defined items in WIOA:

(a) who have been terminated or laid off, or who have received a notice of termination or layoff, from employment; (b) have been terminated or laid off, or have received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; (c) were self-employed (including employment as a farmer, a rancher, or a fisherman) but were unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; (d) were displaced homemakers; or (e) were spouses of a member of the Armed Forces on active duty. (WIOA, 2014, pp. 1432-1433)

WIOA provided recommendations to organizations such as the Virginia One-Stop Career Center about the activities that assisted dislocated workers with employment placement. These recommendations suggested that educational and training programs respond to the real-time labor market, supported training opportunities for dislocated workers, helped dislocated workers with employment searches through the One-Stop Career System, and provided career counseling to dislocated workers. These recommendations were consistent with the themes and findings from the research study. The recommendations are listed in Table 8 along with the relationship these recommendations had with the findings.

Table 8

WIOA Relationship to Career Services and Training Activities for Employment Placement Themes

<i>Research Question</i>	<i>Findings</i>	<i>Themes</i>	<i>Relationship to WIOA</i>
1. What career services and training activities services are perceived as having an impact on assisting dislocated workers with obtaining employment placement for the Greater Peninsula (LWIA XIV)?	1. Legislation Influence on Services, Programs, and Training that Assist Dislocated Workers in Employment Placement	<p>a.) Résumé Development and Job Search Support Services: Career Services, Programs, and Training Activities that Assist Dislocated Workers in Employment Placement</p> <p>b.) Comprehensive Case Management: Career Services, Programs, and Training Activities that Assist Dislocated Workers in Employment Retention</p> <p>c.) Legislation Influencing Cross-training and Layoff Aversion</p>	<p>WIOA (2014) recommends the following activities in Sec. 134 that can for employment placement (which are consistent with themes discovered)</p> <p>(i.) “the development or identification of education and training programs (which relates to the partnership theme) ...real-time labor market ...more skilled employment, and that accelerate course or credential completion” (p.98).</p> <p>(ii) “implementing programs to increase the number of individuals training for and placed in employment and outreach, intake, and orientation to the information available through the one-stop delivery System” (p. 99).</p> <p>(iii.) “to support job search and career counseling” (p.101).</p>

Research Question 2

What career services and training activities services are perceived as having an impact on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?

The major findings of this study reflected in the second research question suggested that services and programs to support employment retention include on-the-job training and Workplace Excellence Skills training, which is consistent with WIOA requirements (see Table 9). Scholars and current legislative actions and reports are in agreement that on-the-job training and workplace skill training have been used effectively to support employment retention (Burtnow et al., 2012; Salzman et al., 2012; White House, 2014). For example, Burtnow et al., (2012) provided evidence to support local work investments areas have increased funding for on-the-job training and customized training for dislocated worker programs. Salzman et al. (2012) noted that on-the-job training allows employers to see individuals working with particular tools and machinery. In particular, Virginia Peninsula Career Pathways Initiative, which focuses on-the-job training and credentials, has been documented to lead to continued employment and employment retention noted in the White House Report, *Ready to Work: Job-Driven Training and American Opportunity* (2014). On-the job training programs have been developed with collaboration from the local workforce investment board, labor unions, community colleges, school districts, and other partners. For example, registered apprenticeships have been included as strategies to help dislocated workers and other individuals receive on-the-job training (White House, 2014). The White House (2014) listed the Virginia Peninsula Career Pathways Initiative as a best practice for on-the job training and continued employment. In addition, the White

House Report (2014) contains information regarding the fact that “upskilling workers” has been helpful assisting individuals with obtaining employment and employment retention.

As discussed in Chapter 4, legislation affected the services, programs, and training opportunities that assisted dislocated workers with employment retention. The services, programs, and training opportunities provided by the Virginia One-Stop Career Center influenced employment retention for dislocated workers. While employment placement was their number one goal at the Virginia One-Stop Career Center, there was a long-term goal of getting dislocated workers educated in a trade skill so that they could make a career out of the field they entered. There was consistency among the themes when the provisions of WIOA were taken into consideration. Specifically, with regard to the provision of workforce investment services and workforce development systems that increased employment retention, these were connected to the subordinate theme of *Workforce Excellence Skills Training and On-the-Job Training: Career Services, Programs, and Training Activities that Assist with Employment Retention*. The Workforce Excellence Skills Training was designed to help dislocated workers demonstrate their ability to succeed within the work environment and develop the skills necessary for entry and retention of employment. Table 9 provides an outline of how the findings from the research study, and the resulting themes, related to WIOA goals and provisions about employment retention.

