Pipelines & Pathways Working Group

Report and Recommendations

February 11, 2022

Strengthening the relationship between UVA and the surrounding Charlottesville/Albemarle community is one of my top priorities as president. The President's Council on UVA-Community Partnerships and the affiliated working groups are helping us engage with our community partners to make our community as strong and equitable as possible

President Jim Ryan

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Note of Thanks

The Working Group would like to express its deep appreciation for the tireless work of the

following University of Virginia staff who kept us on track and were invaluable in our work:

Jon Bowen, Office of the President, University of Virginia

Sherica Jones-Lewis, Ed.D, Ed.S., Director of Community Research - The Equity Center
The Democracy Initiative Center for the Redress of Inequity Through Community-Engaged Scholarship, University of Virginia

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I.   Introduction

On October 29, 2018, within three months of taking office, University of Virginia President Jim Ryan convened the *University-Community Working Group* to advance his goal "to strengthen the University's relationship with the Charlottesville community."

Four months later, on February 25, 2019, the Working Group issued its Final Report.[1] Based on extensive community engagement, the Working Group identified four priority areas of focus: jobs and wages, affordable/workforce housing, public health care, and youth/education. Jobs and wages was the top priority identified by the community.[2]

The Final Report emphasized action, to ensure that the priorities of the University and the community would not languish in a report left on a shelf. President Ryan and the University quickly demonstrated a commitment to action—less than two weeks after the Working Group issued its Final Report, President Ryan announced that the minimum wage paid to University employees would increase to $15.00/hour. With the active encouragement of the University, its major contractors also increased their minimum wage to $15.00/hour.

In the fall of 2019, right before the pandemic, the University of Virginia created the President's Council on UVA-Community Partnerships ("the President's Council"). The goal of the Council, in the words of the Final Report, is to "focus on implementing interventions and strategies that lead to demonstrable results that community members can feel and experience in their lives." Following this charge, the newly created President's Council established five working groups that included both University and community members to develop recommendations for action in the four

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[1] A copy of the Final Report can be found here: President's Council Final Report
[2] A copy of the community engagement survey can be found here: President's Council Community Survey

priority areas: Pipelines & Pathways and Local Economy, to focus on jobs and wages, as well as Affordable Housing, Public Health and Early Childhood Education.

The Pipelines and Pathways Working Group was asked to identify how the University can work to create and illuminate clear pipelines to employment and subsequent pathways to upward staff mobility. The need is clear; not only did the community overwhelmingly request a focus on the issue of jobs and wages, but the data overwhelmingly demonstrates why. In the Charlottesville region, nearly one out of every five families (17%) do not earn enough to meet their basic needs. And that burden is not equally shared. While 14% of White families in the region make less than $35,000 annually, 35% of Black families make less than that amount. And in the City of Charlottesville, the situation is even more pronounced: 54% of Black families make less than a family-sustaining wage.[3]

The President's Council on UVA-Community Partnerships established the Pipelines & Pathways Working Group to address this challenge. This work aligns with recommendations of the University of Virginia's Racial Equity Task Force, which articulated a goal of "Building Pathways of Staff Success:"

> Improve career development, salary equity, and hiring of historically underrepresented groups for leadership positions and contracting opportunities so that Black and Latinx Staff and Contractors benefit from job promotion and wealth building.

Moreover, this work aligns with Goal 1 of the University's 2030 Strategic Plan, to "Strengthen Our Foundation." The University has committed to:

> Attract and support talented and committed staff. Universities cannot achieve their educational mission, much less excel, without talented and dedicated staff who have the support they need to do their best work. We will be known as one of the best employers in higher education. Staff will be paid fairly and treated well, offered opportunities to advance

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[3] See Orange Dot Report 4.0

in their careers while remaining at UVA, and feel, with justifiable reason, like an essential and valued part of the UVA community.

The Working Group met regularly from the winter of 2020 through 2021 to evaluate the strengths and weaknesses and examine potential opportunities and threats in creating stronger pipelines and pathways. The group took a deep dive into data from UVA Human Resources and the Office of Equal Opportunity & Civil Rights to include looking at demographic data by department and locality.

