



VIRGINIA INITIATIVE FOR
**GROWTH &
OPPORTUNITY**
IN EACH REGION

AGENDA
VIRGINIA GROWTH AND OPPORTUNITY BOARD
PROGRAM PERFORMANCE AND EVALUATION (PPE) COMMITTEE

February 5, 2026
2:00 PM – 3:00 PM

[Virtual Link](#)

- I. OPENING
 - a. Call to order Chair
 - b. Roll Call Billy Gammel
 - c. Public Comment Chair

- II. CONSENT AGENDA – *Action Item* Chair
 - a. Approval of October 15, 2024 Meeting Minutes
 - b. Approval of PPE Charter

- III. FY26Q2 CLOSED PROJECT REVIEW Chair
 - a. Implementation
 - b. Planning, Feasibility, and Small-Scale Pilot

- IV. 2023 Joint Legislative Audit & Review Commission (JLARC) Report Completed Recommendation Presentation Sara Dunnigan
 - a. JLARC Recommendation #1 – Distinction between jobs created vs. jobs filled
 - b. JLARC Recommendation #2 – Clear definition of GO Virginia Outcomes
 - c. JLARC Recommendation #3 – Assign responsibility of outcome verification to DHCD

- V. 2023 Joint Legislative Audit & Review Commission (JLARC) Report Recommendation Discussion Sarah Dunnigan
 - a. JLARC Recommendation #4 – Assess Long-term impacts
 - b. JLARC Recommendation #12 – Return on Investment (ROI)

- VI. NEXT MEETING Chair
 - a. March 24, 2026 (in-person) – same day as the GO Virginia State Board meeting

- VII. ADJOURNMENT Chair



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**VIRGINIA GROWTH AND OPPORTUNITY BOARD PROGRAM PERFORMANCE AND EVALUATION
COMMITTEE**

October 15, 2024

3:30 PM

Main Street Center

600 E. Main Street., Richmond VA. 23219

Members Present

Nancy Agee - Virtual (Salem, Virginia; non-
personal – principal residence is in excess of 60
miles from the meeting)

Jim Cheng

Cliff Fleet

Leah Fremouw

The Honorable Caren Merrick – Virtual
(Richmond, Virginia; personal)

Todd Stottlemeyer

Members Absent

Delegate Luke Torian

Jon Peterson

Call to Order

Mr. Todd Stottlemeyer, Chair of the Virginia Growth and Opportunity (GO Virginia) Board Program Performance and Evaluation Committee, called the meeting to order.

Roll Call

Mr. Billy Gammel, GO Virginia Program Administrator for the Department of Housing and Community Development (DHCD), called the roll, and stated that a quorum was present.

Public Comment

Mr. Stottlemeyer opened the floor for public comment.

No members of the public appeared before the Committee for the public comment period.

The public comment period was closed.

Approval of August 9, 2024 Meeting Minutes
Mr. Stottlemeyer presented the meeting minutes of the August 9, 2024 meeting of the Committee for approval.

A motion was made by Mr. Cheng and seconded by Mr. Fleet to approve the consent agenda. The motion passed.

VITAL Memorandum of Understanding of Mr. Stottlemeyer provided context on Project VITAL, and past state board and PPE committee actions regarding the application and the subsequent memorandum of understanding (MOU) between state agencies regarding how they would support the work of the project. He discussed the August meeting of the committee, in which Deputy Secretary Segura shared concepts for consideration regarding an MOU. Mr. Stottlemeyer shared that the committee had a MOU in front of them today to review and approve.

Ms. Sara Dunnigan, Deputy Director of the Department of Housing and Community Development, shared background information with the committee regarding how the MOU was drafted and discussed with the other parties to the agreement.

Ms. Agee thanked the committee and staff for their work in getting the MOU to the point of being ready for approval by the committee, and shared her excitement about the "Project VITAL" application

Secretary Merrick thanked staff and stakeholders at VIPC and in the Secretariat for their work on the MOU, and noted her excitement about what the projects will accomplish.

A motion was made by Mr. Fleet and seconded by Mr. Cheng to approve the MOU. The motion passed.

Ms. Fremouw asked if the steering committee would stay in place for the duration of the contract performance period. Ms. Dunnigan confirmed that this is her interpretation.

Adjournment

The meeting was adjourned.

VIRGINIA GROWTH AND OPPORTUNITY BOARD PROGRAM PERFORMANCE AND EVALUATION COMMITTEE CHARTER

ARTICLE I PURPOSE

The Governance and Policy Committee (“Committee”) of the Virginia Growth and Opportunity Board (“GO Virginia” or “Board”) is charged with assisting the Board in overseeing matters of program performance and evaluation as outlined within.

ARTICLE II AUTHORIZATION

The Program Performance and Evaluation Committee was established by the Growth and Opportunity Board via the adoption of amended bylaws at the September 12, 2023, Regular Meeting of the Board.

ARTICLE III MEMBERSHIP

Any member may serve on the Program Performance and Evaluation Committee on a volunteer basis.

ARTICLE IV AUTHORITY

The Committee shall have all rights, powers and duties bestowed by, and be subject to the limitations and restrictions set forth in, the Code of Virginia or the Appropriations Act and the Virginia Growth and Opportunity Board bylaws.

Committee business shall be conducted in accordance with the Virginia Freedom of Information Act (FOIA) and the Virginia Conflict of Interest Act (COIA) unless exempt pursuant to §2.2-3711. A.48 of the Code of Virginia.

ARTICLE V RESPONSIBILITY

The Program Performance and Evaluation Committee shall ensure that projects approved by the State Board are meeting Board established criteria and are consistent with the GO Virginia mission by conducting a semiannual review of funded projects; assessing program performance, ensuring contract compliance of projects; and identifying projects that are scalable. The Vice Chair serving as Program Evaluation for the GO Virginia State Board will Chair the Program Performance and Evaluation Committee.

ARTICLE VI MEETINGS

The Committee shall meet at minimum twice annually preceding the regularly scheduled meeting of the Virginia Growth and Opportunity Board. The Committee may call special meetings that shall be conducted in accordance with the Virginia Freedom of Information Act (FOIA) and the Virginia Conflict of Interest Act (COIA) unless exempt pursuant to §2.2-3711. A.48 of the Code of Virginia.

ARTICLE VII QUORUM

A majority of the members of the Committee shall constitute a quorum. Any decision by the Committee shall require an affirmative vote of a majority of members of the Committee present and voting.

DRAFT



Memorandum

TO: GO Virginia Program Performance and Evaluation (PPE) Committee

FROM: Sara Dunnigan, Deputy Director, DHCD

RE: FY26 Q2 Closed Projects

DATE: 02/05/2026

Background

Part of the Growth & Opportunity Board bylaws requires the PPE Committee to ensure projects approved by the Board are meeting Board established criteria and consistent with the GO Virginia mission by conducting a regular review of funded projects. As the PPE Committee is being revamped, the following performance closeout reports include all planning and implementation projects staff have reviewed and approved in quarter 2 of fiscal year 2026 (October-December 2026). These reports include a narrative description of the project impact; project deliverables, sustainability; conclusions and recommendations; and a signed performance statement by the project recipient and the regional council chair, attesting that the outcomes or performance measures (if applicable) are true, complete, and accurate.

This past quarter there were a total of 18 projects that were closed. The table below summarizes the aggregate outcomes achieved for these projects. Further details can be found in the following individual performance closeout reports.

Performance Measures/Outcomes	Achieved
People Trained	871
New Interns	249
Apprenticeships Created	3
Jobs Created	343
New Businesses Created	30
Businesses Expanded	27
Businesses Served	470
Acres Advanced	58
Linear Feet of Sewer Infrastructure	980
Linear Feet of Water Infrastructure	4,080



GO VIRGINIA IMPLEMENTATION CLOSED PROJECTS FY26 Q2(Board Approved):

Project Name	Page Number	Region	Investment Strategy	Award
UVA Wise, Startup Southwest Virginia	7,8	1	Startup Ecosystem	\$ 290,850.00
Regional Talent Strategy Implementation, WWDB, 2021	3,4	2	Workforce Dev.	\$ 315,911.00
Maritime Entry to Employment Training (MEET) Program	11,12,13,14	5	Workforce Dev.	\$ 1,905,270.00
Fredericksburg Regional Chamber of Commerce Workforce Now	9,10	6	Workforce Dev.	\$ 250,000.00
Nano-IMAGINE	1,2	7	Workforce Dev.	\$ 2,500,000.00
SHD Aviation Technology Park	5,6	8	Site Dev. & Infra.	\$ 993,300.00

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project’s activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	7
GO Virginia Grant Amount:	\$2,500,000
Name of Project:	Nano-MAGINE
Subgrantee Name:	George Mason University
Project Director:	Amy Adams

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan.

Nanotechnology is rapidly evolving, and it is critical to ensure we have a diverse, skilled workforce equipped to meet industry demand. The workforce readiness program was launched to prepare trained, high-tech workers by providing practical hands-on experience in George Mason’s Nanofabrication Facility. In addition to needing a skilled workforce, Northern Virginia start-up and high-tech companies require access to nanotechnology instruments, fabrication facilities, and experts for innovative new product prototyping. To support this need, the Nanofabrication Facility was opened to allow access by external organizations.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The Nano-IMAGINE grant enabled George Mason University to open Northern Virginia's first and only class 1000 clean room available to academic, industry, and government partners. The Nanofabrication lab supports the goals of GO Virginia by 1) strengthening Northern Virginia’s technology workforce, 2) accelerating the development of “growth” companies by creating access to the NFF and experts for prototype development, and 3) enabling the development of new technologies for commercialization. Outcomes during the Nano-IMAGINE project were slower than expected due to a delayed opening of the facility. However, we did exceed training metrics and will continue to serve as catalyst for growing the high tech workforce and supporting the creation, attraction, and expansion of high tech companies.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

Trained 191 high school, undergraduate, graduate, and current workers (136% of goal).
Trained, supported, and provided access to three local companies and one government organization: Fortecue, Zestron, Ceres Nanosciences, and National Institute for Standards and Technology (NIST) (% of Goal: 133% of goal)
One new nanotech company (Fusion Nanotech) was created. (33% of goal).

Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

Performance Measure	Projected	Achieved	% of Goal
Number of Jobs Created	185	16	9%
Number of New Business Created	3	1	33%
Number of People Trained	140	191	136%

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The Nano-IMAGINE grant provided critical funding for equipment purchase and installation expenses that made it possible to open a fully functioning, high-tech class 1000 clean room and characterization lab for sustained impact to workforce readiness and commercialization acceleration. The available equipment supports the development of microfluidics, nano- and micro-electronics, and other devices, This is Northern Virginia's only Nanofabrication Facility open to users from academia, government, and industry.

The program did generate \$3,750.00 in fees at \$150/participant for the Nano Camp offered for high school students in June 2024 and two Nano Boot Camps hosted in January 2025 and June 2025. Fees were set to partially offset supply expenses and assure participation after enrollment. Waivers were provided for individuals with financial need.

The Nano-IMAGINE program will continue to generate impact with other sources of funding, which would not have been possible without the initial investment from GO Virginia:

1. Enrollment costs for workforce training program like Nano-Bootcamp will be increased to offset full expenses for future offerings.
2. Dr. Ethan Ahn was awarded a \$934k, 3-year NSF ExLENT grant, which will leverage the Nanofabrication Lab for expanded workforce training.
3. NFF will continue to partner with academic departments to integrate hands-on learning in the facility for long-term impact.
4. VAST student training revenue will be generated. George Mason's NFF is hosting our first VAST cohort in Sept 2025.
5. Lab equipment and facility usage fees were established and launched in July 2025. Fees will be recovered from internal and external users including industry to offset operational expenses. The Nanofabrication Facility is a distinguishing core asset in the newly launched Innovation District. It will continue to be a resource for new training programs and to support local companies with their research and development needs.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

The Nano-IMAGINE GO Virginia grant was instrumental to establish a Nanofabrication Facility (NFF) with a class 1000 clean room that will continue to serve for decades to come as critical infrastructure to 1) train the high tech workforce, 2) support generation of IP that will lead to new start-up companies, and 3) enable local companies to do prototype development and product analysis.

During implementation of the Nano-IMAGINE grant, we discovered additional opportunities to encourage the future workforce to consider education and jobs in the semi-conductor and Nanotechnology industry. Beyond committed grant metrics, we hosted tours of the NFF for high school classrooms and robotics camp students. We also launched and hosted Nanotechnology Day (Oct 2023 and 2024) for K-12 students and their families to 1) engage in hands-on STEM activities,

2) meet scientists and engineers, 3) explore how nanotechnology is supporting the creation of new technologies ranging from cutting-edge diagnostics to clean water, more efficient energy, and next generation electronics, and 4) learn about future education and career paths at George Mason and Northern Virginia Community College.

The Nano-IMAGINE grant also enabled George Mason to hire Dr. Ethan Ahn, an Electrical Engineering professor creating next generation semiconductors and Dr. Pouya Rezaei, a Mechanical Engineering professor creating new biomedical and environmental sensor technologies. We anticipate both faculty's research in the NFF will lead to new intellectual property and start-up companies.