Table 9

*WIOA Relationship to Career Services and Training Activities for Employment Placement**Themes*

<i>Research Question</i>	<i>Findings</i>	<i>Themes</i>	<i>Relationship to WIOA</i>
2. What career services and training activities services are perceived as having an impact on assisting dislocated workers with employment retention for the Greater Peninsula (LWIA XIV)?	2. Services, Programs, and Training that Influence Employment Retention for Dislocated Workers	<p>a). Workplace Excellence Skills Training and On-the-Job Training: Career Services, Programs, and Training Activities that Assist with Employment Retention</p> <p>b). Issues with Tracking and Focus on Job Retention</p>	<p>WIOA (2014) goals explained for employment retention in Section 2. Purposes and Section 133. Within State Allocations (which are consistent with themes discovered)</p> <p>(i). to provide workforce investment activities (related to on-the-job training and education themes) statewide and local, workforce development systems that increase employment retention (p. 5).</p> <p>(ii). Are designed to assist the individuals . . .to establish a work history, demonstrate success in the workplace, and develop the skills that lead to entry into and retention in employment (related to the training and</p>

Research Question 3

What experiences do dislocated workers and the Greater Peninsula (LWIA XIV) Staff describe regarding assistance from a local community college and other One Stop Career Center partners to assist dislocated workers in securing employment opportunities?

The major findings of this study reflected in the third research question suggest that partnerships essential for assisting dislocated workers include Virginia Employment Commission and Community Agencies assisting dislocated workers and Virginia Community College System and Educational Institutions, which are consistent with WIOA requirements (see Table 10). Several scholars noted how the collaboration between community colleges and One-Stop Career Centers benefits dislocated workers (Campbell et al., 2006; Duggan & Jurgens, 2007; Van, Hidakam, & Manz, 2013). Based on community colleges in five states, Van et al. (2013) asserted that training and certification programs provided by partnerships between community colleges, One-Stop Career Centers, and Rapid Response helped dislocated workers with reemployment. This finding is consistent with findings within this study from dislocated workers and those who service dislocated workers. In addition, Campbell et al. (2006) analyzed 10 local Workforce Investment Areas in California and concluded that Workforce Investment Boards that worked to establish partnership with local community college, employment connection, and local businesses work to help leverage grant funding. All 10 Workforce Investment Areas acknowledged the importance using community colleges and partnerships.

In addition, Jacobs and Hawley's (2009) framework for workforce development stresses the importance of simultaneous consideration of individual, organization, and societal levels. The societal level involves the need for major institutions, such as schools, community colleges,

universities, and government agencies to develop the workforce (Holzer, 2015; Jacobs & Hawley, 2009). The organizational level consists of organizations that have benefited from workforce development programs (i.e., partners such as community colleges and local employers; Jacobs & Hawley, 2009). The individual level component of Jacobs and Hawley's (2009) framework addresses outcomes. The number of people entering employment and employment retention is related to the individual level for this study. In particular, Jacobs and Hawley's (2009) framework and recommendations are consistent with the findings in this study. Jacobs and Hawley (2009) concluded that workforce development should encompass individual, organizational, and societal interests in ways that meaningfully benefit each other. The findings in this study provided evidence to suggest that One-Stop Career Center partnerships, local community colleges, and Virginia Employment Commission can work effectively together to assist dislocated workers within the workforce development framework in Virginia.

Partnerships, case management, educational opportunities, and training have been noted to provide positive benefits for dislocated workers and employment placement. Education and employee workforce skill training have been identified as strategies that influence employment retention. In addition, partnerships between the local community college, Virginia Employment Commission, One-Stop Career Center, and Rapid Response have been highlighted in this study as effective means to assist dislocated workers. Additional work has to be completed to address proactive strategies for assisting dislocated workers.

Dislocated workers benefitted from the partnerships that the Virginia One-Stop Career Center had with several local colleges, trade schools, online GED schools, and different organizations that provided aid and financial assistance. Several organizations were mentioned among all participant responses, such as the Virginia Employment Commission, SNAP, and

Peninsula Worklink. They partnered with the Veterans Administration (VA) to get qualified individuals benefits and financial support during their period of unemployment. Participant responses focused on many partnerships that the Virginia One-Stop Career Center had with various education institutions. They were able to receive funds for employment activities, such as on-the-job training, getting a degree from a partnered school, and learning a trade from a trade school. The resultant themes that emerged from participants' responses were consistent with the recommendations from WIOA on how to allocate Funds for Employment Activities. The Virginia One-Stop Career Center established and developed relationships with employers and their intermediaries, which related to on-the-job training the One-Stop Career Center System supplemented for employers. The Virginia One-Stop Career Center developed and implemented industry or sector partnerships to develop strategies and coordinate programs that would help dislocated workers. This related to the partnerships with different trade schools throughout the Peninsula that were geared toward responding to the real-time labor market in terms of what trades and skills were in demand for the region. The Virginia One-Stop Career Center planned and strategized with community colleges, career colleges, and technical colleges, across the state as partners in helping dislocated workers. This related to the educational partnerships that were made with various local colleges to support and help dislocated workers be prepared to enter a job with the necessary skills and education to retain that job.