These steps were taken to identify clear pipelines and pathways that community members can use to access career opportunities at the University and other regional employers. The group also reviewed the ways in which other anchor institutions are working to mitigate barriers and increase opportunities. The examination of these best practices, combined with community and institutional knowledge have allowed us to formulate the following recommendations. The report details the charge for the group from the President's Council, scope of work, deliverables, considerations, baseline research and recommendations.

The Pipelines & Pathways Working Group intends to continue meeting to develop accountability metrics and may develop further recommendations as we receive feedback on these initial proposals.

II.   Charge to the Group

The President's Council requested that the Pipelines & Pathways working group focus on this goal: "Increase the number of disadvantaged community residents hired by the University, decrease the rate of turnover, and increase the number of incumbent Academic Division and UVA Health workers, including UVA-affiliated workers (UPG, UVA Temps, etc.) who advance up the income

ladder. As part of this work, review and refine guidelines that will ensure equitable access to available jobs by community residents."

The President's Council provided guidance for the conduct of the Pipelines & Pathways Working Group, including a Scope of Work, desired Deliverables, and Required Considerations:

Scope of Work

University Employees

- Gather data regarding the current geographic, demographic and racial/ethnic profile of University employees in order to establish a baseline for determining whether progress is being made toward the goal. Sort data by other helpful segments including position type (e.g., frontline, mid-level, leadership) and compensation, including merit raises and performance reviews, and current residence.

- Understand existing hiring practices, including methods of recruitment, job requirements and the application process, and identify barriers to access for different categories of job applicants.

- Inventory and rank University positions with the highest turnover rates, identify the primary causes of departures and terminations for different categories of employees, and review current efforts to address turnover.[4]

- Identify opportunities for career advancement, including methods of recruitment and job requirements, focusing on high demand positions that are recruited from the local geographic area, pay in the $40,000-$47,000 range, and meet criteria mutually agreed by

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[4] The Pipelines & Pathways Working Group has not undertaken this element of the Scope of Work.

the work group and UVA Human Resources to identify barriers to promotion and increase upward career advancement.

- Develop approach to understand barriers to hiring, retention and career advancement in order to make recommendations for improvement. Barriers include, but are not limited to, changing the mindsets of hiring managers as it relates to disadvantaged populations.
- Investigate and recommend strategies that address the challenge of gaining more valuable skills while supporting a household.

University contract workers

- Engage with contractors and employees to understand barriers and opportunities related to recruiting, hiring, and retaining employees
- Inventory opportunities for career advancement, both within the contract employers and at UVA, to include a pathway from being a contract worker to becoming a University employee.

Deliverables

1. Final Report to include elements described in the scope of work above, including: equity-related data regarding employees and applicants, results of the review of hiring practices, results of the inventory of employee retention and current efforts to reduce turnover, results of the inventory of career advancement and current efforts to increase promotion, findings from consultation, identification of barriers and final recommendations to address barriers.

2. Develop recommendations for a phased approach of actionable items for achieving the goal that could be achieved in the near, medium, and long term. The recommendations should address, among other things, resources needed and timeline to implement

recommendations.

Required Considerations

The final recommendations should address how the University can increase relationships with community-based organizations and local residents to recruit and retain underrepresented racial and ethnic groups, as well as criminal-justice involved individuals (disaggregated by group, gender, and criminal justice involvement), and should also include resources needed to achieve the recommendations.

III.   Summary Employment Baseline

1. Entry level positions.[5] As of December 2021, there were 3,448 University of Virginia workers in positions that would be considered "entry level" (2,388 in the Medical Center and 1,060 in the Academic Division) in a staff workforce of 15,552. The number of job openings across entry level positions fluctuates at any given time depending on demand, turnover, and other factors. A snapshot of available data from 2021, however, provides some insight into the availability of entry level jobs. During that year, there were 437 open requisitions (requests from a hiring manager to post a position—there can be, and often are, multiple openings per posting) for entry level positions representing the availability of 630 openings ("jobs").

