Serving Students through WIOA Core Program Alignment Strategies

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Goals for today’s presentation

- Enhance awareness of specific Title I, Title III, and Title IV partner roles

- Explore strategies and scenarios regarding Title II alignment with these roles
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Role of Title I

Title I includes funding streams for youth, adults and dislocated workers

- **Youth** funding is intended to provide comprehensive interventions that "support the attainment of a secondary diploma or equivalent, entry into post secondary education, and career readiness."

2) **Adult** and **dislocated worker** funding is intended to provide quality "employment and training services to assist eligible individuals find and qualify for meaningful employment, and to help employers find the skilled workers they need"

from program descriptions issued by US Department of Labor, 8/2015
Title III provides funding through the Wagner-Peyser Act of 1933 to provide universal access to an array of "labor exchanges" so that workers, job seekers, and employers can find the services they need, often in one location.
Title IV funding provides support to individuals with disabilities, especially those with the most significant disabilities, obtain competitive, integrated employment. This role is accomplished through customized employment, supported employment and other individualized services.

Assistance

- Assistive Technology (For People with Disabilities)
- Client Assistance Program (CAP) (link is external)
- Community Rehabilitation Services
- Disability Determination Services
- Employment Services for People with Disabilities
- Independent Living for People with Disabilities

from program descriptions issued by US Department of Labor, 8/2015
How to Align with Title I

- Disseminate information about programs and services offered by Title II
- Have a physical presence in the career center
- Use labs to provide work-related activities
- Identify a specific service to provide at the center as way to help center accomplish its goals
How to Align with Title III

- Teach classes on site
- Provide guidance to DSS about encouraging clients to enroll in AHS or HSE classes
- Strengthen connection to HRD
- Include long-term goal-setting as part of orientation
- Develop continuing education pathways
• Meet with VR professional association

• Develop career pathways with structured work activities for students with disabilities

• Implement career pathways for students with intellectual disabilities- Project SEARCH, Career College, Project SOAR

• Develop career pathways for OCS students
Benefits for Students

- better planning toward their ultimate goals
- exposure to career options and opportunities
- chance to explore job training
- learning in terms of job-specific needs and requirements
Benefits for Students

- enhanced services for those who are English Language Learners, out-of-school youth, individuals with disabilities, and those who are incarcerated

- variety of services provided in one location

- programs working toward common goals
What This Alignment Will Mean For NC

• an integrated, seamless, and customer-centered workforce system
• a workforce system responsive to the economy’s changing needs
• workers prepared to succeed in the NC economy and continuously improve their skills

None of these goals can happen without Title II
Follow-Up

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