Attachment C: Certified Performance Statement

Certification: By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.	
a. Name of Authorized Certifying Official (Subgrantee) Shawna Swier	d. Name of Authorized Certifying Official (Grantee or Council Chair) SUMEET SHRIVASTAVA
b. Signature of Authorized Certifying Official (Subgrantee) <i>Shawna Swier</i>	e. Signature of Authorized Certifying Official (Grantee or Council Chair) <i>[Signature]</i>
c. Date of signature (Subgrantee) 9/30/2025	f. Date of signature (Grantee or Council Chair) 10/1/2025
Agency use only:	

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project's activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	2
GO Virginia Grant Amount:	\$315,911
Name of Project:	Regional Talent Strategy Implementation, WVVDB, 2021
Subgrantee Name:	Greater Roanoke Workforce Development Board
Project Director:	Morgan Romeo

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region's Growth and Diversification Plan. When we applied for GO Virginia funding, our region faced a clear challenge that businesses across high-demand sectors consistently cited the lack of skilled talent as the number one barrier to growth. The Regional Talent Implementation Strategy was designed to directly respond to this need by aligning education and training with labor market demands, strengthening talent retention and attraction, and enhancing collaboration across stakeholders. These efforts advanced the priorities in the Region 2 Growth and Diversification Plan, particularly the focus on developing a robust workforce pipeline to support advanced manufacturing, healthcare, technology, and other target industries.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The Regional Talent Strategy Implementation project has effectively addressed the challenges of talent shortages that were identified in the Region 2 Growth and Diversification Plan. By launching the regional web-based talent portal (<https://www.get2knownoke.com>), developing employer recruitment toolkits, and hosting annual talent retreats and leadership programs, the project created sustainable infrastructure to improve career awareness, strengthen pathways for students and job seekers, and enhance the region's competitiveness for business growth. The project also exceeded many of its outcome metrics, including upskilling 361 employees (target: 20) and supporting 106 job placements through work-based learning (target: 40), demonstrating a measurable return on investment for employers and workers. Career Quest events, business visits and pathway videos (<https://www.youtube.com/careerquestva>) expanded career awareness for youth and underemployed populations, directly addressing workforce participation gaps. At the same time, initiatives like OnBoard|ROA summer leadership program and the Experience Conference helped attract and retain young professionals, aligning with the region's priority to increase the talent pool and stem "brain drain". Finally, the collaboration between the Greater Roanoke Workforce Development Board, Roanoke Regional Partnership, localities, and employers built a durable framework for cross-sector partnerships, a core priority of GO Virginia. This has ensured that workforce and economic development strategies are aligned, reducing duplication, and creating a cohesive regional approach to talent development. In doing so, the project directly supported GO Virginia's goals of fostering high-quality job creation, building a stronger regional economy, and enhancing long-term competitiveness for Region 2.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

Overall, the project exceeded most outcome targets and laid the foundation for long-term talent development, attraction, and retention in support of the Region 2 Growth and Diversification Plan. This included the following measurable outcomes: (1) 128 students trained through training and work-based learning programs (goal: 50), (2) 40 businesses served through direct placements of Registered Apprenticeships and internships (goal: 100 - outcome was impacted by a mid-project definition change by DHCD - if the initial definition was kept, the outcome would have been met), (3) 361 employees upskilled through Incumbent Worker Training contracts (goal: 20), (4) 106 jobs created/filled through On-the-Job Training, Internships, and other work-based learning placements (goal: 40), (5) regional web-based talent portal (Get2KnowNoke) fully revamped and launched, serving as a central hub for talent attraction, (6) Employer recruitment toolkit developed and disseminated to assist with attraction and retention, (7) Annual talent retreat and talent summits established, drawing business, education, and economic development leaders together to sustain collaboration, (8) 2 OnBoard|ROA summer leadership cohorts held with more than 80 participants engaged in regional leadership and networking, and finally, (9) Experience Conference reimaged and expanded, attracting professionals and young talent to connect with the region.

Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

Performance Measure	Projected	Achieved	% of Goal
Number of People Trained	50	128	256%
Number of Job Placements	40	106	265%
Number of Business Served	100	40	40%

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The Regional Talent Strategy Implementation project was designed from the outset with sustainability in mind. While GO Virginia funding allowed for the launch of critical activities such as the regional talent portal, employer toolkits, and the creation of career pathway videos, the long-term continuation of these efforts is being supported by committed partners and diversified funding streams. The Roanoke Regional Partnership has incorporated the Get2KnowNoke portal and annual events such as the Experience Conference and OnBoard|ROA into its ongoing operations and private investment model, ensuring these initiatives remain active beyond the grant period. Similarly, the Greater Roanoke Workforce Development Board will continue offering incumbent worker training, on-the-job training, and work-based learning placements using federal WIOA and discretionary workforce funds. Although the project itself did not generate direct income, it leveraged significant in-kind and matching contributions from localities, employers, and higher education partners. Should GO Virginia funding not continue, the infrastructure and partnerships established through this project have already served their purpose of aligning workforce and economic development strategies. However, the demand for skilled talent in advanced manufacturing, healthcare, and technology remains high, and additional resources are being pursued through federal workforce grants, private sponsorships, and regional economic development initiatives to maintain and expand the work.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

The Regional Talent Strategy Implementation project successfully built a stronger and more coordinated approach to workforce and talent development in the Roanoke Valley and Alleghany Highlands. Over the two-year grant period, the project launched the Get2KnowNoke regional talent portal, created an employer recruitment toolkit, convened the Talent Advisory Council, and established signature events such as the Annual Talent Retreat, OnBoard|ROA leadership cohorts, and the reimagined Experience Conference. In total, the project exceeded most outcome goals, upskilling 361 employees (target: 20), filling 106 jobs through work-based learning (target: 40), and training 128 students (target: 50), while also producing enduring resources such as career pathway videos and expanded employer engagement. Several lessons emerged during implementation. First, regional collaboration between workforce, economic development, education, and private sector partners proved essential to success. Aligning efforts under one strategy reduced duplication and increased buy-in across stakeholders. Second, flexibility was critical: a change in the state’s definition of “businesses served” limited reported outcomes, but the project team adapted by emphasizing quality of employer engagement and continuing to exceed other performance measures. Third, visible, accessible tools like the talent portal and career pathway videos provided both immediate and long-term value, serving as shared resources for employers, schools, and job seekers. For other regions, our experience highlights the importance of building sustainable infrastructure, such as digital platforms and recurring events, that can outlast grant cycles. It also demonstrates the need to set ambitious but adaptable performance goals and to involve employers directly in shaping and guiding strategies. By leveraging existing assets, securing private sector investment, and fostering cross-sector collaboration, regions can create a more resilient and responsive talent pipeline that supports economic growth and workforce readiness well beyond the life of a single grant.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee) Morgan Romeo	d. Name of Authorized Certifying Official (Grantee or Council Chair) William Amos
b. Signature of Authorized Certifying Official (Subgrantee) 	e. Signature of Authorized Certifying Official (Grantee or Council Chair) 
c. Date of signature (Subgrantee) 9/25/2025	f. Date of signature (Grantee or Council Chair) 10/2/2025

Attachment B: Performance Narrative and Certification

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FINAL REPORT NARRATIVE

GO Virginia Region:	8
GO Virginia Grant Amount:	\$993,300
Name of Project:	SHD Aviation Technology Park
Subgrantee Name:	Shenandoah Valley Regional Airport
Project Director:	Lisa Botkin

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region's Growth and Diversification Plan.

This project addressed Region B's shortage of development ready sites, helping to achieve the Growth and Diversification Plan's Goal to "Increase Readiness of High Priority Sites." The utility relocation was essential to unlock the Aviation Technology Park's full potential, enabling the development of an aviation and unmanned systems cluster identified as an expanding opportunity in the region's plan. Without relocating utilities from the middle of the 58-acre site to its perimeter, further hangar construction and attraction of high-wage aviation technology businesses would not be possible.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

This project successfully addressed Region B's critical shortage of development-ready sites by installing 4,080 feet of water line and 980 feet of sewer line, elevating the 58-acre Shenandoah Valley Aviation Technology Park from Tier 2 to Tier 4 in VBRS classification. By relocating these utilities from the middle of the site to its perimeter, the project removed a fundamental barrier to future development and positioned the Aviation Technology Park to attract businesses in Region B's targeted sectors. With utilities now properly positioned, the site can accommodate additional hangars, creating the infrastructure foundation necessary for an emerging aviation cluster. In summary, this project has transformed a constrained site into a development-ready location, supporting GO Virginia's objectives of enhancing regional competitiveness, creating quality jobs, and promoting strategic industry clusters in Virginia's regions.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

SHD completed over 100% of the project's projected outcomes, including:

- 980 linear feet of gravity sanitary sewer line were constructed,
- 4,080 linear feet of 8" water line were constructed (the original contracted outcome was to construct 1,920' of water line, but this was expanded by contract amendment once the project completed the original outcomes under budget).
- 58 acres were elevated from tier 2 to tier 4 on the Virginia Business Site Readiness classification.

Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

Performance Measure	Projected	Achieved	% of Goal
Number of Acres Advanced to a higher tier per Virginia Business Ready Sites Program (VBSRP)	58	58	100%
Number of Linear Feet of Sewer Infrastructure	980	980	100%
Number of Linear Feet of Water Infrastructure	4080	4080	100%

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The SHD recently completed Phase 1 of the Shenandoah Valley Aviation Technology Park by constructing two hangars. The completion of this GOVA grant paves the way for SHD to continue expanding the Technology Park providing the infrastructure needed to support additional hangars. Since the water and sewer infrastructure was installed, SHD has continued the work by completing the site work and environmental assessments for Phase 2, and they are working with regional partners to put together the capital stack necessary to construct additional hangars.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others. The Shenandoah Valley Regional Airport's utility infrastructure project successfully achieved its primary objective of positioning a 58-acre site to attract aviation and technology businesses in Region B's targeted industry sectors. The project's success can be attributed to several factors. First, SHD's prior planning and capital investments in the site well-prepared the Airport to undertake this project. The build-out of the Aviation Technology Park was clearly identified in the Airport Master Plan, and related construction and land acquisition projects had been completed or initiated before this GO Virginia-funded work began. This strategic groundwork ensured that the utility project fit within a comprehensive development vision rather than being an isolated improvement. Second, the project benefited from the sequential approach of pairing GO Virginia Enhanced Capacity Building funds for design and engineering with GO Virginia Site Development Implementation funds for construction. This two-phase funding strategy allowed SHD to thoroughly plan the project, identify opportunities for enhanced outcomes, and move efficiently into implementation. The design phase reduced construction risks and helped achieve results that exceeded initial projections. Third, remaining flexible and opportunistic during implementation enabled us to achieve greater results than originally anticipated. After completing the original scope of work under budget, we pivoted to install an additional 2,160 feet of water line, bringing the total to 4,080 linear feet and more than doubling the originally proposed 1,920 feet.

Attachment C: Certified Performance Statement

<i>Certification: By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee) <i>Lisa Botkin</i>	d. Name of Authorized Certifying Official (Grantee or Council Chair) Brandon P. Davis
b. Signature of Authorized Certifying Official (Subgrantee) <i>Lisa Botkin</i>	e. Signature of Authorized Certifying Official (Grantee or Council Chair) <i>Brandon P. Davis</i>
c. Date of signature (Subgrantee) <i>10/19/2025</i>	f. Date of signature (Grantee or Council Chair) 10/14/25
Agency use only:	

Attachment B: Performance Narrative and Certification

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FINAL REPORT NARRATIVE

GO Virginia Region:	1
GO Virginia Grant Amount:	\$290,850
Name of Project:	SWVA Startup Program
Subgrantee Name:	The Rector & Visitors of the University of Virginia
Project Director:	Shannon Blevins

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan.

Southwest Virginia faces persistent challenges in diversifying its economy and retaining talent, with limited infrastructure to support innovation-driven startups. This project was designed to expand entrepreneurial training, foster regional collaboration, and create pathways for new business formation in alignment with Region One’s Growth and Diversification Plan goals of advancing entrepreneurship, strengthening key industry sectors, and building a resilient workforce. By launching the Hatch Accelerator, CreatorCon, and the Innovation Challenge, we are addressing the need for scalable ventures that contribute to long-term economic diversification.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The project has directly addressed regional challenges by building entrepreneurial capacity, strengthening networks, and creating opportunities for new business formation in Southwest Virginia. The activities advance GO Virginia’s goals by fostering entrepreneurship and innovation, diversifying the economy, and supporting workforce and talent development. The project has strengthened collaboration among higher education, industry partners, and local governments, in alignment with the Region One Growth and Diversification Plan. By establishing recurring programs, building a regional entrepreneur network, and developing scalable initiatives, the project has laid the foundation for long-term sustainability and impact.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

The project has generated meaningful economic impact across Southwest Virginia. To date, 29 new businesses have been created and 27 existing businesses have expanded, resulting in 36 new jobs directly tied to program-supported ventures. More than \$19,500 in cash awards have been distributed through cohort pitch nights and regional pitch battles, providing critical support to early-stage entrepreneurs. Program visibility has grown significantly, with more than 2,600 website visits connecting founders to resources and opportunities. Local startups have also gained regional and statewide exposure, with several highlighted in press coverage, UVA Wise communications, and national recognition from FINSYNC, the owner of the CO.STARTERS curriculum.

Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

Performance Measure	Projected	Achieved	% of Goal
Number of Jobs Created	98	36	37%

Number of Existing Business Expanded	15	27	180%
Number of New Business Created	24	29	121%

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The project has established momentum that positions its activities to continue beyond the grant period. Programs such as CreatorCon and CO.STARTERS have been structured as recurring initiatives with strong community and partner support. While the project itself did not directly generate income, it created pathways for sponsorships, in-kind contributions, and participant fees that can offset costs going forward. Additional funding streams have already been identified through partners such as VCEDA, local IDAs and EDAs, and other state and federal initiatives, which provide both financial and structural support.

If external funding were to lapse, the programs have nonetheless served a vital purpose by building foundational entrepreneurial capacity, strengthening regional collaboration, and establishing a culture of innovation. However, there is still an ongoing need to address economic diversification and talent retention in Southwest Virginia. To sustain progress, UVA Wise and its partners are actively pursuing new grant opportunities, sponsorships, and integration of entrepreneurship into institutional budgets to ensure long-term impact.

CONCLUSIONS AND RECOMMENDATIONS

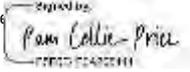
Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

The project has demonstrated that targeted entrepreneurial programming can make measurable progress toward diversifying Southwest Virginia’s economy. Programing has established pipelines for training, exposure, and collaboration, while regional partnerships strengthened the Opportunity SWVA network and built momentum for long-term ecosystem development.