2. Hiring for all positions.[6] These numbers provide a context for the number of openings, hiring, applicants and applications in a given year.

    a.   Academic

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[5] For purposes of this baseline, "entry level" refers to jobs paying up to $40,000 annually.
[6] Data from 01/01/21-12/31/21. Excludes UVA -Wise and University Physicians Group.

   i. 7,047 Requisitions

   ii. 6,376 Hires

     o Sources: 65% external; 35% internal

   iii. 37,044 Applicants (headcount of distinct individuals who have applied)

   iv. 51,852 Applications (includes Applicants who file multiple applications)

  b. Medical

   i. 8,810 Requisitions

   ii. 5,077 Hires

     o Sources: 54% external; 46% internal

   iii. 22,630 Applicants

   iv. 44,395 Applications

  c. Total

   i. 15,857 Requisitions

   ii. 11,453 Hires

   iii. 59,674 Applicants

   iv. 96,247 Applications

IV. Recommendations

  A. At the outset, the Pipelines & Pathways Working Group needed to define "disadvantaged community residents." After extensive discussion the group recommended the following definition to guide its work.

   1. Disadvantaged. The focus of the working group was on those who have been historically marginalized:

    a) Black, Latino/a and Asian

    b) Criminal-justice involved

    c) People with disabilities

d) Women

e) English language learners

f) Adults with no High School diploma or equivalent

g) Low income

h) Technology challenged

i) Parents without access to affordable childcare

2. Community. Communities exist at multiple scales. For purposes of this report, the Working Group focused on geographic communities as defined by local political boundaries. This is the first tier of our community focus. Over time, the circle of geographies for pipelines and pathways may widen to broader tiers:

a) Albemarle

b) City of Charlottesville

c) Fluvanna

d) Greene

e) Louisa

f) Nelson

B. Pipelines: Getting more Disadvantaged Community Residents to UVa's door—Community-driven

1. Use "Community Recruitment Partners" to work within neighborhoods and communities to recruit job-seekers to the University of Virginia and its contractors[7]. Using Community Recruitment Partners, known as "workforce intermediaries" is a "best practice" for inclusive, local hiring according to the Democracy Collaborative.[8] The Democracy Collaborative's focus is "assisting universities, hospitals, and other community-rooted institutions to design and implement an anchor mission in which all of the institution's diverse assets are harmonized and leveraged

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[7] The Working Group acknowledges the complexity of including contractors and affiliates in these recommendations, since those employees are wholly employed by a separate organization and private employer. Despite this complexity, however, the Working Group's recommendations include contractors and affiliates to make sure that disadvantaged community residents have access to job and career opportunities with those employers. While this can be difficult for contractors already under contract, local, inclusive hiring practices could be included in future contracts.

[8] Read about Workforce Intermediaries here: Inclusive, Local Hiring toolkit

for community impact." According to the Democracy Collaborative, a workforce intermediary is "an organization that helps connect residents to jobs through training, access to employment opportunities, and other wrap-around support. They can be public agencies, non-profits focused on job placement, community-based organizations focusing on reaching specific populations-such as re-entry[9] or refugee communities[10]-educational and training organizations, union apprenticeship programs, or other workforce organizations." Local examples include:

    a) The federally-funded "One Stop" system, Virginia Career Works—Piedmont. This includes an array of partners:

        (1) Goodwill Industries of the Valleys[11]

        (2) Thomas Jefferson Adult & Career Education@PVCC

        (3) Virginia Department of Aging and Rehabilitative Services

        (4) Virginia Department of Social Services

        (5) Virginia Employment Commission

    b) The locally-funded Downtown Job Center (City of Charlottesville)

    c) Network2Work@PVCC

2. Provide Community Recruitment Partners with "real time" job information, with a focus on entry level jobs, such as those that don't require a college degree. In order to recruit interested job-seekers, community members need to know in real time the jobs that are available.

3. Engage Community Recruitment Partners who use an intentional approach to recruiting or otherwise identifying disadvantaged community residents who would be quality employees for the University, its affiliates or its contractors.

4. Donate surplus equipment to help disadvantaged community residents overcome barriers to employment:

    a) Vehicles: A recent study revealed the correlation between poverty and lack of access to a vehicle.[12] Many jobs, especially entry-level wage jobs, require employees to be independently mobile, to get to shifts or the job site. As part of its Driving Lives Forward program,

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[9] Local examples include: Resilience Education, the Fountain Fund, and Offender Aid and Restoration

[10] Local examples include: International Rescue Committee, International Neighbors, and Sin Barreras

[11] Goodwill operates the local Virginia Career Works center and Title I of the Workforce Innovation and Opportunity Act.