Table 10

WIOA Relationship to Experiences Concerning One-Stop Career Partners Themes

<i>Research Questions</i>	<i>Findings</i>	<i>Themes</i>	<i>Relationship to WIOA</i>
3. What experiences do dislocated workers and the Greater Peninsula (LWIA XIV) Staff describe regarding assistance from a local community college and other One-Stop Career Center partners to assist dislocated workers in securing employment opportunities?	3. Perceptions of Dislocated Workers and Staff Members regarding Partnerships that Assist Dislocated Workers	<p>a). Virginia Employment Commission and Community Agencies: Partnerships that Assist Dislocated Workers</p> <p>b). Virginia Community College System and Educational Institutions: Training and Educational Partnerships that Assist Dislocated Workers</p>	<p>WIOA (2014) recommends the following activities in Sec. 102 Unified State Plan and Sec. 134 Use of Funds for Employment Activities concerning partnerships (which are consistent with themes discovered):</p> <p>(i.) establish and develop relationships and networks . . . with employers and their intermediaries (p. 101).</p> <p>(ii.) develop, convene, or implement industry or sector partnerships and developing strategies . . . for coordinating programs and services among One-Stop partners (p. 101).</p> <p>(iii). (plan) how the State's strategy will engage the State's community colleges . . . as partners in the workforce system (p. 22).</p>

Implications

This study highlighted the importance of case management, legislation and establishing partnerships within the Workforce Development System. One agency cannot address and provide all services needed to help dislocated workers. As a result, this study provided evidence to suggest that case management and partnerships are relevant mechanisms for providing services and referrals for dislocated workers. The first implication of the findings deals with the theme of comprehensive case management. Individuals working within the One-Stop Career Center system may want to examine techniques for simplifying the documentation process of case management. As it stands, the current processes of data entry and updating case notes within the Virginia One-Stop Career Center system takes a substantial amount of time, which could be used by career planners to develop programming and workshops for dislocated workers or serve dislocated workers in other capacities. Because it was found within this study that comprehensive case management was a critical element for assisting dislocated workers, it is worthy of further examination. This is especially true of the documentation processes of comprehensive case management, which can be made more efficient and simplified. As such, it may be beneficial for career planners to scan meeting notes and attach the notes in the dislocated worker files rather than spending time with data entry.

The next implication rooted in the findings within the current study is that of partnerships, in which One-Stop Career Center managers can expand working with businesses before layoffs to ensure that community and business leaders know about the services and training opportunities provided at One-Stop Career Centers and partner locations. To strengthen existing partnerships and establish new relationships, building trust with business leaders is

necessary. Reaching out to human resources departments of local businesses and corporations may prove to be effective for meeting business leaders who make the hiring and firing decisions.

The final implication contends with the legislation regarding the management of One-Stop Career Centers. As it stands, the WIOA governs how the centers are managed and individuals who are already laid off are eligible for training funding. However, current legislation restricts the use of funding for individuals not laid off. As such, workforce development professionals and legislators could examine the positive impacts of allowing individuals to be retrained before being laid off or being dislocated. However, this would involve amending current legislation.

Also, resume assistance is an important service and training referrals for those who are seeking employment. Financial resources and training could also be used to improve and strengthen case management within the One-Stop Career Center system. Case management, legislation and developing partnerships will continue to be important elements in the One-Stop Career Center system.

Limitations

The availability of staff members was a major limitation during this study. Multiple visits to the center and interviewing staff over the course of three months helped alleviate scheduling issues. In addition, staff members were given a brief overview of study beforehand so the interviews could be conducted efficiently and within the allotted timeframe. There were also some areas where participants were less knowledgeable about particular functions for assisting dislocated workers. The researcher asked the participants to elaborate on areas in which they were knowledgeable and had experience. Therefore, the researcher was able to obtain detailed information about services provided and received.

Recommendations for Future Research

One recommendation for the One-Stop System is to further develop proactive measures for helping dislocated workers before individuals become dislocated. This means allowing those who will be laid off to access services before individuals are actually laid off. The Non-WARN approach which Curtis Wray, Rapid Response Coordinator, advocates will require the One-Stop System and current legislatures to be revamped to allow individuals access to training funding sooner (before individuals are actually dislocated and laid off). This recommendation will require establishing more relationships with local businesses and business leaders so that Rapid Response and One-Stop Career Center Staff can offer more services and assistance before employees are in fact laid off.

Also, increased data sharing amongst partners could potentially help dislocated workers. The One Stop Center collects data in the Virginia One-Stop System, the Virginia Employment Commission uses the Virginia Work Connect System and the local community college tracks information at the college level. While collaboration for servicing dislocated is clearly evident, there appears to be less cooperation among different institution with data sharing to qualify for more funding and grant based opportunities. Sharing data could further strengthen collaboration efforts and result in identification of more opportunities to assist dislocated workers.

