WIOA Core Program Operations

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Goals for Presentation

- Enhance awareness of specific partner roles and responsibilities
- Gain better understanding of the purpose and processes for core program alignment
- Explore strategies and scenarios regarding alignment
## Core Programs | Agency Leads

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Alignment

Spine

Wheel

Camber—Conventional Suspension Alignment Angles

Before alignment adjustment
- Front wheels out of specification
- Unknown thrustline

After alignment adjustments
- Rear wheels measured to determine vehicle thrustline
- Front wheels aligned using thrustline as reference

Positive results:
- Level steering wheel
- Extended tire life

Negative results:
- Dropping
Alignment, Not Consolidation of CORE Programs
Purpose of Alignment

WIOA reinforces the partnerships and strategies necessary for core programs to provide customers with the high-quality career services, education and training, and supportive services they need to get good jobs and stay employed, and to help businesses find skilled workers.
Role of Title I

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

1) **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"
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.

https://desncc.com/deshome
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
Role of Title II

The AEFLA program will provide the following critical services and activities to support adult learners with the goal of improving **access to education and training opportunities**, as well as to employment:

- Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency;
- Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families;
- Assist immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship; and
- Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.
How to Create Alignment at the State Level

1) Submit Unified State Plan.
2) Support unified strategic vision and goal statements.
3) Establish common performance measures across programs.
4) Strengthen alignment between adult education, postsecondary education, and employers.
5) Support educational and career advancement for incarcerated individuals.
6) Encourage establishment of high-quality adult education delivery system.
7) Support professional development opportunities and innovative models to enhance adult education.
How to Create Alignment at the Local Level

Suggestions from the field:
notes from meeting with Eastern basic skills staff, October 28, 2014

1) Invite core partners to serve on the advisory committees/workgroups.
2) Share promising practices with core partners.
3) Work with the core partners to develop career clusters and pathways.
4) Ask to speak at WDB meetings.
5) Develop partnerships with employers.
6) Develop career pathways with structured work activities for students with disabilities.
7) Use labs to provide work-related activities.
How to Create Alignment at the Local Level

Suggestions from the field:
notes from meeting with Central basic skills staff, October 29 2014

1) Form closer connections to DSS.
2) Teach classes at DSS.
3) Provide guidance to DSS about encouraging clients to enroll in high school equivalency classes.
4) Strengthen partnerships between community colleges and CBOs.
5) Implement career pathways with students with intellectual disabilities.
6) Work with the New Arrivals or similar refugee group.
7) Establish or re-energize Basic Skills Advisory Group.
8) Provide CASAS training for all partners to help establish a common language.
9) Provide CBO classes to hospital employees who work in food service/housekeeping.
How to Create Alignment at the
Local Level

Suggestions from the field:
notes from meeting with Western basic skills staff, October 30, 2014

1) Strengthen connection to HRD
2) Include long term goal setting as part of student orientation
3) Meet with VR and other personnel associations
4) Integrate "soft skills" into all classes
5) Develop "informal" pathways
6) Get appointed to WDB
7) Develop more continuing education pathways
8) Develop career pathways for OCS students
9) Develop pathways for ESL students
10) “Fast track” high school equivalency programs to keep younger students engaged
How to Create Alignment at the NCWorks Career Centers

1) Disseminate information about the programs and services you offer.
2) Have a physical presence in the center.
3) Attend appropriate partner meetings.
4) Provide staff development about your programs and services.
5) Identify a specific service to provide at the center as a way to help the center accomplish its goals. (ex. assessment)

Other Scenarios or Strategies
Goal of Alignment of CORE Programs
Follow-Up

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