[12] The research study can be found here: [The Poverty of the Carless](#)

the United Way of Greater Charlottesville provides donated vehicles to job-seekers for up to six months while they are in training and the first months on the job, until they can afford to purchase their own vehicle. The demand for these vehicles outstrips the available supply.

b) Computers: One of the technology challenges facing job-seekers is simply not having a computer. Whether to apply for a job, train remotely, on-board for a job, or complete a timesheet, a computer is essential for most workers.

C. Pipelines: Opening the door wider—UVa-driven

1. Review and update all entry-level job descriptions to remove unnecessary barriers:

a) Make clear what the job entails. To attract interested candidates, job descriptions need to be written in plain language so recruiters and the job-seekers themselves can easily understand what the job entails. Unclear or vague job descriptions can lead to mismatches between the job-seeker and the hiring manager.

b) Remove requirements not related to the ability to do the job. Over time, job qualifications can accrete requirements not truly related to the actual responsibilities of the job. These superfluous requirements serve as an unintended barrier to employment for those perfectly positioned to do what the job actually demands. This includes ensuring that jobs are truly accessible to those with disabilities.

c) Criminal justice involvement should not bar employment, unless required by statute or regulation. The University should have a clearly articulated standard for hiring those with a criminal background that applies uniformly across hiring managers. As part of this work, continue implementing the partnership between Resilience Education and UVA Human Resources to develop employer training for internal-to-UVA HR champions and supervisors to address a variety of job-seeker profiles for possible employment at UVA.

d) English language proficiency, while valuable, may not be necessary for all jobs. For administrative reasons, there has been an English language proficiency requirement, primarily so employees could fill out time records in Workday. Rather than creating a barrier to employment, the University should make Workday available in other languages, including the ability to read and submit application materials in their primary language. As these recommendations

were being finalized, the University made its Human Resources website fully translatable into many different languages, and enabled translation of Workday into Spanish. These steps are consistent with Goal I of the University's Strategic Plan 2030:

(1) "Ensure that our systems enable our … staff to do their best work. We will have … technological tools and nimble, reliable systems, and help every member of the University community to be more efficient and effective."

(2) Employees who are not English language proficient, however, should be connected with resources to help them learn the language, such as TJACE@PVCC, Literacy Volunteers of Charlottesville/Albemarle and Sin Barreras.

e) Misaligned education requirements. Educational qualifications, such as a Bachelor's degree, advanced degree, or even high school diploma, are often listed as requirements even though it is unclear how these degrees are truly be necessary for successful job performance. Other industry-recognized credentials and prior experience, whether on the job or in another capacity, such as military service or working in the home, can provide equally valid evidence that a candidate is qualified to do the job.

2. Create UVa entity to assist with opportunity navigation based on seeker's skills and interests. Many community residents know they would like to work at the University of Virginia, but they don't know which job(s) would be a good match for their interests and aptitude.

a) Expand UVa's Talent Flex function to include a UVa Navigator role to match the skills and interests of job-seekers with available entry-level job opportunities. The UVa Navigator would assist with shadowing and mentorship opportunities, which is valuable to all job-seekers but could be especially useful to job-seekers with disabilities.

3. Adopt innovative hiring practices. There are a number of approaches that can be used to increase the number of disadvantaged community residents who get hired by the University of Virginia and its contractors:

a) Open Hiring^{TM}. Open Hiring^{TM} is a lightning fast method of hiring where qualified applicants are offered positions based on the order in which they applied. This "no interview" model not only streamlines the hiring process, but it also removes implicit bias from hiring decisions. The approach, piloted by Greyston Bakery in Yonkers, NY, has been adopted by other employers: The Body Shop, for example, now uses Open Hiring^{TM} for its entry-level

positions. They have reported that in addition to creating a more diverse applicant pool and accelerating their hiring process, this new approach also reduced turnover: they found "their monthly turnover decreased by 60% when they ran their initial open hiring pilot."

b) Vouching by Community Recruitment Partners. Create a 12-month pilot program that compares the turnover[13] rate of job-seekers referred by Community Recruitment Partners[14] with those who are not in entry-level jobs with high rates of turnover. If the rate of turnover is lower with seekers who have been referred, provide additional consideration for job-seekers who have been recruited, supported and vetted by Community Recruitment Partners. Relying on this system of "vouching" lowers the risk, both perceived and real, of hiring applicants who may otherwise be skipped over for hiring.