Several lessons emerged through implementation. First, strong community engagement and visibility are critical to program success; networking events like the Business Builders Social significantly increased participation in accelerator cohorts. Second, collaboration with regional and statewide partners creates leverage, broadens opportunities for entrepreneurs, and raises the profile of the region. Third, consistent staffing and institutional leadership at UVA Wise ensured continuity and positioned the college as a trusted hub for entrepreneurship.

These experiences may be instructive for other regions facing similar challenges of economic transition and talent retention. Building a sustainable entrepreneurial ecosystem requires patience, recurring programming, and deliberate partnership-building. The success of this project shows that even in rural, transitioning economies, entrepreneurship can serve as a powerful tool for economic resilience and long-term growth.

Attachment C: Certified Performance Statement

<p>Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i></p>	
<p>a. Name of Authorized Certifying Official (Subgrantee) Emily Wallace, Senior Grants and Contracts Administrator</p>	<p>d. Name of Authorized Certifying Official (Grantee or Council Chair) Pam Collie-Price</p>
<p>b. Signature of Authorized Certifying Official (Subgrantee) Digitally signed by Emily Anne Wallace 5 Date: 2025.10.09 13:31:44 -04'00'</p>	<p>zed Certifying Official (Grantee or Council Chair) </p>
<p>c. Date of signature (Subgrantee) 10/09/2025</p>	<p>f. Date of signature (Grantee or Council Chair) 9/29/2025</p>

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project’s activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	6
GO Virginia Grant Amount:	\$250,000
Name of Project:	Workforce NOW
Subgrantee Name:	Fredericksburg Regional Chamber of Commerce
Project Director:	Carley S. Walker

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan.

The Fredericksburg Regional Chamber of Commerce launched the Workforce NOW initiative to address a critical regional need: connecting students with real-world, work-based learning opportunities and preparing them for high-quality, high-paying jobs in GO Virginia Region 6’s targeted growth sectors. By building strategic partnerships between businesses, K-12 schools, higher education institutions, and workforce organizations, the project directly aligned with the Region 6 Growth and Diversification Plan goals of enhancing talent development, incentivizing collaboration, and driving regional economic growth through high-performance industries.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The Workforce NOW Implementation Grant helped us tackle one of our region’s most pressing challenges, building a strong, sustainable workforce by closing the gap between education and industry. Thanks to the \$250,000 investment from GO Virginia, we were able to take a bold idea and turn it into real, meaningful progress that’s already making a difference in the lives of students, families, and businesses across the region. From day one, our vision was clear: prepare students not just for graduation but for life. That means being ready to enroll in postsecondary education, enlist in service, find meaningful employment, and engage in their community. Through Workforce NOW, we brought partners to the table—K-12 schools, businesses, and postsecondary institutions, and worked together to make that vision a reality. Over the course of this grant, we connected with 615 businesses across industries, placed 249 students in internships, job shadows, and other real-world learning opportunities, and hosted 12 employer-focused workshops to strengthen how local businesses support and develop ai world learning opportunities, and hosted 12 emploer-focused workshops to strengthen how local business support and develop student talent.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

The Workforce NOW Implementation Grant has produced measurable, high-impact outcomes across GO Virginia Region 6, advancing our shared goal of building a stronger, better-aligned talent pipeline in the region’s six priority industry clusters: Aquaculture and Seafood Processing, Forestry and Wood Products, IT and Data Centers, Logistics and Distribution, Manufacturing, and Professional Services. Statistically Measurable Outcomes:We engaged a total of 615 businesses throughout the grant period. In alignment with GO Virginia’s performance standards, we directly served 412 businesses through one-on-one consultations, work-based learning (WBL) assessments, workshop trainings, and active student placements. The remaining businesses benefited from exposure to Workforce NOW

Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

Performance Measure	Projected	Achieved	% of Goal
Number of Business Served	200	412	206%
Number of New Interns	200	249	125%

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The work of Workforce NOW will absolutely continue beyond the current grant cycle. Signature programs such as the Intern Expo, Mock Interview Day, and student/employer workshops have proven highly impactful and are now core components of our workforce development strategy. We have already secured sponsors for these programs and will continue actively pursuing both private sponsorships and new grant opportunities to sustain and grow our efforts. While the primary goal of this initiative was not income generation, the program did generate contributions and sponsorship revenue that resulted in a net profit. These funds are being used to offset costs for the remaining events in 2025 and to invest in our Workforce NOW Scholarship Fund, ensuring long-term impact and continued student support. The work does not stop here. Workforce NOW is designed to evolve alongside the region's most pressing workforce challenges. We are developing next-phase strategies that include implementing the U.S. Chamber's Talent Pipeline Management (TPM) model and exploring the creation of a Work-Based Learning Incubator to better serve students, educators, and employers alike. There is still a critical need to address gaps in workforce readiness, industry engagement, and access to meaningful career pathways, especially for underrepresented students. This program has laid the groundwork, and our team is committed to building on that foundation. Additional funding avenues are being explored through state-level grants, regional partnerships, and industry-aligned initiatives that will allow this work to scale, deepen, and thrive well into the future.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

The Workforce NOW initiative, funded by a \$250,000 GO Virginia Implementation Grant, began with one bold goal: to build a scalable, sustainable talent pipeline that connects students to high-demand careers and gives employers an active role in workforce development. Over the course of the grant, that vision became reality. Through deep employer engagement, regional alignment, and relentless focus on student opportunity, Workforce NOW has: Engaged 615 businesses across six targeted industry clusters Directly served 412 businesses with in-depth assessments, consultations, and student placement support Placed 249 students in internships, co-ops, job shadows, and other meaningful career-connected learning experiences Hosted 12 employer workshops and conducted dozens of one-on-one business consultations Distributed \$10,000 in scholarships for students pursuing skilled trades and workforce credentials Established a cross-sector network, including a Workforce NOW Board and a Student Voice Committee Built partnerships with Germanna, UMW, and Rappahannock Community College to strengthen postsecondary pathways We've also taken a major step forward in sustainability by launching a nonprofit foundation under the Chamber, a move that required navigating new financial models, governance structures, and resource challenges. One of our most important lessons? Workforce development succeeds when it's co-owned by business, education, and community partners. What We've Learned Businesses want to help—but need clarity and simplicity. When we offer clear entry points, relevant supports, and follow-up, employers respond. Students are ready, but need access and guidance. Many students are eager to explore career paths early but lack exposure to industry and mentorship until programs like ours step in. Sustainability is a shared responsibility. The future of workforce development in any region depends on diverse funding, earned income, school district investment, philanthropy, and strategic partnerships.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee)	d. Name of Authorized Certifying Official (Grantee or Council Chair)
b. Signature of Authorized Certifying Official (Subgrantee)	e. Signature of Authorized Certifying Official (Grantee or Council Chair)
c. Date of signature (Subgrantee)	f. Date of signature (Grantee or Council Chair)

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project's activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	5
GO Virginia Grant Amount:	\$1,090,527
Name of Project:	Maritime Entry to Employment Training (MEET)
Subgrantee Name:	Old Dominion University Research Foundation
Project Director:	Dr. Jessica Johnson

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region's Growth and Diversification Plan. The Hampton Roads region faces a critical need to expand and modernize its maritime workforce pipeline. Shipbuilding, ship repair, and maritime support industries require a steady influx of workers with both foundational and advanced trade skills. When this project was proposed, challenges included an aging workforce, difficulty attracting younger talent, and the need for training that leverages emerging technologies to accelerate readiness. The MEET project aligned with GO Virginia Region 5's Growth and Diversification Plan priorities by focusing on strengthening workforce pipelines, supporting industry diversification, and developing innovative training models to increase competitiveness of the maritime sector, in addition to the Martinsville region requiring skilled workers for Fiber Optics professions.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The MEET project has transformed how the Hampton Roads region prepares workers for high-demand maritime trades by creating an accelerated, technology-enabled training pipeline. Prior to MEET, entry-level training often lacked consistency, industry alignment, and sufficient integration of modern instructional tools. By combining simulation-based training, hybrid online and in-person delivery, and direct industry engagement, MEET created a replicable model that shortens learning curves, improves job readiness, and increases student engagement in traditionally difficult-to-fill trades. MEET exceeded the goal metrics of both students served and businesses served: Goal students served was 390, by the end of Q2 2025 522 students were served. Businesses served goal was 12, by the end of Q2 2025 14 businesses were served.

MEET strengthened the workforce ecosystem in several ways:

- ☒ **Closing Critical Workforce Gaps:** By training 522 students in welding, pipefitting, and fiber optics, MEET directly contributed to filling vacancies in shipyards and maritime companies that are facing retirement-driven shortages.
- ☒ **-Accelerating Time-to-Competency:** Welding simulators and digital pipefitting modules allowed trainees to safely practice and master skills more quickly than through traditional methods, reducing wasted material costs and improving confidence before entering the worksite.
- ☒ **-Driving Industry-Aligned Training:** MEET aligned curriculum with real-world needs of 14 industry partners, including Newport News Shipbuilding, Dominion Energy, Norfolk Naval Shipyard, and others, ensuring that participants learned skills that translated immediately into workplace performance.
- ☒ **-Supporting Retention and Advancement:** Over 185 existing jobs were retained through upskilling and reskilling opportunities, directly supporting GO Virginia's focus on sustaining high-wage jobs and strengthening regional competitiveness.
- ☒ **-Expanding Regional Reach:** MEET was not limited to Hampton Roads; national shipbuilding leaders such as Ingalls Shipbuilding in Mississippi engaged with the program, demonstrating its portability and potential for replication across the broader maritime industrial base.
- ☒ **-Enhancing Visibility and Recognition:** MEET has gained recognition in

national and international conferences, positioning Hampton Roads as a model for integrating learning science, simulation, and workforce development in Industry 5.0 training systems.

☑ MEET has not only addressed immediate workforce needs but has also laid the foundation for long-term regional growth by pioneering training methods that can be scaled across the maritime sector and beyond.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you complete. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

Over the course of the project, MEET has produced a suite of training products that have measurably advanced the skill level and job readiness of students across the region. By the conclusion of the grant period, 522 students had been trained in welding, pipefitting, and fiber optics, with participants representing both high school and community college cohorts. 14 businesses, ranging from regional shipyards such as Newport News Shipbuilding and Colonna’s to national firms engaged with the program, underscoring its broad industry relevance. One of the most significant outcomes was the integration of welding simulators at TCC and QED. Prior to MEET, students entering welding programs typically required extended periods of trial-and-error on live equipment, with proficiency levels often averaging below 50% on first attempts at basic weld scoring rubrics. After the adoption of welding simulators, students demonstrated measurable gains in accuracy, consistency, and confidence before moving to live weld stations. Across several cohorts, post-training scores improved by 30–40% in bead placement, penetration consistency, and reduction of material waste. These improvements not only accelerated time-to-competency but also lowered the costs associated with consumables, making training more efficient and accessible.

Pipefitting training demonstrated similar pre- and post-training benefits. Before the introduction of online modules, Pipefitting hands-on classroom kits with a customized AR app, and digital simulations, baseline assessments indicated that students scored an average of 45% on blueprint interpretation, measurement accuracy, and flow alignment exercises. With the MEET resources in place, including interactive online modules, a 3D-printed AR pipefitting kit, and a digital pipefitting simulation, students improved to an average of 80% proficiency in these same areas. Moreover, student feedback emphasized increased confidence in transitioning from virtual practice to hands-on mock-ups, showing that the blended digital/physical approach reinforced both knowledge and psychomotor skills.

The Fiber Optics Technician (FOT) course also yielded important outcomes. Piloted at both QED and NCI, the course introduced foundational skills for fiber installation and troubleshooting, a growing need in maritime and adjacent industries. Pre-training assessments showed limited prior knowledge, with most trainees scoring below 30% on initial technical skill checks. After completing the course, students demonstrated average post-training scores above 85%, with several participants advancing directly into internship and employment opportunities.

Beyond technical proficiency, the project contributed to broader workforce outcomes. Over 185 jobs were retained through reskilling and upskilling, and new cohorts of high school students were introduced to maritime trades through programs such as the Hampton City Schools Maritime Academy and the regional Digital Ship Challenge, where 120 students competed using MEET’s welding simulators and digital training resources. These events not only showcased the practical impact of

MEET’s products but also served to inspire the next generation of maritime professionals.

Taken together, these outcomes reflect more than simple training numbers. They demonstrate the tangible impact of simulation-based learning, the value of hybrid and online delivery, and the measurable increases in proficiency and confidence that result when students are equipped with cutting-edge resources. MEET has proven that integrating digital and physical training tools creates a sustainable pathway for workforce readiness while meeting the immediate and long-term needs of the maritime industry. Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

Performance Measure	Projected	Achieved	% of Goal
Businesses Served	12	14	116%
Students Trained	390	522	134%

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The MEET project was designed not as a one-time initiative but as a foundational investment in a long-term maritime workforce development strategy for Hampton Roads and beyond. While the GO Virginia funding provided the critical seed resources to develop, pilot, and refine the training tools, the project team has already taken steps to ensure the continuation and expansion of activities after the close of the grant period.

One key outcome of MEET is that it established strong partnerships with regional training providers and industry stakeholders, which serve as the cornerstone for sustainability. Tidewater Community College, Newport News Shipbuilding, QED Systems, and Norfolk Naval Shipyard have all integrated MEET's simulations and course modules into their existing training structures, allowing the products to continue serving students without reliance on grant dollars. Instructors now have access to the Welding Simulator Best Practices Guide, online curriculum modules, and AR-enabled pipefitting kits, which can be reused and scaled for future cohorts. This integration reduces the cost of sustaining the program while embedding innovation directly into standard training practices.