Studies involving proactive measures to assist dislocated workers are limited. Additional research on proactive measures and increased collaboration for data sharing would greatly benefit workforce development professionals, One-Stop Careers Center, and partners. Qualitative and quantitative research could be used to substantiate the need to adopt a Non-WARN proactive strategy for assisting dislocated workers. In addition, extensive research on sharing data and

collaboration combined is not available. Collaboration for serving dislocated workers has been well documented. Therefore, proactive measures and data sharing strategies would provide data to address how dislocated workers can be further assisted.

Conclusion

It is imperative for workforce development professionals to understand what services and perceptions exist related to dislocated workers, employment placement, employment retention, and partners of the One-Stop Career Centers. As such, the purpose of this study was to explore perceptions and experiences related to employment placement rates, employment retention, and partnerships for dislocated workers at the Peninsula Worklink One-Stop Career Center in Hampton, Virginia. It was found that résumé development, job search support services, and comprehensive case management were used to help dislocated workers address employment placement and services and programs to support employment retention included on-the-job training and Workplace Excellence Skills training. Additionally, it was found that partnerships essential for assisting dislocated workers include Virginia Employment Commission and Community Agencies assisting dislocated workers and Virginia Community College System and Educational Institutions. As such, it was recommended that the One-Stop System further develop proactive measures for helping dislocated workers before individuals become dislocated, that increased data sharing amongst partners could potentially help dislocated workers, and that additional research on proactive measures and increased collaboration for data sharing would greatly benefit workforce development professionals, One-Stop Career Center, and partners.

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Appendix A

Local Workforce Investment Areas (LWIA) in Virginia

Southwestern Virginia (LWIA I)

- ▶ 000027 - Buchanan County, VA
- ▶ 000051 - Dickenson County, VA
- ▶ 000105 - Lee County, VA
- ▶ 000167 - Russell County, VA
- ▶ 000169 - Scott County, VA
- ▶ 000185 - Tazewell County, VA
- ▶ 000195 - Wise County, VA
- ▶ 000720 - Norton city, VA

New River/Mt. Rogers (LWIA II)

- ▶ 000021 - Bland County, VA
- ▶ 000035 - Carroll County, VA
- ▶ 000063 - Floyd County, VA
- ▶ 000071 - Giles County, VA
- ▶ 000077 - Grayson County, VA
- ▶ 000121 - Montgomery County, VA
- ▶ 000155 - Pulaski County, VA
- ▶ 000173 - Smyth County, VA
- ▶ 000191 - Washington County, VA
- ▶ 000197 - Wythe County, VA
- ▶ 000520 - Bristol city, VA
- ▶ 000640 - Galax city, VA
- ▶ 000750 - Radford city, VA

Western Virginia (LWIA III)

- ▶ 000005 - Alleghany County, VA
- ▶ 000023 - Botetourt County, VA
- ▶ 000045 - Craig County, VA
- ▶ 000067 - Franklin County, VA
- ▶ 000161 - Roanoke County, VA
- ▶ 000560 - Clifton Forge city, VA
- ▶ 000580 - Covington city, VA
- ▶ 000770 - Roanoke city, VA
- ▶ 000775 - Salem city, VA

Shenandoah Valley (LWIA IV)

- ▶ 000015 - Augusta County, VA
- ▶ 000017 - Bath County, VA
- ▶ 000043 - Clarke County, VA
- ▶ 000069 - Frederick County, VA
- ▶ 000091 - Highland County, VA
- ▶ 000139 - Page County, VA
- ▶ 000163 - Rockbridge County, VA
- ▶ 000165 - Rockingham County, VA
- ▶ 000171 - Shenandoah County, VA
- ▶ 000187 - Warren County, VA
- ▶ 000530 - Buena Vista city, VA
- ▶ 000660 - Harrisonburg city, VA
- ▶ 000678 - Lexington city, VA
- ▶ 000790 - Staunton city, VA
- ▶ 000820 - Waynesboro city, VA
- ▶ 000840 - Winchester city, VA

Capital Region Workforce Partnership (LWIA IX)

- ▶ 000036 - Charles City County, VA
- ▶ 000041 - Chesterfield County, VA
- ▶ 000075 - Goochland County, VA
- ▶ 000085 - Hanover County, VA
- ▶ 000087 - Henrico County, VA
- ▶ 000127 - New Kent County, VA
- ▶ 000145 - Powhatan County, VA
- ▶ 000760 - Richmond city, VA

Northern Virginia (LWIA XI)

- ▶ 000059 - Fairfax County, VA
- ▶ 000107 - Loudoun County, VA
- ▶ 000153 - Prince William County, VA
- ▶ 000600 - Fairfax city, VA
- ▶ 000610 - Falls Church city, VA
- ▶ 000683 - Manassas city, VA
- ▶ 000685 - Manassas Park city, VA

Alexandria/Arlington (LWIA XII)

- ▶ 000013 - Arlington County, VA
- ▶ 000510 - Alexandria city, VA

Bay Consortium (LWIA XIII)