c) Evaluate the feasibility of a hiring preference for the descendants of Enslaved Laborers. The University and its contractors could increase the number of disadvantaged community residents who get hired by actually creating an advantage for those residents to get hired. Such an approach would not be without controversy: unless there are an unlimited number of jobs, advantaging some disadvantages others. And there is always a challenge in asking present residents to pay the price for historical wrongs. But those historical wrongs have echoed across generations. We need to be as intentional in addressing historic disadvantage as we were in creating it. The Cleveland Federal Reserve recently reported that unequal labor income is the cause of the yawning gap between the wealth of White families and Black families (the average white families has13 times more wealth than the average Black Family).

    (1) To achieve true equity in the present day, therefore, we need to be intentional in providing jobs to the historically marginalized, such as the descendants of Enslaved Laborers. Recently enacted Virginia legislation, HB 1980, requires the University of Virginia "to annually (i) identify and memorialize, to the extent possible, all enslaved individuals who labored on former and current institutionally controlled grounds and property and (ii) provide a tangible benefit such as a college scholarship or community-based economic development program for individuals or specific communities with a demonstrated historic connection to slavery that will empower families to be lifted out of the

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[13] Turnover rates should include only those who have terminated employment with the University, not those who have moved to other positions within the University.

[14] This requires that job-seekers referred by workforce intermediaries be flagged in the HR system.

cycle of poverty." To the extent allowed by law and the U.S. Constitution, this hiring preference should be considered as a "community-based economic development program for individuals or specific communities with a demonstrated historic connection to slavery." We note that this preference is not based on race, but on the historic theft of labor that reverberates to this day.[15]

    d) Explore the creation of incentives/rewards for hiring managers for increasing the number of disadvantaged community residents. Hiring managers should be rewarded for helping the University achieve its goal of increasing the hiring of disadvantaged community residents to the maximum extent permitted by law.

4. Increase access to affordable Childcare. Working parents need a safe, affordable, reliable and developmentally appropriate place for their children while they are at work. Finding such a place can be an enormous, if not impossible, task for parents whose children are too young to go to public school, or who work hours that extend beyond the school and after-school day. Unfortunately, many of the entry-level jobs involve shifts that start before or extend beyond the school day, or occur on weekends. There are two issues involved with access to affordable childcare: availability/supply and cost.

    a) Provide leadership support, resourcing and funding for the Family Support Collaborative organized under the auspices of the Office of the Provost and UVA Human Resources.

    b) Connect with existing community initiatives, such as Go2Grow, spearheaded by the United Way of Greater Charlottesville and the early childhood development center being developed by the Piedmont Housing Alliance.

    c) Adopt the recommendations of the President's Council's Early Childhood Education Working Group.

5. Retain employees who are hired. A corollary of opening the door wider is to make sure workers aren't "shown the door" unnecessarily, which of course is not in anyone's interest. It is not only bad for the terminated employee, who not only loses current income but often loses a chance at a subsequent job, but turnover is also expensive for the employer. While there can be many causes for termination, some can be remedied by additional support. For example, someone who is consistently late for a shift may have an unreliable car or unreliable childcare. As part of its progressive discipline

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[15] The State Council of Higher Education in Virginia (SCHEV) is currently drafting guidelines to implement this statute, to ensure compliance with the U.S. Constitution and other applicable laws and regulations.

process, the Employee Relations department should work to determine the source of a performance issue and, where indicated, work with community-based resources to address the source. Examples include:

    a) Within Workday, flag seekers who were referred by a Community Recruitment Partner and alert the Community Recruitment Partner that a worker's job is at risk so they can resolve these post-employment issues.

    b) Refer workers who were not recruited by a Community Recruitment Partner to the University's Faculty and Employee Assistance Program.

    c) Support Executive Function research. A growing body of cognitive psychology and neuroscience indicates that persistent exposure to stress, such as that which comes from the lack of income necessary for stable living, can affect a person's executive function, such as "creative problem solving important to job performance and solving life challenges" as well as "planning, organization, and adaptability in novel situations." These are the very skills that employers value most—the so-called soft skills. The University should encourage and fund this research—through the Equity Center, for example—to develop an intervention that effectively builds executive function, thereby "creating greater prosperity for program participants and the societies of which they are a part."