The project did not generate direct income during the grant period, but it has created a framework for continued value creation through workforce pipelines and industry engagement. Employers have reported measurable benefits from the training resources, including reduced material waste, improved entry-level proficiency, and faster onboarding timelines. These outcomes provide a strong return on investment and a compelling case for further industry and state support.

Looking ahead, the project team is pursuing multiple avenues of funding to sustain and expand MEET. The team is actively seeking continued investment from the Maritime Industrial Base (MIB) in collaboration with MEET partners, with the dual goals of strengthening existing training pipelines and expanding the program to additional maritime trades. A priority is to broaden the reach of MEET beyond Tidewater Community College to include Virginia Peninsula Community College and Camp Community College, thereby ensuring that all three major community colleges in the region have access to these cutting-edge training tools.

In addition, the project team is exploring new funding opportunities to extend MEET's pipeline approach from high school through pre-hire programming, ensuring that students as young as 16 are introduced to maritime careers and prepared to transition seamlessly into community college or apprenticeship pathways. These efforts will build upon the success of initiatives such as the Hampton City Schools Maritime Academy and the regional Digital Ship Challenge, amplifying their impact across

the region.

MEET's success has also generated opportunities for collaboration outside of Virginia. Discussions are underway with partners in Connecticut and Rhode Island, including General Dynamics Electric Boat, to explore adapting MEET's training framework for use in their skilled trades pipelines. These new partnerships demonstrate the scalability and portability of the MEET model, positioning it as a national exemplar for workforce development in the maritime industrial base.

Even if MEET were to end with the close of this grant, the project would have already served its purpose by delivering measurable outcomes: 522 students trained, over 14 businesses served, and more than 185 jobs retained or supported. However, the demand for skilled maritime workers continues to grow, and the need to sustain and expand these efforts remains urgent. For this reason, the project team is committed to securing additional resources and leveraging its proven partnerships to ensure that MEET not only continues but grows into the next phase of regional and national workforce development.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

The Maritime Entry to Employment Training (MEET) project has demonstrated that when education, industry, and research institutions collaborate, regional workforce challenges can be met with innovative, scalable solutions. From the outset, MEET aimed to close the gap between traditional training methods and the evolving needs of the maritime workforce. By embedding simulation-based technologies, hybrid course delivery, and strong industry partnerships, the project not only reached but exceeded expectations in student training and business engagement.

One of the most important conclusions from this project is that simulation-based training significantly accelerates the time it takes for students to achieve workplace competency. Welding simulators, for instance, gave students the opportunity to build foundational skills in a safe, controlled, and repeatable environment before ever striking a live arc. The result was higher proficiency scores, less wasted material, and greater student confidence (outcomes that directly translated to improved job readiness). Similarly, the integration of digital and AR-enhanced pipefitting modules helped students grasp abstract concepts such as blueprint interpretation and system flow alignment, skills that were historically difficult to teach outside of live shipyard settings. These successes underscore the power of blended learning, where digital and physical experiences reinforce one another to enhance knowledge transfer.

The project also highlighted the critical role of industry partnerships in ensuring relevance and sustainability. 14 businesses engaged with MEET, from regional shipyards to national firms, helping to validate curriculum content, provide feedback on training resources, and support pilot testing. This direct industry involvement ensured that students were learning skills aligned with real workforce needs, while also giving companies an opportunity to see the immediate value of simulation-based training in strengthening their labor pipelines.

Equally important were the lessons learned about implementation. Continuous feedback from both instructors and students proved essential. Each cohort of learners provided insights that shaped iterative improvements to the curriculum, simulations, and instructional guides. This adaptive approach allowed MEET to refine its tools in real time and better meet the needs of trainees. The development of the Welding Simulator Best Practices Guide is one example of how lessons learned were transformed into lasting resources that can benefit instructors well beyond the life of the grant.

From a regional perspective, MEET has set a precedent for how workforce training can be modernized to support high-wage, high-demand careers. The program’s integration into high school academies, community colleges, and training centers expanded its reach and demonstrated its flexibility for learners at different stages of their career journey. Events such as the Digital Ship Challenge further amplified impact by sparking student interest and building awareness of maritime careers, ensuring

that the talent pipeline continues to grow.

Looking forward, several recommendations emerge from the MEET experience. First, the model should be expanded to cover additional skilled trades that are equally critical to the maritime and manufacturing base. Second, the incorporation of micro-credentials and digital badges could provide students with portable, stackable certifications that signal their competencies to employers. Third, ongoing applied research is needed to measure the long-term impacts of simulation-based training on job performance, retention, and career advancement. Finally, MEET’s framework should be shared with other regions, positioning Hampton Roads as a national leader in Industry 5.0 workforce development.

In conclusion, MEET has validated the importance of investing in innovative training solutions that bridge education and industry. It has provided the Hampton Roads region with a scalable, evidence-based model that strengthens the maritime workforce pipeline, supports existing jobs, and inspires the next generation of skilled trades professionals. The lessons learned here offer a roadmap not only for future maritime training initiatives but also for other industries seeking to modernize their workforce development strategies.

Attachment C: Certified Performance Statement

accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.	
a. Name of Authorized Certifying Official (Subgrantee) Shannon M. Robinson, Ed.D.	d. Name of Authorized Certifying Official (Grantee or Council Chair) Thomas Frantz
b. Signature of Authorized Certifying Official (Subgrantee) Shannon M. Digitally signed by Shannon M. Robinson, Ed.D. Robinson, Ed.D. Date: 2025.08.28 20:41:32	e. Signature of Authorized Certifying Official (Grantee or Council Chair) 
c. Date of signature (Subgrantee) 8/28/25	f. Date of signature (Grantee or Council Chair) 9/3/25

GO VIRGINIA CLOSED PLANNING GRANTS FY26 Q2 (Admin Approved):

Planning Grants	Page Number	Region	Investment Strategy	Award
Appalachian Sustainable Development, Agricultural Campus Site Development Plan, 2024	3,4	1	Site Dev. Infra.	\$ 25,000.00
BRCEDA, Wildwood Commerce Park Site 1 Due Diligence & Design Services, 2024	21	1	Site Dev. Infra.	\$ 100,000.00
Mount Rogers Regional Partnership, Site Selection Identification and Evaluation, 2024	5,6	1	Workforce Dev.	\$ 100,000.00
ACI Talent Pathways Initiative	1,2	1	Workforce Dev.	\$ 250,000.00
GMP CLEAN (Good Manufacturing Practices: Cleanroom Manufacturing for Local Engineering Advancement in the New River & Roanoke Valleys)	22,23	2	Cluster Scale-Up	\$ 100,000.00
TPI Planning 2023: SoVa Partnership for Health Science Careers	14,15	3	Workforce Dev.	\$ 133,000.00
Region 4 Talent Pathways Initiative - 2023 - Brightpoint CC	7,8	4	Workforce Dev.	\$ 250,000.00
Workforce Development Plan for Western Tidewater Mechatronics Program	18,19,20	5	Workforce Dev.	\$ 100,000.00
Future Kings Life Sciences Pilot Workforce Program	24,25	7	Site Dev. Infra.	\$ 100,000.00
Winchester Airport Advanced Air Mobility (AAM) Pipeline Study	16,17	8	Workforce Dev.	\$ 71,000.00
Shen Valley Workforce Development Board (SVWDB) TPI	12,13	8	Workforce Dev.	\$ 250,000.00
Region 9 Regional Entrepreneurship Initiative Strategy	9,10,11	9	Startup Ecosystem	\$ 300,000.00

Attachment B: Performance Narrative and Certification

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FINAL REPORT NARRATIVE

GO Virginia Region:	1
GO Virginia Grant Amount:	\$250,000
Name of Project:	ACI Talent Pathways Initiative
Subgrantee Name:	Appalachain Council for Innova
Project Director:	John Bebber

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

To facilitate the analysis of talent pathways that contribute to sustained economic growth and talent development/retention in GO Virginia Region 1, the following activities were conducted: 1) Development of industry coalitions overseen by industry leaders in collaboration with workforce system partners to advise and guide the work. 2) Completion of a quantitative and qualitative situational analysis of the workforce needs for Advanced Manufacturing in Region 1. 3) Completion of a gap analysis related to the data. 4) Identification of the skills and training needed to improve new-hire characteristics and necessary skills, including those provided through high school Career and Technical Education, credentials, certifications, apprenticeships, internships, and other degree and nondegree programs. 5) Identification of strategies to support high impact pathway projects for future implementation.

This methodology provided a uniform and systematic way of identifying and addressing the specific challenges regarding talent gaps/needs in our region. We were able to take the data and synthesize it in a manner that highlighted the five most salient areas (Communication Skills, Technical Skills, Thinking Skills, Student Attitudes, and Social Factors) among our manufacturers and educators. The synthesized data was then used to create a template and plan for our strategy sessions, which brought together our educators and manufacturers in the same room, where they were able to discuss the five topic areas and focus on potential solutions (outlined in greater detail in the Final Report).

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

To date, all of the below milestones, as laid out in the contract have been met, along with the deliverable of a final formal report (Talent Pathways Initiative Plan for Advanced Manufacturing).

1st Quarter 2024 (January-March) Kick-off meeting held Milestones schedule developed Coalition membership finalized Data collection plan completed

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

While this project is not an "income generator," it does address several needs that were identified in order for our Region 1 businesses to grow and thrive, thereby aiding in continued economic and workforce growth and education. The program, in and of itself can continue on through other funding opportunities in order to address the gaps identified, and implement the solutions brought about by manufacturers and educators. ACI has outlined in the final report some recommended next steps (outlined in the "Conclusions and Recommendations" section below). We believe it to be crucial that the next steps in the program include members from both industry and education to work collaboratively on implementing solutions to the 5 key areas of importance. We view this program as more of a first step/precursor to other projects which seek to address the skills gaps, and challenge areas identified over the past 18 months. It is not that the program will be "discontinued, rather it will continue to grow and morph into several, more targeted, programs that address needs specifically, and effectively.

CONCLUSIONS AND RECOMMENDATIONS

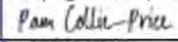
Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

ACI and its partners view this project as an immense success. We set out to identify and address skills/knowledge gaps between what manufacturers need, in contrast to what they were getting in a workforce. This has been accomplished. We were able to pool together results from across the region, from a diverse group of both manufacturers and educators, in order to provide an in depth look at where we can be improving together as a region. Collaboration is KEY. Ideas and potential solutions flowed easily during our strategy sessions, as both "sides" expressed not only a willingness, but also a desire to work closer together and to bring in community stakeholders, moving forward. One area for a "lessons learned" comment would be the difficulty in bringing educators to the table just in terms of their complicated and unique schedules. Many are stretched thin as it is, and asking them to take extra time out of their day is quite a big ask. If an event is scheduled during their work day, administrators may not be willing to provide substitutes to fill in. It would be best to go into the schools, maybe on teacher work days or over holiday breaks when teachers are present but students are not. Future project coordinators would benefit to trying to reach teachers where they are, and maybe even put them in some form of project leadership role.

From our final formal report: We recommend that GO Virginia Region 1 consider offering requests for proposals (RFPs) for each of the five identified challenge areas. We further suggest that the RFPs require partnering with a combination of businesses and education institutes to develop actionable, "boots on the ground" curriculum/programs/etcetera based on this program.

From our final formal report: We recommend that GO Virginia Region 1 consider offering requests for proposals (RFPs) for each of the five identified challenge areas. We further suggest that the RFPs require partnering with a combination of businesses and education institutes to develop actionable, "boots on the ground" curriculum/programs/etcetera based on this program.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee) John L. Bebbler	d. Name of Authorized Certifying Official (Grantee or Council Chair) Pam Collie-Price
b. Signature of Authorized Certifying Official (Subgrantee) 	e. Signature of Authorized Certifying Official (Grantee or Council Chair) 
c. Date of signature (Subgrantee) 7/11/2025	f. Date of signature (Grantee or Council Chair) 7/15/2025

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project’s activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	1
GO Virginia Grant Amount:	\$25,000
Name of Project:	Agricultural Campus Site Development Plan
Subgrantee Name:	Appalachain Sustaible Development
Project Director:	Kathlyn Terry Baker

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The products created through this planning project validated the need for this campus. For example, the Economic Impact Assessment produced the following: The preliminary campus construction budget is estimated to account for 118 supported jobs and \$29.2 million in income, economic activity, and tax benefits combined. This is a one-time impact and will end after the construction is completed Long-term annual reoccurring economic impacts from the preliminary operational budget spending estimates over 6 years account for an annual average of 7 supported jobs and \$11.8 million in income, economic activity, and tax benefits combined.

Visitation to the new campus is estimated to account for 4 supported jobs and \$783,000 in income, economic activity, and tax benefits combined in year 1 (2024) Since this is an annual reoccurring impact over 6 years – similar to the operations – visitation is estimated to account for \$4.7 million in income, economic activity, and tax benefits combined. The NEPA Environmental Assessment found no concerns other than one bat species we must consider during construction. The Business & Marketing Plan provides guidance on marketing, assets, and approaches for how the campus can be utilized to further agriculture in the region.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

The following products were created as a part of this planning project: Economic Impact Study
Environment Site Assessment
Preliminary Engineering and Architectural Report Business and Marketing Plan

Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

Performance Measure	Projected	Achieved	% of Goal
Products/Reports Created	4	4	100%

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The Preliminary Architectural and Engineering Report was used to develop an RFP, solicit bids, interview 3 top contenders, and hire an architectural and engineering firm to complete Phase I. Phase I includes the food hub, herb hub, controlled environment production space, and site prep for the campus. Thompson & Litton was selected and commenced work in January 2025. We are in the design phase of the project and expect construction cost estimates for Phase I by July 7, 2025, with a projected start date for construction of November 25, 2025. The original projection was that this campus would cost approximately \$14M. We expect that number to increase given an expansion of the size of the building in Phase I, which ended up including a larger herb hub and the controlled environment space, which was originally planned to be in a separate building. ASD has currently raised \$6.2 million for Phase I and continues to raise funds for the balance. We will be able to proceed with construction in phases and do not need to wait until all funds have been raised.