- ▶ 000001 - Accomack County, VA
- ▶ 000033 - Caroline County, VA
- ▶ 000057 - Essex County, VA
- ▶ 000097 - King and Queen County, VA
- ▶ 000099 - King George County, VA
- ▶ 000101 - King William County, VA
- ▶ 000103 - Lancaster County, VA
- ▶ 000115 - Mathews County, VA
- ▶ 000119 - Middlesex County, VA
- ▶ 000131 - Northampton County, VA
- ▶ 000133 - Northumberland County, VA
- ▶ 000159 - Richmond County, VA
- ▶ 000177 - Spotsylvania County, VA
- ▶ 000179 - Stafford County, VA
- ▶ 000193 - Westmoreland County, VA
- ▶ 000630 - Fredericksburg city, VA

Greater Peninsula (LWIA XIV)

- ▶ 000073 - Gloucester County, VA
- ▶ 000095 - James City County, VA
- ▶ 000199 - York County, VA
- ▶ 000650 - Hampton city, VA
- ▶ 000700 - Newport News city, VA
- ▶ 000735 - Poquoson city, VA
- ▶ 000830 - Williamsburg city, VA

Appendix A continued

Local Workforce Investment Areas in Virginia

Piedmont Workforce Network (LWIA VI)

- ▶ 000003 - Albemarle County, VA
- ▶ 000047 - Culpeper County, VA
- ▶ 000061 - Fauquier County, VA
- ▶ 000065 - Fluvanna County, VA
- ▶ 000079 - Greene County, VA
- ▶ 000109 - Louisa County, VA
- ▶ 000113 - Madison County, VA
- ▶ 000125 - Nelson County, VA
- ▶ 000137 - Orange County, VA
- ▶ 000157 - Rappahannock County, VA
- ▶ 000540 - Charlottesville city, VA

Region 2000/Central VA (LWIA VII)

- ▶ 000009 - Amherst County, VA
- ▶ 000011 - Appomattox County, VA
- ▶ 000019 - Bedford County, VA
- ▶ 000031 - Campbell County, VA
- ▶ 000515 - Bedford city, VA
- ▶ 000680 - Lynchburg city, VA

South Central (LWIA VIII)

- ▶ 000007 - Amelia County, VA
- ▶ 000025 - Brunswick County, VA
- ▶ 000029 - Buckingham County, VA
- ▶ 000037 - Charlotte County, VA
- ▶ 000049 - Cumberland County, VA
- ▶ 000083 - Halifax County, VA
- ▶ 000111 - Lunenburg County, VA
- ▶ 000117 - Mecklenburg County, VA
- ▶ 000135 - Nottoway County, VA
- ▶ 000147 - Prince Edward County, VA

Crater Area (LWIA XV)

- ▶ 000053 - Dinwiddie County, VA
- ▶ 000081 - Greensville County, VA
- ▶ 000149 - Prince George County, VA
- ▶ 000181 - Surry County, VA
- ▶ 000183 - Sussex County, VA
- ▶ 000570 - Colonial Heights city, VA
- ▶ 000595 - Emporia city, VA
- ▶ 000670 - Hopewell city, VA
- ▶ 000730 - Petersburg city, VA

Hampton Roads (LWIA XVI)

- ▶ 000093 - Isle of Wight County, VA
- ▶ 000175 - Southampton County, VA
- ▶ 000550 - Chesapeake city, VA
- ▶ 000620 - Franklin city, VA
- ▶ 000710 - Norfolk city, VA
- ▶ 000740 - Portsmouth city, VA
- ▶ 000800 - Suffolk city, VA
- ▶ 000810 - Virginia Beach city, VA

West Piedmont (LWIA XVII)

- ▶ 000089 - Henry County, VA
- ▶ 000141 - Patrick County, VA
- ▶ 000143 - Pittsylvania County, VA
- ▶ 000590 - Danville city, VA
- ▶ 000690 - Martinsville city, VA
- ▶ 000780 - South Bo

Appendix B

Interview Protocol One-Stop Staff Workers and Partners

- A. Please state your job position.
- B. What are your main duties for this position?
- C. How long have you been with the organization?
- D. On average what is the percentage of time spent assisting dislocated workers weekly?

For the purpose of this interview the following definitions for employee placement and employment retention will be used.

Employment placement is the term used to describe the process by which educational institutions, recruiters, social service agencies and employment agencies help their clients find work.

Employee retention refers to if an individual remains with the employer after job placement.

One-Stop Career Center Staff and Partners Interview Questions

1. Describe your role in assisting dislocated workers.
2. Please describe the programs and/or workshops (career and training services) conducted at the center to assist dislocated workers with employment placement.
3. Specifically, how do the programs described for Question 2 assist dislocated workers with employment placement?
4. Please describe the programs and/or workshops (career and training services) conducted at the center to assist dislocated workers with employment retention.
5. Specifically, how do the programs described for Question 4 assist dislocated workers with employment retention?
6. Describe the partnerships (outside agencies i.e. community colleges, trade schools and etc.) used by your office to assist dislocated workers with employment placement.
7. Describe the partnerships (outside agencies i.e. community colleges, trade schools and etc.) used by your office to assist dislocated workers with employment retention.
8. Describe some of the reasons that have force people to become dislocated workers in this region (based on your interaction with dislocated workers).
9. Please name and describe the information used to track dislocated workers assistance for employment placement.
10. Please name and describe the information used to track dislocated workers for employment retention.