6. Refer out to other employers when job-seeker not hired. There are more local job-seekers interested in working for the University and its contractors than there are jobs available. The University and its contractors, however, should connect unhired job-seekers through Community Recruitment Partners to local employers who offer similar jobs. By way of example, the University's Facilities Management apprenticeship program receives more applications for skilled trades jobs than they have available, but there are many local employers who would welcome a connection to job-seekers motivated to pursue a career in the skilled trades. Such connections could be made by connecting those unhired job-seekers to Community Recruitment Partners.

D. Pathways: Increasing opportunities for career movement within UVa—UVa-driven

1. Leverage, fund, and provide explicit leadership support for UVa Human Resource's existing Career Architecture Project. Employees need the opportunity to climb the income ladder in order to support their families and build wealth. The University is committed offering staff "opportunities to advance in their careers while remaining at UVA, and feel, with justifiable

reason, like an essential and valued part of the UVA community."[16] Making good on this commitment requires that each staff member have a clear understanding of both the opportunities for advancement and the resources available to help them fuel that advance. In the absence of such an intentional approach, many entry-level staff will remain stuck on the first rung of the career ladder. For example, in the Commonwealth of Virginia only ten percent of certified nurse assistants advance in their healthcare careers.[17]

    a) Expand UVa's Talent Flex function to include a UVa Career Advisor role. All entry-level workers would be scheduled to meet with a UVa Career Advisor six months after being hired to explore next level opportunities based on information from the Career Architecture Project. Entry level workers will be more likely to seize the opportunities available to them if those opportunities are presented intentionally to them, using this internal recruitment approach.

2. Review and update job descriptions beyond the entry-level to remove unnecessary barriers.

    a) Remove requirements not related to the ability to do the job. An approach would be to anchor requirements to published standards, such as those provided through the Occupational Information Network (O*Net).

    b) Misaligned education requirements. As noted above, educational qualifications, such as a Bachelor's degree or an advanced degree are often listed as requirements even though they may not truly be necessary for successful job performance. Other industry-recognized credentials and prior experience, whether on the job or in another capacity, such as military service or working in the home, can provide equally valid evidence that a candidate is qualified to do the job. It is important that recruiters have a clear understanding of the skills needed for a qualified applicant to perform the job effectively.

3. Increase options for up-skilling for next-level jobs.

    a) Increase tuition reimbursement/parity. Recognizing that next-level jobs often require employees to get next-level skills, the University offers tuition reimbursement for employees to go back to school. The amount of reimbursement should be the same, whether you work for the Health System, Academic division, or University affiliates. The amount of the reimbursement should be as generous

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[16] This is included in goal 1 of The 2030 Plan, UVa's Strategic Plan, which can be found here: The 2030 Plan, Goal 1

[17] From the Virginia Healthcare Workforce Data Center, found here: 2020 CNA Job Survey

as possible, to keep up with the rising cost of higher education. Finally, while it is called a reimbursement, the University should continue to recognize that many employees simply cannot afford to pay the costs up-front and wait to be reimbursed later. The University could either provide the tuition funds when they are due at the beginning of a semester or work with the employee's educational institution as a "third party payor" to pay later in the semester.

b) Increase "earn while you learn" opportunities. For many employees trying to up-skill to acquire more employer-recognized value, the challenge is not the cost of training—it's the cost of living. Entry-level workers often need to work full-time to support their families, crowding out the opportunity to also be a student. To make up-skilling possible, the University should offer the following:

   (1) School at Work. Provide opportunities to acquire new skills at the workplace.

   (2) Increased apprenticeship opportunities, especially in healthcare. Front Range Community College in Colorado has pioneered healthcare apprenticeships in medical assisting, sterile processing and pharmacy technician. The University should adopt and build upon that model to allow entry-level workers to develop skills on the job, while also being offered apprenticeship-related instruction, to advance in careers with the Health System.

   (3) Locking shifts. Shift workers, in particular, have a difficult time accessing training, especially when that training is required to be in-person, because their shifts are constantly shifting. Shift workers seeking to up-skill should have the opportunity to lock their shifts to accommodate the training they need.