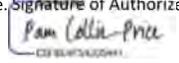
CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

The project was completed on time and with satisfactory products. All contractors selected were exceptionally responsive and easy to work with and we would be comfortable using them for future work.

As this project progresses, we are confident there will be lessons learned that can be shared with those embarking upon a similar project.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee) Kathlyn Terry Baker	d. Name of Authorized Certifying Official (Grantee or Council Chair) Pam Collie-Price
b. Signature of Authorized Certifying Official (Subgrantee) 	e. Signature of Authorized Certifying Official (Grantee or Council Chair) 
c. Date of signature (Subgrantee) July 2, 2025	f. Date of signature (Grantee or Council Chair) 9/4/2025

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project’s activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	1
GO Virginia Grant Amount:	\$100,000
Name of Project:	Mount Rogers Regional Partnership, Site Selection Identification and Evaluation, 2024
Subgrantee Name:	Mount Rodgers Regional Partnership
Project Director:	Ashlyn Shrewsbury

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan.

Mount Rogers Regional Partnership (MRRP) represents six localities (Counties: Carroll, Grayson, Wythe, Smyth, and Bland; and the City of Galax, and currently, we have three existing parks that we market to potential prospects, which are Pathway Park, Progress Park, and Wildwood Commerce Park. These existing sites continue to receive significant interest from companies wishing to locate in the Mount Rogers region, so to be competitive for continued economic growth, the Mount Rogers region needs additional sites that are business ready. Due to topography and the unique nature of the Mount Rogers region, site development can be challenging, and timelines to site readiness are longer when parcels consist of rolling hills and other barriers like transportation and utility access. As part of this project, sites of 50 acres or more would be considered for the site identification project, and would tie into the Region 1 Growth and Diversification Plan under the site readiness priority for sites and infrastructure.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

With site readiness and sites and infrastructure development being goals of the GO Virginia program, this project took the first step towards that. This project looked at all of the available parcels throughout the entire Mount Rogers Region, and trimmed that down to a list of the Top 10 for further evaluation based on a number of factors for development, including road infrastructure, distance to existing utilities, topography, and overall cost for development. Once the three existing parks that we continue to market to prospects are gone, we did not have anything in the pipeline to continue site development, and as mentioned before, this can be a lengthy process. This project allows us to get started with this by identifying top sites for development, especially those that can be 50 or more acres, so that in the future, the localities can evaluate whether they want to invest in some of these properties on their own, or as part of a more regional project.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

Since this is a planning process, there isn’t specific statistical information to provide; however, we were able to have a Top 10 list of sites for future development that were further evaluated to provide cost and ROI information to our organization and our localities. Additionally, we received a 2-year subscription to a web tool as part of this project that will allow us to look at all of the GIS and other data collected on all of the available parcels throughout the region.

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

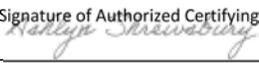
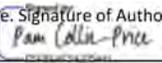
This project was not part of a program, and aside from the 2-year web tool subscription that we received that may require future funds if we want to continue to have access to it, there is not a continual funding process associated with this project directly. Now that these sites have been identified and further evaluated, the next steps include the localities deciding whether there are any sites that they want to consider purchasing or whether they would like to partner with other localities within the region to have a more regional project, including forming a new regional industrial facility authority (RIFA), or working under an existing RIFA. If, or when, the localities decide to move forward with purchasing any of these sites that were identified, there may be an opportunity for future grant applications for acquisition, RIFA-formation, or site due diligence or development.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

This project was a major success in that there were a lot of quality sites identified, and the localities and region now have a clearer understanding of which parcels throughout the region may be best suited for future development. Since economic development is a long game, and requires a lot of time and funds to get sites developed and "business-ready", this project allowed us to begin those first steps in identifying the best sites. Overall, the timeline went well, although we did have to request an extension at the end, due to some of the data collection taking longer than expected. When working with six different localities and many different GIS and utility providers, it was a little more time consuming to collect all the necessary data than originally anticipated; however, I feel that the overall product was worth it and will be super helpful for us going forward. I would definitely recommend this type of project, and the Timmons Group who lead the efforts, for any localities or regional groups who are looking down the road for the next phase of industrial sites for development. This project will definitely help our region and its localities in meeting future goals of the GO Virginia Region through site and infrastructure development and attracting industry to the area.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee) Ashlyn Shrewsbury	d. Name of Authorized Certifying Official (Grantee or Council Chair) Pam Collie-Price
b. Signature of Authorized Certifying Official (Subgrantee) 	e. Signature of Authorized Certifying Official (Grantee or Council Chair) 
c. Date of signature (Subgrantee) 9/15/2025	f. Date of signature (Grantee or Council Chair) 9/29/2025

Attachment B: Performance Narrative and Certification

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FINAL REPORT NARRATIVE

GO Virginia Region:	4
GO Virginia Grant Amount:	\$250,000
Name of Project:	Region 4 Talent Pathways Initiative Planning
Subgrantee Name:	Brightpoint Community College
Project Director:	Charles English

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan. At the recommendation of GROW Capital Jobs Region 4 Council task force this Talent Pathways project focused on two regional in-demand sectors 1) an analysis of the rapidly evolving Information Technology (IT) workforce needs across multiple industries, and 2) identifying strategies for developing a talent ecosystem that supports regional industry growth in Advanced Pharmaceutical Manufacturing (APM).

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

At the inception of the TP project for APM in January 2024, Region 4 had already made remarkable progress in attracting APMs to the area. The TP project report for APM acknowledged that since 2016, extensive and well-coordinated cooperation and collaboration among business, industry, governmental, and educational institutions resulted in there being in place a well-trained workforce ready to meet the needs of companies moving to Region 4. The TP project for APM assessed the state of the APM industry in Region 4 and made extensive use of employment projections provided by VOEE and other state agencies. The TP project identified the need for continued investment in workforce development across a coordinated talent development initiative and in close collaboration with organizations engaged in attracting and landing new businesses to the region. The TP project for APM supported the goals of the GO Virginia program by tying together the need to inform workforce development strategies with the forecasting of employer demand based in part by commitments from new APMs to locate in Region 4.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

The Talent Pathway project for both IT and APM, as defined by Grow Capital Jobs Foundation, focused conducting comprehensive qualitative and quantitative situational analyses of the workforce needs for APM and IT. Thus, the statistical information reflected in the TP reports are findings made available by relevant state agencies including but not limited to: The State Council of Higher Education for Virginia (SCHEV) and the Virginia Office of Education Economics (VOEE), and other publicly available sources, as well as original research conducted by the Project Director.

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

APM:

Project activities for APM will continue in several ways:

1. To meet the needs of the anticipated regional expansion of the biopharma industry, Brightpoint Community College will continue to offer the Pharmaceutical Manufacturing Career Studies Certificate.
2. The College is in the process of developing a two-year degree in Pharmaceutical Manufacturing.
3. Community College Workforce Alliance (CCWA), the shared workforce development program of Brightpoint and Reynolds Community College, will continue to offer the Pharmaceutical Manufacturing (PharmaMT) credentials.
4. As a partner in the \$3.94M federal grant, "Good Jobs Challenge Award," Brightpoint Community College will continue its role in working collaboratively to strengthen the Richmond-Petersburg Region's Pharma and Biotech Workforce and Talent System.
5. Through engagement with employers, Brightpoint Community College will continue to refine its curriculum and seek internship and apprenticeship opportunities for students. Some external funding is available for internship support for students and, in close collaboration with the Brightpoint Community College Foundation, additional sources of support will be sought.

IT: Project activities for IT will continue in several ways: 1. Brightpoint Community College will continue to offer a wide range of industry-relevant career studies certificates and degree programs in Information Systems Technology, Information Technology, Computer Numerical Control, Computer Programming, Computer Science, Cybersecurity, and other IT-related fields. 2. Through engagement with employers, Brightpoint Community College will continue to refine its curriculum and seek internship and apprenticeship opportunities for students. Some external funding is available for internship support for students and, in close collaboration with the Brightpoint Community College Foundation, additional sources of support will be sought. 3. Continued funding is needed to hire and retain qualified instructors in IT and related fields.

CONCLUSIONS AND RECOMMENDATIONS

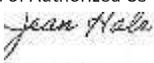
Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

1. APM

Advanced Pharmaceutical Manufacturing in the region is well positioned for continued growth. Universities and the two community colleges in Region 4, Brightpoint and Reynolds, are providing excellent education and training opportunities that will be key to meeting current and emerging industry demands. A particular success during the course of this project has been the willingness of APM employers to provide equipment to Brightpoint and to offer internships to its students, both actions enhancing the preparation of students to enter the field of APM. Thus, a lesson learned is that inviting employers to provide financial support is a reasonable and responsible approach for meeting the region's workforce needs.

2. IT

The project revealed a challenge in the different levels of demand for supportive IT vs computer science/high-tech roles. Additional challenges were found to be the widely divergent understanding among prospective students, educators, and employers as to what education and training is available within the region and what education and training is needed for the myriad IT roles within those two distinctions. In addition, a growing emphasis on AI integration, cloud computing, and automation suggests the need to adjust curriculum and to prepare instructors to incorporate AI in curricular materials and to utilize AI. The TP project prompts us to consider the exploration of "Business Technology" as an iteration of Information Technology and referring more specifically to the methods used by organizations in the public, private, and nonprofit sectors for organizing, coordinating, and integrating various technological tools, software, and systems into business operations. Business Technology is critical for growth and overall performance; it reshapes business strategies, optimizes operations, enhances productivity and efficiency and enables innovation and expansion. Such an approach could further curricula development within K-12, community colleges, and beyond.

Attachment	C: Certified Performance Statement	
<p>Certification: <i>By signing this accurate. I am aware that</i></p>	<p><i>is report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and not false, fictitious, or fraudulent information may subject me to penalties.</i></p>	
<p>a. Name of Authorized Certifying Official (Subgrantee)</p> <p>Jean M. Hale</p>	<p>certifying Official (Subgrantee)</p>	<p>d. Name of Authorized Certifying Official (Grantee or Council Chair)</p> <p>wilson h flohr, jr</p>
<p>b. Signature of Authorized Certifying Official (Subgrantee)</p> 	<p>certifying Official (Subgrantee)</p>	<p>e. ehmdrnr@brightpointcc.edu of Authorized Certifying Official (Grantee or Council Chair)</p>
<p>c. Date of signature (Subgrantee) July 30, 2025</p>	<p>f. Date of signature (Grantee or Council Chair)</p> <p>July 30, 2025</p>	

Attachment B: Performance Narrative and Certification

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FINAL REPORT NARRATIVE

GO Virginia Region:	9
GO Virginia Grant Amount:	\$300,000
Name of Project:	Region 9 Regional Entrepreneurship Initiative Strategy
Subgrantee Name:	Community Investment Collaborative
Project Director:	Stephen Davis

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan.

Based on the Region 9 Council REI RFP, the intent of the project was to 1) inventory existing assets and recommendations from previous reports and strategies to verify assumptions and current needs, 2) survey and convene regional stakeholders to test updated assumptions and identify new needs, 3) update and prioritize recommendations from the new REI strategy, 4) develop benchmarks and timelines to track performance against the strategy, 5) develop a plan for sustainable ecosystem funding to execute the new REI Strategy, 6) use the REI Strategy to create a county/city level assessment that allows each community in region to evaluate its readiness to take advantage of regional resources and 7) recommend initial implementation projects to deploy remaining REI grant funds.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The REI Report and Action Plan thoroughly and inclusively researched, evaluated, and recommended strategies to prepare GO Virginia Region 9 for a future that expands and connects Central Virginia's entrepreneurial ecosystem. This work aims to improve commercial business success in our region; thus, expanding commercial tax base and high value job creation. The team discovered that while Central Virginia has many benefits, there are addressable challenges for our region to be nationally competitive as a place to start, grow, or relocate a business. The completed REI Report and Action Plans were distributed and reviewed via 1:1 and group meetings with all regional economic development offices, many entrepreneurs, ESOs, and capital access and communications partners throughout the region. The REI work supported the creation of the long-planned Venture Central CEO and ESO advisory boards - designed to create more seamless information sharing across the entrepreneurial ecosystem. The REI Team facilitated several opportunities for entrepreneurship community feedback. The team engaged community participants beyond ESOs and EDs, presenting the REI at the Tom Tom Civic Futures event and launching a ‘Homegrown Innovators’ Roundtable’ to engage expanded feedback from our region's most successful CEOs. The roundtable brought together CEOs from all 5 GO Virginia target sectors, and was followed up by a focused meeting where those innovators provided in depth targeted recommendations to make our region attractive not only to local entrepreneurs, but to companies choosing to locate in the area. The REI project team addressed all 6 goals for the project. Notably, sustainable funding remains an ongoing challenge. It persists largely due to Region 9's lack of project investment capital via prime business relationships or foundation support for entrepreneurship, local municipal, state, and federal investment dollars for expansion projects, or non-profit organizations adequately funded to expand service offerings. Region 9 is a developing region that also has limited commercial-ready land and buildings (including SKIF spaces), high cost of living, and other regional characteristic challenges. Despite these challenges Central Virginia has ample positive attributes to suggest opportunity to win as a nationally competitive entrepreneurial region with continued, targeted investment as outlined in the REI Action Plan. The REI team presented a plan based on nationally successful models from regions comparable to Region 9 and extensive local research that incorporates the golden rule of building successful entrepreneurial communities, which is: entrepreneurial ecosystems should be led by entrepreneurs. The project made recommendations that, if implemented, will create a future-ready unified entrepreneurial ecosystem that eases entrepreneurial success and cluster scale up.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