Appendix C

Interview Protocol Dislocated Workers

1. Which of the following categories best describes why you are a dislocated worker?
 - a. have been terminated or laid off, or who have received a notice of termination or layoff, from employment
 - b. have been terminated or laid off, or have received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise
 - c. were self-employed (including employment as a farmer, a rancher, or a fisherman) but are unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters
 - d. is a displaced homemaker
 - e. is a spouse of a member of the Armed Forces on active duty
2. How did you become a dislocated worker eligible to receive assistance from the One-Stop Career System?
3. How long have you been receiving services from the One Stop Career Center?
4. Which professionals do you interact with most at One-Stop Career Center?
5. Name and describe the services you are using in the One-Stop Career System that you believe will help you to secure a job (employment placement)?
6. Describe how these services are helping you with securing a job (employment placement)?
7. Name and describe the services you are using in the One-Stop Career System that you believe will help you with retain your job (employment retention), if applicable?
8. Describe how these services are helping you with securing a job (employment retention), if applicable?
9. Can you describe how the partnerships (outside agencies i.e. community colleges, trade schools and etc.) used to help you with finding a job (employment placement)?
10. Can you describe how the partnerships (outside agencies i.e. community colleges, trade schools and etc.) were used to address employment retention for you?
11. From your perspective, what changes within the One-Stop Career System would benefit dislocated workers for employment placement?
12. Is there anything else you would like to share regarding services at the One-Stop Career System for job placement?
13. What is your gender?
 - a. Male
 - b. Female
14. What is your age?
 - a. 18-29 years old
 - b. 30-49 years old
 - c. 50-64 years old

- d. 65 years and over
15. What is the highest level of education you have completed?
- a. Some high school
 - b. High school graduate
 - c. Some college
 - d. Trade, technical and vocational training
 - e. College graduate
16. Please specify your ethnicity.
- a. Caucasian
 - b. Hispanic or Latino
 - c. Black or African American
 - d. Native American or American Indian
 - e. Asian / Pacific Islander
 - f. Other

Appendix D

IRB Application

OLD DOMINION UNIVERSITY
APPLICATION FOR EXEMPT RESEARCH

Note: For research projects regulated by or supported by the Federal Government, submit through IRBNet to the Institutional Review Board. Otherwise, submit to your college human subjects committee.

Responsible Project Investigator (RPI)		
The RPI must be a member of ODU faculty or staff who will serve as the project supervisor and be held accountable for all aspects of the project. Students cannot be listed as RPIs.		
First Name: Philip	Middle Initial: A.	Last Name: Reed
Telephone: 757-683-4576	Fax Number: 757-683-4576	E-mail: preed@odu.edu
Office Address: 255b Education Building		
City: Norfolk	State: VA	Zip: 23529
Department: STEM Education & Professional Studies		College: College of Education
Complete Title of Research Project: AN ANALYSIS OF THE PENINSULA ONE-STOP CAREER CENTER IN VIRGINIA: EMPLOYMENT PLACEMENT AND RETENTION FOR DISLOCATED WORKERS		Code Name (One word): ONE_STOP
Investigators		
Individuals who are directly responsible for any of the following: the project's design, implementation, consent process, data collection, and data analysis. If more investigators exist than lines provided, please attach a separate list.		
First Name: Caroline	Middle Initial: A.	Last Name: Knight
Telephone: 757-647-9065	Fax Number: N/A	Email: cknig007@odu.edu
Office Address: 460 Milford Lane		
City: Suffolk	State: VA	Zip: 23434
Affiliation: <input type="checkbox"/> Faculty <input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student <input type="checkbox"/> Staff <input type="checkbox"/> Other		
First Name: N/A	Middle Initial: N/A	Last Name: N/A
Telephone: N/A	Fax Number: N/A	Email: N/A
Office Address: N/A		
City: N/A	State: N/A	Zip: N/A
Affiliation: <input type="checkbox"/> Faculty <input type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student <input type="checkbox"/> Staff <input type="checkbox"/> Other		
List additional investigators on attachment and check here: <input type="checkbox"/>		