   (4) Providing release time (not charged to department). Workers that cannot work full-time and while acquiring additional skills should be permitted to work part-time and paid release time to attend training for jobs classified as "in-demand" by the University. The University could create an "opportunity fund" to pay for this release time, so departments don't suffer budgetarily when their workers seek to advance in their careers.

c) Coordinate skills needs with skills providers.

(1) Provide funding for 20 scholarships to the UVa Edge program.

(2) Work with Piedmont Virginia Community College and the UVa School of Continuing and Professional Studies to make sure they are providing workers with the skills they need to get the next-level jobs that the University is seeking to fill.

(3) Continue working with Resilience Education, which partners with business schools, such as the Darden School of Business, to deliver entrepreneurship, financial capability, business, and personal finance courses in correctional facilities.

d) Create spaces designed for peer learning. There should be dedicated space and support for staff returning to school to advance in their careers at the University. Such a space could be staffed by student volunteers and paid community members, and could be similar to the community space that existed recently on the Corner for University students.

4. Explore the creation of incentives/rewards for managers who increase the number of disadvantaged community residents who advance in their career. Managers should be rewarded for helping the University honor its commitment to helping staff "advance in their careers while remaining at UVa."

E. Coordinate with other Working Groups

1. Local Economy: Disadvantaged Community Residents should be given access to jobs created in local businesses through an increase in local procurement by University.

2. Early childhood development/Youth Education: Employees of the University, its affiliates and contractors, should have access to the early childhood development opportunities generated from this Working Group.

a) Starr Hill Pathways Program: In addition to the recommendations of the Early Childhood Development Working Groups, the University should continue expanding this ongoing initiative to provide the social, technical, and research infrastructure to redress educational inequities that persist in the Charlottesville-Albemarle region, in collaboration with community partners such as the City of Promise.

3. Affordable housing. Disadvantaged Community Residents should be given access to jobs created by contractors and subcontractors when new affordable housing is built.

4. Public health: The community should recognize that the primary social determinant of health is socioeconomic status, so efforts to improve access to greater wages also improves our communities' health.

V. Summary of Recommendations

A. Define "disadvantaged community residents as Black, Latino/a and Asian; Criminal-justice involved; People with disabilities; Women; English language learners; Adults with no High School diploma or equivalent; Low income; Technology challenged; Parents without access to affordable childcare, who live in: Albemarle; City of Charlottesville; Fluvanna; Greene; Louisa; Nelson

B. Pipelines: Getting more Disadvantaged Community Residents to UVa's door—Community-driven

1. Use "Community Recruitment Partners" to work within communities to recruit job-seekers to the University of Virginia and its contractors.

2. Provide Community Recruitment Partners with "real time" job information, with a focus on entry level jobs, such as those that don't require a college degree.

3. Engage Community Recruitment Partners who use an intentional approach to recruiting or otherwise identifying disadvantaged community residents who would be quality employees for the University or its contractors.

4. Donate surplus equipment to help disadvantaged community residents overcome barriers to employment.

C. Pipelines: Opening the door wider—UVa-driven

1. Review and update all entry-level job descriptions to remove unnecessary barriers.

2. Create a UVa entity to assist with opportunity navigation based on seeker's skills and interests.

3. Adopt innovative hiring practices.

4. Increase access to affordable Childcare.

5. Retain employees who are hired.

6. Refer out to other employers when job-seeker not hired.

D. Pathways: Increasing opportunities for career movement within UVa—UVa-driven

1. Leverage, fund, and provide explicit leadership support for UVa Human Resource's existing Career Architecture Project.

2. Review and update job descriptions beyond the entry-level to remove unnecessary barriers.

3. Increase options for up-skilling for next-level jobs.

4. Explore the creation of incentives/rewards for managers who increase the number of disadvantaged community residents who advance in their career.

E. Coordinate with other Working Groups

1. Local Economy: Disadvantaged Community Residents should be given access to jobs created in local businesses through an increase in local procurement by University.

2. Early childhood development: Employees of the University, its affiliates and contractors, should have access to the early childhood development opportunities generated from this Working Group.

3. Affordable housing. Disadvantaged Community Residents should be given access to jobs created by contractors and subcontractors when new affordable housing is built.

4. Public health: The community should recognize that the primary social determinant of health is socioeconomic status, so efforts to improve access to greater wages also improves our communities' health.