All committed activities and products were achieved: Kick-off meeting with entrepreneurial support organizations (ESOs) and stakeholders Identify and hire consultant for strategy development Develop lists of entrepreneurs and stakeholders for each GO Virginia Region 9 target sector and in each GO Virginia city/county to include in survey and convening Develop and begin survey of stakeholders Convene stakeholders, ESOs and partners Determine cadence of advisory board meetings Inventory funding needs and sources for all existing ESOs Complete data collection through survey(s) and stakeholder convening Research other region's REI strategies and progress to date to identify best practices and lessons learned Deliver Region 9 Council Meeting update Compile and analyze findings of data collection Identify initial recommendations and priorities Identify funding needs for new strategies identified in recommendations Draft recommendations and report Share report with stakeholders for feedback and alignment Develop county/city level assessment and guide for local ecosystem collaboration Deliver Region 9 Council Meeting update Begin executing county/city level assessment and guide for local ecosystem collaboration Finalize report including recommendations Validate Region 9 Entrepreneurship Assessment Recommendations with Region 9 Council Publish final Region 9 Entrepreneurship Assessment Recommendations Host event(s) to promote the assessment recommendations and encourage input into actionable strategies Continue county/city level entrepreneur ecosystem collaboration assessments Engage with Region 9 staff to understand GO Virginia goals and grant requirements Convene stakeholders to develop 3-5 year actionable strategies plan Validate Actionable Strategies Plan with Region 9 Council Publish Actionable Strategies Plan Engage stakeholders to promote next steps of Actionable Strategies Plan Validate prioritized list of GO Virginia grants to Council including target Region 9 deadlines Deliver final prioritized list of GO Virginia grants to GO Virginia staff Convene stakeholders to ensure next steps are on track Finish grant activity Complete county/city level entrepreneur ecosystem collaboration assessments REI Strategy and Report

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The project did not generate income. See attached: REI Action Plan Thrive in Place Report REI Presentation to Region 9 Council Venture Central has submitted a REI implementation project proposal to GO Virginia Region 9 that aligns with the core recommendations of the Action Plan. Cash match from ten localities was committed to the potential project named FUEL (Framework for a Unified Entrepreneurial Landscape). The application targets activities that are core to regional entrepreneurial ecosystem advancement and GO Virginia target sector expansion. At this time it is unknown if GO Virginia will fund REI implementation projects. The City of Charlottesville and Albemarle County have made a multi-year commitment to Venture Central, which will advance select REI Action Plan activities in Charlottesville and Albemarle County. If GO Virginia does not fund the implementation plan the rural counties of Region 9 will not receive direct service and several important initiatives will not advance unless other region-wide support is identified. Options for other funding are limited in the current environment, but may include a U.S. EDA Build to Scale grant, expansion of Commonwealth of Virginia investment in Region 9, expanded local municipal funding commitments, or funds generated from other ESO revenue sources. Project work is limited by the ability to pay for additional, qualified staff to perform the work. The REI implementation grant (FUEL project) is designed such that the need for sustainable funding is minimized. The FUEL Committee, once established with a charter and KPIs, will require no-to-minimal annual fees from participating municipalities to continue operation with the support of Venture Central. FUEL Connection peer groups are proven to be self-sustaining when consistent facilitation methods are employed while under professional management. FUEL Capital banking data and programming developed under the grant will be maintained by our region's SBDCs and the regional angel network will continue member engagement and education of accredited investors, once established.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

Central Virginia Region 9 has core elements to develop a future-proof job environment in our innovation-rich region; however significant challenges persist that require attention and funding sources to address these challenges are scarce. The project team believes that these challenges can be overcome to position Region 9 to help the local small businesses that can lead our region into a resilient future with intentional regional collaboration and investment. The future of our region's entrepreneurship and cluster scale up success depends on remedying technology commercialization challenges. Beyond aforementioned regional challenges that must be addressed by regional EDAs and Boards of Supervisors, Region 9 lacks adequate investment capital to support entrepreneurship and cluster scale up expansion. This is largely due to a lack of municipal commercial revenue, strategic corporate partners, regional plans that focus on select industries to attract industry partners, foundation funding or other sources of economic development capital, and declining participation in regional angel investing. We are competing on a national stage and while some of our TBED strategies show promise, many remain underutilized. The REI provides a plan, if advanced, to remedy core challenges. The team learned that GO Virginia program criteria present challenges for our underfunded yet innovation-rich region. Cash and in kind matches are onerous for our small economic development offices and the framework of traded sector focus requires a "critical mass" of entrepreneurs to be competitive - which does not exist in most of our rural counties. The Virginia Innovation Partnership Corporation Regional Investment Fund program is critical to our innovation accelerators, yet restrictive in its ability to deploy funds to other innovation advancement programs. Further, the loss of VIPC accelerator grants and ICAP funding have stymied early innovators' ability to develop MVPs. This puts us at a disadvantage to regions across the country that better support incubation and acceleration activities at the local level. The University of Virginia has recently provided regional support in the life sciences sector, helping to spur substantial investment in the region. In other industry segments it lacks accessibility via community liaison activities. This limited participation in the regional innovation community restricts Central Virginia's ability to enable cross-benefit between our region's business innovator resources and the University resources. Their internship programs are well-designed, collaborative, and a valuable asset. UVA's Licensing and Ventures Group is designed as a profit driven model that presents challenges for entrepreneurs endeavoring to commercialize innovations; however, their Seed Fund and ICORP programs are highly supportive of UVA entrepreneurs. Some municipality restrictions also present challenges to commercialization activities - such as less than 5% of developable land in Albemarle County, lack of ready buildings for business expansion and prime business attraction, SKIF space in a defense rich region, and water restrictions in some rural counties. To advance Region 9, funding sources to support entrepreneurship and cluster scale up activities beyond GO Virginia and VIPC must be identified. In the current political environment opportunities for funding exist in the defense industry and national security spaces, while other ecosystem advancement grants have been put on hold or reduced. The Innovation Corridor collaboration with the University of Virginia and Albemarle County's investment in Rivanna Futures that engages other municipalities with valuable assets should help unlock such funding. Intentional investment in dual use entrepreneurship support will help advance a thriving innovation-based small business community, capitalizing on our region's leading university and community-developed innovations. The project team also learned that the REI effort was, in many ways, developed from scratch. Our region does not maintain a list of "who is here" and many entities that work in supporting the economic development space are not well connected nor cross-informed. The time it took to discover leads, earn trust, build capacity, establish momentum, conduct feedback loops, and understand nuances of the

GO Virginia program was considerable. We recommend a detailed GO Virginia orientation be provided for grant recipients, and that CVPED, Venture Central, Virginia Career Works, and possibly CvilleBioHub be engaged in an orientation training since they are the entities that cover site readiness, talent, entrepreneurship and cluster scale-up. Despite these challenges, our region's strong innovation foundation, university assets, and growing collaborative spirit position us well to build a more connected and competitive entrepreneurial ecosystem.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee)	d. Name of Authorized Certifying Official (Grantee or Council Chair)
b. Signature of Authorized Certifying Official (Subgrantee)	e. Signature of Authorized Certifying Official (Grantee or Council Chair)
c. Date of signature (Subgrantee)	f. Date of signature (Grantee or Council Chair)

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project’s activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	8
GO Virginia Grant Amount:	\$250,000
Name of Project:	Shenandoah Valley Talent Pathways Initiative (TPI)
Subgrantee Name:	SVQDB, Inc.
Project Director:	Sharon Johnson

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan. Conduct research to determine the workforce needs of the manufacturing and transportation and logistics industry sectors. Data and information gathered, and the analysis conducted would lead to recommendations for priority workforce initiatives to be funded and implemented within Region 8.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

Eighteen (18) pages of recommendations were presented in the final report and include funding strategies and related deliverables representing an actionable implementation plan. A TPI strategic planning meeting was held September 10, 2025. In attendance was the SVWDB Executive Committee members and GO Virginia Region 8 leadership. Priority recommendations were identified and are moving forward as potential workforce applications for R8.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

Eighteen (18) pages of workforce recommendations were presented in the final report and include funding strategies and related deliverables representing an actionable implementation plan.

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The TPI report will serve as a roadmap for priority workforce initiatives for all partners and organizations responsible for developing talent in the Shenandoah Valley. The results can be used as the basis for workforce funding proposals and for designing future workforce initiatives. It should also serve as a call for partners to work together and leverage resources instead of duplicating efforts.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

Workforce challenges are prevalent with few solutions that move-the-needle by producing sizable results. This was a research-based opportunity to develop a regional actionable roadmap moving forward. Most of the challenges identified were not surprising and included those listed below:

- Labor Shortage and Retention
- Technical Skills Gaps
- Soft Skills Deficiencies and Impact
- Barriers to Entry for Younger Workers
- Structural Barriers to Workforce Participation
- Regional Disparities
- Employer Expectations and Educational Outcomes

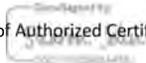
SVWDB and GV R8 have jointly decided to move forward with the development of TPI project implementation concept papers and once approved, the development of applications. An implementation proposal strategy is being drafted while building a region-wide partner coalition consisting of GV R8 leadership, SVWDB Board, SVWDB Elected Officials Consortium, Chambers of Commerce, and local and regional economic development. Implementation and talent pipeline development will be business led and education is a critical implementation partner. As we work with these partners, regional implementation strategy is still in development. A current draft of implementation strategy is provided below:

Strategy 1: Career Pathways/Job Roles/Career Mobility (Connect worker/job seeker to opportunities): sector partnerships, career pathway models, employer confirmation of skills needed, training available, training gaps, repository of information and resources through SVWDB, employers tell their story, etc. Strategy 2: Education/Training Alignment (Prepare workers for work environment): WBL, durable skills, etc.

Strategy 3: Job Development/Labor Force Attachment (Retain workers): Job development and career coaching network, support with job development services, support workers with attachment, etc.

Strategy 4: Engaging Sources of Talent (Expanding the talent pipeline): Expand participation for nontraditional adult students, build employer awareness and knowledge, engage HS Seniors entering the workforce, build on successful models, etc.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee) Sharon Johnson	d. Name of Authorized Certifying Official (Grantee or Council Chair) Brandon Davis
b. Signature of Authorized Certifying Official (Subgrantee) 	e. Signature of Authorized Certifying Official (Grantee or Council Chair) 
c. Date of signature (Subgrantee) 11/20/2025	f. Date of signature (Grantee or Council Chair) 11/26/25

Attachment B: Performance Narrative and Certification

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FINAL REPORT NARRATIVE

GO Virginia Region:	3
GO Virginia Grant Amount	\$133,000
Name of Project:	Southern Virginia Partnership for Health science Careers
Subgrantee Name:	Blue Ridge Partnership for Health Science Careers
Project Director:	Cynthia Lawrence

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan.

The GO Virginia Region 3 Talent Pathway Initiative (TPI) grant, led by Cynthia Lawrence of the Blue Ridge Partnership for Health Science Careers (BRPHSC) and Dr. Julie Brown, was launched to address persistent workforce shortages in the health and life sciences across Southern Virginia. In alignment with Region 3’s Growth and Diversification Plan, the initiative targeted workforce alignment with business needs and strengthening rural competitiveness by developing a coordinated pipeline of skilled health professionals. These efforts aimed to expand job access, attract and retain talent, and support employer growth.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The TPI initiative directly responded to Region 3’s urgent healthcare workforce needs by identifying gaps in education-to-employment pipelines and supporting regional coordination through the Southern Virginia Partnership for Health Science Careers (SOVA_HSCP). Stakeholder engagement and labor market analysis guided the design of regional strategies and tools to address workforce shortages, especially in nursing, allied health, and behavioral health. These outcomes support GO Virginia Region 3 goals by building workforce alignment, improving regional competitiveness, and increasing talent retention.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

- Southern Virginia Partnership for Health Science Careers (SOVA_HSCP): Established as the region’s coordinating body, SOVA_HSCP now convenes over 20 organizations through a structured committee model to drive cross-sector collaboration.
- Situational and Gap Analysis: Identified persistent talent shortages, especially in rural healthcare and behavioral health. Labor market analytics showed high demand in roles like RNs, medical assistants, and lab techs. Employers reported needs for soft skills and clinical readiness.
- Figures and Data Highlights:
 - Figure 1: Distribution of Employers by Sector in Region 3 Healthcare – strong representation in Nursing

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

The SOVA_HSCP is designed as a long-term coordinating body with sustained participation from regional partners. While the TPI grant provided start-up support, additional funding sources have been identified, including local workforce development boards, philanthropic contributions, and potential future GO Virginia investments. The initiative has not generated direct income, but its strategic plans and tools have positioned the region to compete for future grants and support long-term sustainability. Key resources, like the asset map and community of practice, will continue beyond the grant period to support scaling and replication.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

The GO Virginia Region 3 Talent Pathway Initiative successfully laid the foundation for a responsive, regionally coordinated health science workforce pipeline. Key lessons include the value of early and ongoing employer engagement, the importance of real-time labor market data, and the effectiveness of structured regional partnerships. The model developed through BRPHSC and translated to SOVA_HSCP can inform similar efforts in other GO Virginia regions. To maximize impact, Region 3 should continue to scale high-impact projects, secure sustained funding, and expand the model to additional sectors facing workforce challenges.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee) Cynthia Lawrence	d. Name of Authorized Certifying Official (Grantee or Council Chair) Deborah Gosney
b. Signature of Authorized Certifying Official (Subgrantee) <u>Cynthia D. Lawrence</u> Cynthia D. Lawrence (Jul 9, 2025 12:44 EDT)	e. Signature of Authorized Certifying Official (Grantee or Council Chair) <u>Deborah Gosney</u> Deborah Gosney (Jul 9, 2025 11:59 EDT)
c. Date of signature (Subgrantee) Jul 9, 2025	f. Date of signature (Grantee or Council Chair) Jul 9, 2025

Attachment B: Performance Narrative and Certification

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FINAL REPORT NARRATIVE

GO Virginia Region:	8
GO Virginia Grant Amount:	\$71,000
Name of Project:	Advanced Air Mobility Cluster and Workforce Development Pipeline Stud
Subgrantee Name:	Winchester Regional Airport Authority
Project Director:	Nick Sabo

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan. The northern Shenandoah Valley has assets that may be leveraged to capitalize on the growing aviation industry sub sector referred to as Advanced Air Mobility, or AAM. The project is an attempt to identify these assets and clearly explain how they are related to the work of developing a sustainable workforce pipeline to serve the AAM industry. We believe that AAM will have an impact on the future of transportation and logistics in Region 8, therefore preparing a capable workforce to meet these demands is critical.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The project has raised public awareness of the market opportunity for AAM in Virginia. The project also demonstrated how to successfully leverage existing regional assets to build a cohesive activity cluster that supports meaningful economic development. A key part of the study included collaboration with key stakeholders, industry partners, and academia involved with the research, development, and implementation of AAM across Virginia. The study has yielded reasonable recommendations for low-risk and cost-effective solutions to grow the skills and qualifications necessary for the AAM industry.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

The project brought together educational and industry stakeholders from across Region 8 for a unified purpose for the first time ever. These included Shenandoah University, Laurel Ridge Community College, Blue Ridge Community College, Randolph-Macon Academy, regional CTE programs, Civil Air Patrol, and many others. This project will yield implementation projects more befitting of statistical analysis.