Appendix D continued

IRB Application

<p>1. This study is being conducted as part of (check all that apply):</p> <table border="0"> <tr> <td><input type="checkbox"/></td> <td>Faculty Research</td> <td><input type="checkbox"/></td> <td>Non-Thesis Graduate Student Research</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Doctoral Dissertation</td> <td><input type="checkbox"/></td> <td>Honors or Individual Problems Project</td> </tr> <tr> <td><input type="checkbox"/></td> <td><u>Masters</u> Thesis</td> <td><input type="checkbox"/></td> <td>Other _____</td> </tr> </table>		<input type="checkbox"/>	Faculty Research	<input type="checkbox"/>	Non-Thesis Graduate Student Research	<input checked="" type="checkbox"/>	Doctoral Dissertation	<input type="checkbox"/>	Honors or Individual Problems Project	<input type="checkbox"/>	<u>Masters</u> Thesis	<input type="checkbox"/>	Other _____
<input type="checkbox"/>	Faculty Research	<input type="checkbox"/>	Non-Thesis Graduate Student Research										
<input checked="" type="checkbox"/>	Doctoral Dissertation	<input type="checkbox"/>	Honors or Individual Problems Project										
<input type="checkbox"/>	<u>Masters</u> Thesis	<input type="checkbox"/>	Other _____										
Funding													
<p>2. Is this research project externally funded or contracted for by an agency or institution which is independent of the university? Remember, if the project receives ANY federal support, then the project CANNOT be reviewed by a College Committee and MUST be reviewed by the University's Institutional Review Board (IRB).</p> <p><input type="checkbox"/> Yes (If yes, indicate the granting or contracting agency and provide identifying information.)</p> <p><input checked="" type="checkbox"/> No</p> <p>Agency Name: Mailing Address: Point of Contact: Telephone:</p>													
Research Dates													
<p>3a. Date you wish to start research (MM/DD/YY) <u>07/25/2016</u></p> <p>3b. Date you wish to end research (MM/DD/YY) <u>11/30/2016</u></p> <p>NOTE: Exempt projects do not have expiration dates and do not require submission of a Progress Report after 1 year.</p>													
Human Subjects Review													
<p>4. Has this project been reviewed by any other committee (university, governmental, private sector) for the protection of human research participants?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>4a. If yes, is ODU conducting the primary review?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (If no go to 4b)</p> <p>4b. Who is conducting the primary review?</p>													

Appendix D continued

IRB Application

5. Attach a description of the following items:

- _X_ Description of the Proposed Study
X Research Protocol
X References
X Any Letters, Flyers, Questionnaires, etc. which will be distributed to the study subjects or other study participants
N/A If the research is part of a research proposal submitted for federal, state or external funding, submit a copy of the FULL proposal

Note: The description should be in sufficient detail to allow the Human Subjects Review Committee to determine if the study can be classified as EXEMPT under Federal Regulations 45CFR46.101(b).

Exemption categories
<p>6. Identify which of the 6 federal exemption categories below applies to your research proposal and explain why the proposed research meets the category. Federal law 45 CFR 46.101(b) identifies the following EXEMPT categories. Check all that apply and provide comments.</p> <p>SPECIAL NOTE: The exemptions at 45 CFR 46.101(b) do not apply to research involving prisoners, fetuses, pregnant women, or human in vitro fertilization. The exemption at 45 CFR 46.101(b)(2), for research involving survey or interview procedures or observation of public behavior, does not apply to research with children, except for research involving observations of public behavior when the investigator(s) do not participate in the activities being observed.</p> <p><input type="checkbox"/> (6.1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. Comments:</p> <p><input checked="" type="checkbox"/> (6.2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; AND (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. Comments:</p> <p>One-Stop Career Center Staff, partners (Thomas Nelson affiliates) and dislocated workers will be interviewed about processes for assisting dislocated workers concerning employment retention and employment placement. There will be ten staff members interviewed and selected from a list provided by the One Stop Program Manager. Dislocated workers will be invited via career development workshops.</p>

Appendix D continued

IRB Application

5. Attach a description of the following items: Description of the Proposed Study Research Protocol References Any Letters, Flyers, Questionnaires, etc. which will be distributed to the study subjects or other study participants N/A If the research is part of a research proposal submitted for federal, state or external funding, submit a copy of the FULL proposal

Note: The description should be in sufficient detail to allow the Human Subjects Review Committee to determine if the study can be classified as EXEMPT under Federal Regulations [45CFR46.101\(b\)](#).

Exemption categories
<p>6. Identify which of the 6 federal exemption categories below applies to your research proposal and explain why the proposed research meets the category. Federal law 45 CFR 46.101(b) identifies the following EXEMPT categories. Check all that apply and provide comments.</p> <p>SPECIAL NOTE: The exemptions at 45 CFR 46.101(b) do not apply to research involving prisoners, fetuses, pregnant women, or human in vitro fertilization. The exemption at 45 CFR 46.101(b)(2), for research involving survey or interview procedures or observation of public behavior, does not apply to research with children, except for research involving observations of public behavior when the investigator(s) do not participate in the activities being observed.</p> <p>____(6.1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.</p> <p>Comments:</p>

Appendix D continued

IRB Application

 X (6.2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; AND (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Comments:

This research project will use the attached interview procedures for consenting adult participants. One-Stop Career Center Staff, partner staff (Thomas Nelson Community College affiliates), and dislocated workers will be interviewed about processes for assisting dislocated workers with employment retention and employment placement. There will be ten staff members interviewed and selected from a list provided by the One-Stop Program Manager. Dislocated workers will be invited via career development workshops.