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

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The project supports other initiatives that are already in progress, and will continue unabated. However, the project amplifies the likelihood of success with the other complementary projects, by demonstrating the northern Shenandoah Valley’s readiness for quality economic development in the AAM industry. The project can and will be used as leverage to bolster the region’s CTE aerospace curriculum, foster new partnerships across GoVirginia regions (e.g., Loudoun County Public Schools), support programs at LRCC and Shenandoah University, and enhance economic development marketing efforts for the Winchester Regional Airport and surrounding region.

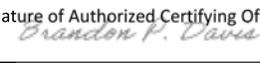
CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

Our project was largely a success. We had a slow start with the hired consultant due to schedule constraints, but otherwise things went smoothly. There were no other projects that we were aware of to promote as a similar work sample, so fine-tuning the scope of services was essential to ensure the client and vendor shared the same expectations for project deliverables.

Attachment C: Certified Performance Statement

Certification: By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.

a. Name of Authorized Certifying Official (Subgrantee) Nick Sabo	d. Name of Authorized Certifying Official (Grantee or Council Chair) Brandon P Davis
b. Signature of Authorized Certifying Official (Subgrantee) 	e. Signature of Authorized Certifying Official (Grantee or Council Chair) 
c. Date of signature (Subgrantee) October 14, 2025	f. Date of signature (Grantee or Council Chair) 10/16/25

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FINAL REPORT NARRATIVE

GO Virginia Region:	5
GO Virginia Grant Amount	\$100,000
Name of Project:	Workforce Development Plan for Western Tidewater Mechatronics Program
Subgrantee Name:	Paul D. Camp Community College
Project Director:	Corey McCray

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan.

This project was initiated to help Paul D. Camp Community College better align its offerings with the growing demand for Mechatronics professionals in the Western Tidewater region. The region has experienced significant expansion in Mechatronics-related applications and skillsets, driven largely by the rapid growth of the logistics and warehousing sectors. This growth is closely tied to the continued increase in capacity and activity at the Port of Virginia.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

This project helped Paul D. Camp Community College address regional workforce challenges by aligning Mechatronics education with the needs of Western Tidewater businesses. The growth of logistics and warehousing—driven by the Port of Virginia—has created strong demand for skilled Mechatronics workers.

Our study identified key gaps in awareness, skills, and training capacity. In response, we developed a workforce development plan that aligns with GO Virginia’s priorities of talent development, job creation, and regional collaboration. Key recommendations include:

1. Raise Awareness of Mechatronics: Promote the term “Mechatronics” and its relevance through marketing and outreach to increase stakeholder understanding and interest.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

The project has yielded valuable quantitative and qualitative data to inform Mechatronics workforce development strategies in the Western Tidewater region. Survey Participation - Total survey respondents: 39 Completed surveys: 32 (82% completion rate); Valid responses from known stakeholders: 28 Calculated response rate: 30% (based on 28 valid responses from stakeholder list). Stakeholder Group Breakdown- Business stakeholders: 22 Education stakeholders: 8 Economic development partners: 2; In addition to the survey, the project team conducted focus groups and interviews to provide deeper context and insight into workforce needs and barriers.

Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

PRODUCTS	STATUS
Completed Plan studying industry demand of regional employers along with actionable strategies for developing workforce programming in mechatronics at Camp Community College	100% Complete
ACTIVITIES	
1. Creation of a plan describing current needs and gaps in mechatronics in the Western Tidewater region, along with strategies on how to address these	100% Complete
2. Creation of an advisory committee consisting of industry and governmental partners to guide creation of the plan	100% Complete

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

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Paul D. Camp Community College is committed to sustaining the momentum and impact of the initiative beyond the grant period. While the project itself did not generate direct income, several strategies are in place to support ongoing efforts. Many of the recommendations from the workforce development plan—such as embedding problem-solving and soft skills into the Mechatronics curriculum—are being integrated into existing courses and training frameworks. These changes require minimal ongoing costs and can be maintained through regular instructional budgets. The project strengthened relationships with key regional employers, several of whom have expressed interest in continuing collaboration through customized training, internships, and apprenticeships. These partnerships may generate income through contract training and help sustain short-term workforce programs. Alternative Funding is being pursued, including FastForward, G3, WIOA, local economic development support, and future GO Virginia implementation grants. If the project cannot continue at full scale, it has still achieved significant progress by identifying workforce gaps, informing curriculum, and building regional partnerships. However, the need for skilled Mechatronics workers remains strong. Next steps include integrating recommendations into pursuing additional grants, and expanding employer collaborations to sustain and grow program offerings.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

This project helped Paul D. Camp Community College align its Mechatronics programs with regional workforce needs. Through surveys, interviews, and focus groups, we identified skill gaps, low awareness of Mechatronics, and a need for stronger industry collaboration.

Key Successes

- Conducted a comprehensive needs assessment with input from 32 stakeholders across business, education, and economic development sectors.
- Strengthened relationships with regional employers and established a foundation for customized training and work-based learning opportunities.
- Developed a detailed workforce development plan with clear, actionable goals aligned with local economic needs and GO Virginia objectives.

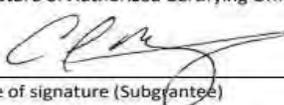
Lessons Learned

- Awareness matters: Many stakeholders were unfamiliar with the term “Mechatronics,” indicating the importance of consistent messaging in outreach and marketing.
- Employer input is critical: Engaging businesses early and often helps shape training that is relevant and in demand.
- Flexibility is key: Short-term, modular training programs are more accessible and better aligned with employer timelines than traditional degree paths.

Insights for Others

- Start with a strong stakeholder engagement process to understand local needs.
- Align programs with regional economic drivers (e.g., ports, logistics) to ensure relevance.
- Incorporate both technical and soft skills into training for a well-rounded workforce.
- Use data to guide decision-making and build support for continued investment.

Attachment C: Certified Performance Statement

Certification: By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.	
a. Name of Authorized Certifying Official (Subgrantee) Dr. Corey McCray	d. Name of Authorized Certifying Official (Grantee or Council Chair) Thomas Frantz
b. Signature of Authorized Certifying Official (Subgrantee) 	e. Signature of Authorized Certifying Official (Grantee or Council Chair) 
c. Date of signature (Subgrantee) 7/10/2025	f. Date of signature (Grantee or Council Chair) July 24, 2025
Agency use only:	

Attachment B: Performance Narrative and Certification

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FINAL REPORT NARRATIVE

GO Virginia Region:	1
GO Virginia Grant Amount:	\$100,000
Name of Project:	Wildwood Commerce Park Site 1 Due Diligence
Subgrantee Name:	Blue Ridge Crossroads Economic Development Authority
Project Director:	Kathlyn Terry Baker

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan. Sites that are developed and ready for business are a scarce commodity in this region. In GO Virginia Region 1’s Growth and Diversification Plan, sites and infrastructure, specifically related to site readiness, are top priorities. In order to address that need, BRCEDA applied for this grant to help complete further due diligence and design service work on the last ungraded site in Wildwood Commerce Park. The work that this project covered was in an effort to bring this site from a Tier 2 site in the Virginia Business Ready Sites Program to a Tier 4 site, thus making it more "business ready".

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

This project was designed to address the lack of business-ready sites in the region. Through our work with Thompson & Litton, the ultimate goals of this project were to complete the following due diligence work on Site 1 at Wildwood Commerce Park: Boundary and Topographical Survey, Phase I Environmental Site Assessment, Cultural Resources Review, Threatened and Endangered Species Review, Wetlands Delineation, Master Planning and Preliminary Engineering Report, Design Services for the Preparation of Permitting Documents for the Grading and Site Preparation and On-Site Utilities, Permitting (ESC, SWM, VPDES, VDOT), and Clear Water Act 404/401. All of this work would then allow Site 1 to move from a Tier 2 to a Tier 4 site within VBRSP and would address the site readiness goal of GO Virginia. During the project, however, we did run into some unforeseen geotechnical issues on the site. There was a mine located on the site, which created some problems when designing the overall pad layouts of the site. About 90 percent of the work for this project was completed before BRCEDA

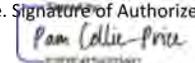
decided to stop work. The additional work that would be required to rework the pad layouts on the site, as well as, additional geotechnical work that would be required would cost additional millions of dollars. This project did still produce a lot of useable studies and reports, and BRCEDA has still marketed the sites for projects. We do currently have a prospect interested in the site, despite the geotechnical issue, so while the work has stopped on our side, we will still be using the studies that were produced to help land a prospect on this site.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

Since this was a planning project, there wasn't any statistical information to provide. We have completed most of the studies and plans that were part of this project.

Attachment C: Certified Performance Statement

<p>Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i></p>	
<p>a. Name of Authorized Certifying Official (Subgrantee) Ashlyn Shrewsbury</p>	<p>d. Name of Authorized Certifying Official (Grantee or Council Chair) Pam Collier-Price</p>
<p>b. Signature of Authorized Certifying Official (Subgrantee) </p>	<p>e. Signature of Authorized Certifying Official (Grantee or Council Chair) </p>
<p>c. Date of signature (Subgrantee) 9/9/2025</p>	<p>f. Date of signature (Grantee or Council Chair) 9/16/2025</p>

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project’s activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	2
GO Virginia Grant Amount:	\$100,000
Name of Project:	GMP CLEAN (Good Manufacturing Practices: Cleanroom Manufacturing for Local Engineering Advancement in the New River & Roanoke Valleys)
Subgrantee Name:	Virginia Polytechnic Institute
Project Director:	Spencer Marsh

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan. The goal of GMP-CLEAN was to establish a Proof-of-Concept cleanroom in Roanoke, Virginia that could serve as a pilot facility for local businesses, startups, and academic groups to enable initial GMP-grade production of a wide variety of compounds and therapeutics. We hoped to address the challenges in the region relating to retaining high-value startups who require cleanroom-based production of cGMP grade products, and in this regard, it has been an overwhelming success; two local startups, Qentoros and Tiny Cargo, were each looking to leave the region to gain access to cleanroom facilities, and are now committed to staying in Region 2 for manufacturing. Two other groups have committed to using the cleanroom who were not at risk of leaving, however this facility will accommodate those groups as well. Our major goal was to establish cGMP-grade manufacturing of therapeutics in Roanoke for local startups, and in this, we have succeeded.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program.

The challenge for startups and academic groups in the region to gain access to affordable, effective cGMP manufacturing space was profound; there were no accessible ISO-7 cleanrooms in Roanoke when we began this work, and now, there is a brand new 200+ sq ft cleanroom facility in the Riverside 4 facility at FBRI that will be established as a core facility for startups, academic groups, and established businesses to lease on a weekly basis for cGMP grade manufacturing. This challenge revealed itself as a prime opportunity for the region to create new infrastructure that is required to continue to develop Region 2 into a biomanufacturing base. Of note, with new investments in Virginia from Astra Zeneca and Eli Lilly, what this cleanroom represents is a manner by which startups can create new technologies at the bench and begin clinical trial programs in Virginia, highlighting their successes and accomplishments to behemoth companies in the state, including the aforementioned. This is now a ripe opportunity for local companies to leverage the state-wide success of recruiting large biotechnology companies into economic acceleration through biomanufacturing infrastructure which will enable clinical trial development in our backyard (which will further support healthcare providers such as Carillion!)