The researchers will take reasonable steps to ensure all information remains confidential. A handheld voice recorder will be used to capture the interview. The recorder and notes will be stored in a locket file cabinet at the researcher's residence. The researcher will only have access to the file cabinet keys. Upon conclusion of research and dissertation defense, the recorded interviews will be deleted from the device and notes shredded and disposed of. Research findings will be deleted from the researcher's computer five years after the study has concluded.

The results of this study may be used in reports, presentations, and publications; but will be reported in aggregate to maintain participant confidentiality. Any direct quotes used in reporting the results will be reviewed so that the quotes do not contain any identifying information. Data will be stored on the researcher's personal computer, which will be password protected to prevent unauthorized access to the machine.

 (6.3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if:

(i) The human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

Comments:

 (6.4) Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Comments:

 (6.5) Does not apply to the university setting; do not use it

Appendix D continued

IRB Application

<p>____(6.6) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.</p> <p>Comments:</p>	
Human Subjects Training	
7.	<p>All investigators (including graduate students enrolled in Thesis and Dissertation projects involving human subjects) must document completion of the CITI Human Subject Protection course. (Attach a copy of all CITI Human Subject Protection completion certificates.) Date RPI completed Human Subject Protection training: <u>01/05/16 (Reed), 2/15/16 (Knight)</u></p>
PLEASE NOTE:	
1.	You may begin research when the College Committee or Institutional Review Board gives notice of its approval.
2.	You MUST inform the College Committee or Institutional Review Board of ANY changes in method or procedure that may conceivably alter the exempt status of the project.
<p>Responsible Project Investigator (Must be original signature) Date</p>	

Appendix E

Informed Consent Form

OLD DOMINION UNIVERSITY

PROJECT TITLE: AN ANALYSIS OF THE PENINSULA ONE-STOP CAREER CENTER IN VIRGINIA: EMPLOYMENT PLACEMENT AND RETENTION FOR DISLOCATED WORKERS

RESEARCHERS

Philip Reed, PhD., Responsible Project Investigator, Associate Professor, College of Education, Old Dominion University

Caroline Knight, Doctoral Student, Community College Leadership, Old Dominion University

DESCRIPTION OF RESEARCH STUDY

This study will examine the experiences, placement, and retention of dislocated workers, staff members, and partners of the Peninsula One-Stop Career Center. The purpose is to understand how dislocated workers are being assisted. Participation in the study will require you to complete one interview lasting approximately one hour. Approximately 10 staff members from Thomas Nelson and the One-Stop Career Center and 10 dislocated workers will participate in this study.

RISKS AND BENEFITS

RISKS: There are no foreseeable risks associated with participation in this study.

BENEFITS: There are no direct benefits to you for participating in this study. However, it is possible that government officials and administrators of the workforce systems could use these results to improve services for dislocated workers.

NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will give it to you.

CONFIDENTIALITY

The researchers will take reasonable steps to ensure private information, such as interview data, remains confidential. The researcher will remove any identifying information from the research report and notes. The results of this study may be used in reports, presentations, and publications; but the researcher will not identify participants.

A handheld voice recorder will be used to capture the interview. The recorder and notes will be stored in a lockbox file cabinet at the researcher's residence. The researcher will only have access

Appendix E continued

Informed Consent Form

to the file cabinet keys. Upon conclusion of research and dissertation defense, the recorded interviews will be deleted from the device and notes shredded and disposed of. Research findings will be deleted from the researcher's computer five years after the study has concluded.

WITHDRAWAL PRIVILEGE

Participation in this study is strictly voluntary. Even if participation is agreed upon, any participant may elect to stop or no longer participate in the study at any time. Your decision will not affect your relationship with Old Dominion University, or otherwise cause a loss of benefits to which you might otherwise be entitled.

COMPENSATION FOR ILLNESS AND INJURY

If you say YES, then your consent in this document does not waive any of your legal rights. However, in the event of any problems arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any research project, you may contact Dr. Philip Reed, responsible project investigator at 757.683.4576, Dr. Petros Katsioloudis, the current IRB chair 757-683-5323 at Old Dominion University, or the Old Dominion University Office of Research at 757-683-3460 who will be glad to review the matter with you.

VOLUNTARY CONSENT

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them:

Caroline Knight can be reached at 757-647-9065 or Dr. Philip Reed, responsible project investigator at 757.683.4576.

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. Petros Katsioloudis, the current IRB chair 757-683-5323 at Old Dominion University, or the Old Dominion University Office of Research, at 757-683-3460.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

Appendix E continued

Informed Consent Form

Subject's Printed Name & Signature	Date
Witness' Printed Name & Signature (if Applicable)	Date

INVESTIGATOR'S STATEMENT

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws, and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study. I have witnessed the above signature(s) on this consent form.

Investigator's Printed Name & Signature	Date
--	-------------