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date. 4 companies served; \$4,000,000 in funding raised by companies served; \$2,258,000 in follow-on funding raised by companies served; Attachment C with final grant outcomes reporting sheet in separate excel document

OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

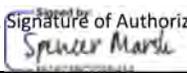
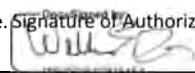
The project activities were supported (through matching funds) by the Red Gates project, a private gift to the FBRI via the Gourdie lab. This has established the ISO7 cleanroom suite in Riverside 4, which will continue to be supported by the remaining Red Gates project fund (Approximately \$100,000), in addition to core-derived revenue. As of current, we expect 30-40% rotating utility of the cleanroom facility, which will generate approximately \$200,000 annually at 30% utility. The expected operational costs are \$125,000-\$165,000, leaving a cushion of minimally \$35,000 to be used for equipment sourcing, facility management, and any unexpected costs. It is anticipated that the core should be self-sustaining, without needing external funds to operate. In the instance that the utility drops below a functional level (20%), it is unlikely that it will be discontinued as it represents a resource for FBRI in training new faculty and students, and will likely be leveraged as a training tool to ensure students know how to operate and produce therapeutics inside a cleanroom environment. This being said, while it is not a desirable outcome, it is possible that even if it is not financially stable through external contracts, that it will still produce value in training of new faculty and students. We do not anticipate requiring follow on funding to continue operations of this cleanroom; should the cleanroom experience greater than expected utility (50%), we anticipate seeking funding of approximately \$1,250,000 to construct a larger-scale cleanroom (~1,000 sq ft) to accommodate a greater % and larger production capabilities in the future, potentially through GO Virginia funding sources, or others.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

The first lesson learned is that construction truly takes 2-3 times as long as expected, and costs 2-3 times what the initial estimates suggest. This has been a hard pill to swallow, but the complexity of this project tested the limits of a number of teams at VT and on the GMP CLEAN Team. I am happy to report that all of these problems were dealt with appropriately, but that this did result in substantial delays in implementation. This being said, when construction of new facilities is a part of a project, I believe it is wise to advise any group overseeing the project to be aware of these risks and to create contingency periods far wider than they may expect. Another lesson learned is that it is easy to generate excitement out of people during the early phases of a project; when we first began this project, there were 10-12 groups who enthusiastically said they would support cGMP infrastructure development and would like to access the space; by the time we finalized the construction documents, some got cold feet and pushed their timelines; by the time we finished construction, this had reduced to 4 groups who were rock-solid in their need. 2 had left the region. 2 had delayed their timelines. 4 had contracted an external group to perform the manufacturing. As things get more 'real', the anxiety surrounding a decision such as this grows, and this resulted in less-than-expected final outcomes as per businesses served. However, I believe that once the facility is running smoothly and groups are using the space, we will increase our utilization and continue to increase engagement with external companies, academic groups, and startups in and outside of the region. Lastly, we had hoped to use this as a recruitment tool; however, a recruitment tool is only as helpful as it is concrete- now that it is built, it can serve as a recruitment tool- but while it was in the ideation phase, this fell flat. Until it is finalized and done, it cannot serve as a means to recruit new companies to the region, which meant once again, a reduction in our expectations surrounding utilization. Similarly to above, now that it is built, we anticipate that this will rebound closer to our original expectations.

Attachment C: Certified Performance Statement

<p>Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i></p>	
<p>a. Name of Authorized Certifying Official (Subgrantee) Spencer Marsh</p>	<p>d. Name of Authorized Certifying Official (Grantee or Council Chair) William Amos</p>
<p>b. Signature of Authorized Certifying Official (Subgrantee) </p>	<p>e. Signature of Authorized Certifying Official (Grantee or Council Chair) </p>
<p>c. Date of signature (Subgrantee) 10/22/2025</p>	<p>f. Date of signature (Grantee or Council Chair) 10/22/2025</p>

Attachment B: Performance Narrative and Certification

The performance closeout report is your opportunity to share the significant features of your project and present information about the results your project achieved. The document should be written as if the reader has no previous knowledge of your project’s activities. The report should cover the entire period of performance. It must review and highlight activities that occurred during the implementation of the project and the overall impact of the project, including an assessment of all performance measures that were proposed in the GO Virginia project application. The template below contains all the required elements.

FINAL REPORT NARRATIVE

GO Virginia Region:	7
GO Virginia Grant Amount:	\$100,000
Name of Project:	Future Kings Life Sciences Workforce Development Pilot Program
Subgrantee Name:	Future Kings LLC
Project Director:	Arik King

BACKGROUND

Provide a short (2-3 sentences) statement regarding the need for this project. What challenges/opportunities did you hope to address in your region when you applied for GO Virginia funding? Please refer to specific priorities and goals in your region’s Growth and Diversification Plan. The goals of the Future Kings Life Sciences Workforce Development Pilot Program were to pilot the process by which the Future Kings program can increase the number of graduate school candidates who meet the qualifications of the most in-demand jobs of area life science employers through training in the Future Kings biomedical sciences program and subsequent instruction of secondary school students in the Future Kings biomedical sciences program. A primary goal of this project was to address concerns that small business owners report about the workplace readiness of their new hire employees.

PROJECT IMPACT

Write an assessment of how your project has addressed the challenges/opportunities you were trying to address in your region and how they have supported the goals of the GO Virginia program. We believe that the successful conclusion of this project provides a clear roadmap for replication of the processes to address the concerns expressed by small business owners about the suitability of new hires for entry-level employment. Additionally, we believe that the opportunity for secondary school students to begin earning college credits before they are eligible to apply to state-sponsored dual enrollment programs will help expand the pipeline of students entering life sciences careers. We believe that opening opportunities for students who are not eligible for advanced placement courses also increases the size of the potential pipeline of secondary students into the life sciences career field.

PRODUCTS AND OUTCOMES

Provide statistical information that helps document the products and/or outcomes of your project to date. Data will vary according to the type of activities you completed. Although we recognize that the project may continue to produce outcomes after the grant period, grantees should report progress made to-date.

Three Graduate students completed the project, gained employment, and were credited by the employer as being fully capable of "pulling his/her weight" from Day 1. Secondary school students completing the course and eligible for ACE certification credit - qty 30 Our project promises to provide three products. The products promised were (1) approval of the Future King Biomedical Sciences workforce development program by American Council on Education (ACE) credits to be able to offer college credit to students in the program, (2) study of alignment between employer needs and the Future Kings Biomedical Sciences program, and (3) playbook on how this program will be scaled up. Details about each of these products can be found in the project playbook The accreditation process with ACE for Future Kings involved a multi-stage, structured collaboration to document, present, and evaluate the program’s curriculum for college credit recommendations. Tasks such as the ones below were required in order for the Future Kings courses to be approved by ACE: - Detailed descriptive syllabi for each course level, with objectives, prerequisites, and instructional formats. - Curriculum layout, including instructional sequences, learning outcomes for each level, and integration of theory with practice. - Lecture slides, lesson plans, reading lists, and supplemental resources. - Assessment tools including quizzes, midterms, finals, practical and laboratory projects, research projects, homework assignments, grading rubrics, and point distribution schemes. - Rubric grading for practical work and defined criteria for research deliverables and presentations. Future Kings were required to update our curriculum documents so that they were organized and formatted to align with ACE’s expectations for college-level rigor.

Provide a summary table of the outcomes achieved to-date for the entire project performance period (please see Attachment C - Final Grant Outcomes Reporting Sheet). Refer to your contract for projected products and outcomes as applicable. Please see the sample below.

Performance Measure	Projected	Achieved	% of Goal
Number of people trained	30	30	100%

New Interns Placed	3	3	100%
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OUTLOOK FOR PROGRAM CONTINUATION AND SUSTAINABILITY

Describe how the project activities will be sustained without the grant funding. Did the project generate income? Will the program continue with other funding, and if so, what other sources of funds have been identified? If the program has to be discontinued, has it served its purpose, or is there still a need to solve the problems you were addressing? What additional steps are being taken to obtain other resources needed to continue the project?

This program will continue as a core component of the Future Kings program. For example, the next instructional year for Future Kings will start in Sep 2025 and this project will be part of our instructional programming. We will solicit grants, donors, and sponsors to continue the funding. Most importantly, we have begun discussions with organizations that are willing to provide funds for both sustaining and scaling the program. This project was not designed to be revenue generating. However, based on achieving approval from ACE to offer college credit, we have begun planning to expand the courses that we can offer for credit to include the mechanics of having organizations pay to have their students take our courses. Finally, we hope to work with George Mason University as part of the Innovation District that was recently funded by Go Virginia.

CONCLUSIONS AND RECOMMENDATIONS

Summarize your project and the lessons learned during its implementation. Include a review of your successes and suggest ways that your experience may be helpful to others.

Our project successfully proved that the system we have used since 2018 to train our BioMedical Sciences students can be documented and repeated. One major lesson from the project is that we cannot rely on other agencies to refer participants to our program. This applies to both the grad students and the secondary school students. However, the project proves that there is a demand for the service and the most effective way for us to recruit students is to perform the outreach ourselves.

The second major lesson from this project is that the approach is scalable. The greatest limiting factor is access to high quality facilities. With proper funding and with access to facilities that are properly outfitted, this program can be scaled to cover the entire Commonwealth of Virginia. Finally, we intend to submit a per capita proposal to Go Virginia as one of the next steps in scaling this project.

Attachment C: Certified Performance Statement

Certification: <i>By signing this report, I certify to the best of my knowledge and belief that the outcomes in this report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to penalties.</i>	
a. Name of Authorized Certifying Official (Subgrantee) Arik King	d. Name of Authorized Certifying Official (Grantee or Council Chair) <i>SUM12-0 \$ 1-f el V)A-1::)14-v4-</i>
b. Signature of Authorized Certifying Official (Subgrantee) <i>11-'4</i>	e. Signature of Authorized Certifying Official (Grantee or Council Chair) <i>11-'4</i> 
c. Date of signature (Subgrantee) August 18, 2025	f. Date of signature (Grantee or Council Chair) <i>11/7-0 /z __,oZ-'J-</i>



Memorandum

TO: GO Virginia Program Performance and Evaluation (PPE) Committee

FROM: Sara Dunnigan, Deputy Director, DHCD

RE: 2023 JLARC Report Recommendations

DATE: 02/05/2026

Background

In December 2023, the Joint Legislative Audit & Review Commission (JLARC) published its [report on the GO Virginia Program](#). In the report, there were a series of recommendations for the program to consider implementing. The Growth & Opportunity Board chose to have these recommendations taken up to discuss and potentially implemented by either the PPE Committee or the Governance & Policy (G&P) Committee. In the bylaws of the Growth & Opportunity Board, the PPE committee was created and tasked with assessing program performance, among other things. As a result, the following JLARC recommendations were determined to be the responsibility of the PPE Committee.

Item IV in the agenda contains notification of the 2023 JLARC Report Recommendations relevant to the PPE Committee which have been completed at this time. These include the following recommendations:

- Recommendation #1: Distinguishing between jobs created and jobs filled.
- Recommendation #2: Providing clear definitions for GO Virginia Core Outcomes.
- Recommendation #3: Assigning the responsibility of outcome verification to DHCD.

As these recommendations have been completed or addressed and no further action is needed by the committee.

Item V in the agenda contains notification of the 2023 JLARC Report Recommendations relevant to the PPE Committee which have not been completed or had action taken on them as of today. These include the following recommendations:

- Recommendation #4: Assessing long-term impacts.
- Recommendation #12: Discussion of Return on Investment (ROI)

As these recommendations have not been completed, discussion is requested as to how to proceed with these recommendations.

Recommendation/Policy Consideration Number	JLARC Report Recommendation	Committee Responsibility	Notes	Proposed Implementation Timeline	Status
1	The Department of Housing and Community Development should change its "number of jobs created/filled" outcome measure for the GO Virginia program by (i) splitting the criteria into separate "jobs created" and "jobs filled" measures, (ii) removing the "estimated" and "expected" qualifiers so that only actual jobs created or filled are counted, and (iii) clarifying that any job created or filled must be clearly attributable to the project's activities, which must be explained in project reports.	Program Performance and Evaluation Committee	Status - Complete The Program Performance and Evaluation Committee adopted updated performance metrics at their March 12, 2024 meeting.	June, 2024	COMPLETE: Staff proposed adopting the recommendations in this proposal while also redefining jobs filled as job placements, which aligns with metrics being utilized by the Virginia Workforce Agency. The Program Performance and Evaluation Committee reviewed the proposed changes and approved them at their March 12, 2024 meeting.
2	The Department of Housing and Community Development should revise the Core Grant Outcomes list for GO Virginia projects to ensure that outcomes measures are narrow enough to avoid mixing different program activities, are clearly defined, and are appropriate and specific to the project type.	Program Performance and Evaluation Committee	Status - Complete The Program Performance and Evaluation Committee adopted updated performance metrics at their March 12, 2024 meeting.	June, 2024	COMPLETE: At the March 12, 2024 meeting of the Program Performance and Evaluation Committee, the Committee reviewed and approved proposed staff changes to the GO Virginia Core Grant Outcomes and their associated definitions.
3	The GO Virginia Board should amend its bylaws to assign responsibility for the review of outcome calculation methods and outcome data verification to staff at the Department of Housing and Community Development.	Program Performance and Evaluation Committee (decision); Governance and Policy Committee (bylaws update)	Status - Complete The Program Performance and Evaluation Committee will conduct a review of this recommendation at a future meeting. If the Committee chooses to take affirmative action on this recommendation, it will be referred to Governance and Policy Committee for Policy Development or for incorporation into Board bylaws.	June, 2024	COMPLETE: This recommendation was included as a preliminary discussion item during the August 19, 2024 meeting of the Program Performance and Evaluation Committee. There was discussion on how outcomes are verified and the committee is was presented the process for tracking and validating outcomes during the grant period and through the performance closeout report. There was a consensus that no action needed to be taken on this recommendation.
4	The GO Virginia Board should develop and implement a policy to assess the long term impact of individual projects and the GO Virginia program as a whole, including which information should be collected to facilitate this long-term assessment. The board's actions should proceed under the guidance of its new project [program] evaluation committee and with the assistance and input of Department of Housing and Community Development staff and regional council support staff.	Program Performance and Evaluation Committee		June, 2026	IN PROGRESS: This recommendation was included as a preliminary discussion item during the August 19, 2024 meeting of the Program Performance and Evaluation Committee. Staff anticipates that this item will be discussed in-depth at a Spring meeting of the Committee. Staff has held several discussions with external stakeholders and subject matter experts to discuss the most effective way to address long term impact of the program. This is anticipated to be discussed at a future Committee meeting.
12	The GO Virginia board should revise its policies to clarify that only grant applications that would require a significant investment of state funds are required to include an estimated return on investment (ROI). The ROI should be tailored to each project and calculated by experienced professionals using established methodologies, and the costs should be paid for by the GO	Program Performance and Evaluation	Currently, DHCD utilizes a process of using a third party for evaluation of ROI for strictly competitive projects and those projects that have largely complex to determine ROI such as career exploration projects (GO TEC).	June, 2026	IN PROGRESS: Economic Impact and Return on Investment will be discussed at a future meeting of the Committee.