



North Carolina (NC) WIOA Matrix

Employment First State Leadership Mentor Program (EFSLMP)

Efforts by DVRS and DMHDDSAS to find alternate funding are being explored. Most recently, NCDVRS has partnered with DMHDDSAS and DMA on a workgroup through the Employment First Leadership State Mentoring Program with the mission of developing ways to infuse integrated employment into Medicaid Waivers and State Plan Medicaid Options. This is a national effort through the U.S. Department of Labor, Office of Disability Employment Policy (ODEP) to promote the alignment of policies, regulatory guidance, and reimbursement structures to commit to integrated employment as the priority option with respect to the use of publicly financed day and employment services to youth and adults with significant disabilities. (Page 182)

Association of Psychosocial Rehabilitation Services, NCCDD and the Mental Health Consumers' Organization. In addition, the North Carolina Association for Persons Supporting Employment First (NCAPSE) provides a forum for focusing on supported employment standards and expanded choices for individuals with the most significant disabilities in the state. (Page 183)

Members include DVRS staff, including rehabilitation program specialists, office managers, the Chief Accountant for CRP services, and representatives from the NC DHHS Division of Mental Health, Developmental Disabilities, and Substance Abuse Services (MH/DD/SAS), and representatives from the CRP community appointed by DVRS, NC Association of People Supporting Employment First (APSE), and the NC Association of Rehabilitation Facilities (NCARF). The steering committee meets on a quarterly basis and focuses on budgetary and program issues and makes recommendations to the DVRS Director. (Page 208)

Customized Employment

No disability specific information found regarding this element.

Braiding/Blending Resources

Because DVRS will only utilize community rehabilitation programs that give written commitment that they will provide extended services compliant with Federal regulations as supported employment vendors, many of those community rehabilitation programs providing SE services also provide extended services under their service contract at no additional cost to DVRS when other resources for extended services are not available. The Request for Application (RFA) is one of the key tools DVRS utilizes for contract and program development, in which the entity submitting the application has completed much of the foundational work in leveraging and braiding resources from other public and private funds. And, through its continued participation on interagency committees and collaboration efforts, DVRS will continue to work with community rehabilitation programs, (Page 218)

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The Request for Application (RFA) is one of the key tools utilized for contract and program development, in which the entity submitting the application has completed much of the foundational work in leveraging and braiding resources from other public and private funds. And, through its continued participation on interagency committees and collaboration efforts, DSB will continue to work with community rehabilitation programs, LME/MCOs, and other organizations to leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities. (Page 284)

Section 188/Section 188 Guide

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria. (Pages 101-102)

Both physical and programmatic accessibility are essential for all individuals to participate in services offered by the NCWorks Career Centers and the collaborating community partners. With employment as the ultimate objective, accessibility to facilities and programs offered as legislated by the Americans with Disabilities Act is essential to support individuals with significant barriers to employment to achieve employment. (Page 101)

DEI/Disability Resource Coordinators

No disability specific information found regarding this element.

Other State Programs/Pilots that Support Competitive Integrated Employment

No disability specific information found regarding this element.

Financial Literacy/Economic Advancement

DHHS Leadership Training; Employment Opportunities Professional Training; National Equipment Deaf-Blind Training Program; National Transition Conference; New Employee Sensitivity Training; North Carolina Conference on Visual Impairment and Blindness (NCCVIB) in collaboration with Governor Morehead School for the Blind, and the NC Department of Public Instruction; North Carolina Deaf Blind Association Conference; Orientation & Mobility at SOMA Conference; Pre-Supervisory Training; Professional and Personal Development; Rehabilitation Center and Evaluation Unit Annual Training; Spanish Training Courses; Strategic Planning; Teaching Financial Literacy; Workplace Violence Prevention (Page 269)

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Benefits

Provision of inter-component staff training and technical assistance with regard to the availability and benefits of, and information on eligibility standards for vocational rehabilitation services; and the promotion of equal, effective, and meaningful participation by individuals with disabilities receiving workforce development system services in all of the states NCWorks Career Centers in the state through the promotion of accessibility; the use of non-discriminatory policies and procedures; the provision of reasonable accommodations; auxiliary aids and services, and rehabilitation technology for persons with disabilities. (Page 56)

They will offer general information on DSB Services including opportunities for internships and job shadowing experiences, the Supported Employment Program, potential employees so that they may represent, disability sensitivity training available and benefits to employers that hire those with disabilities. (Page 67)

The Vocational Rehabilitation Programs have policies stipulating sponsorship requirements and cost limitations, including academic standards, the requirement for participant financial need and use of any comparable benefits, such as Pell grants, as contributory funding. (Page 77)

The online system is accessible via the Internet or an Intranet at an NCWorks Career Center. It is specifically designed for job seekers, students, case managers, employers, training providers, workforce professionals, and others seeking benefits and services. (Page 79)

In BEAM, the identifying and demographic information of VR program participants is managed through a system interface with the NC DHHS Common Name Data Service (CNDS), a centralized enterprise service that allows NC DHHS applications and systems to store and retrieve unique identification information for clients that are participating in programs and receiving services and benefits from NC DHHS. Use of the CNDS is an integral part of NC DHHS case management consolidation.

VR vendor information, For the purpose of VR Program applicant Social Security benefits verification, a BEAM interface was developed for the Social Security Administration's (SSA) State Verification and Exchange System (SVES). Administered by the SSA, SVES provides a data file with information on Title II--SSA Retirement, Survivors, Disability and Health Insurance benefits; and Title XVI--Supplemental Security Income benefits. (Page 81-82)

DSB will also communicate with employers regarding the expansive program DSB offers its students and youth with disabilities. They will offer general information on DSB Pre-Employment Transition Services (PETS) and Youth Services including opportunities for work-based learning experiences, the Supported Employment Program, potential employees that we may represent disability sensitivity training available and benefits to employers that hire those with disabilities. (Page 186)

DVRS offers supported employment contracts to many of the providers and offers them a way to become a supported employment vendor. DVRS also works alongside DMHDDSAS staff to conduct onsite fidelity reviews of the IPS SE programs, training of CRP and VR field staff, statewide IPS learning collaborative, provider steering committees, monthly calls with Dartmouth Supported Employment Center, as well as the annual IPS SE Dartmouth Learning Collaborative.

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DVRS also works with DMHDDSAS to inform providers and beneficiaries on the impact of employment on federal and state benefits. VR staff are represented at the Governor's Working Group on Veterans, Service Members and their Families. (Page 187)

The most frequently cited need of individuals with significant or most significant disabilities, as identified by VR staff members (n = 370), was transportation (56%), followed by employer and community awareness (46%), training services (26%), VR counseling and guidance, including benefits counseling (25%), access to healthcare, including mental healthcare (25%), and the overall labor market and economy, which has disproportionately impacted many rural areas in North Carolina (24%). (Pages 196)

(Pages 200, 219, 224, 229, 262, 278, 279, 284, 285, 295, 297, 306, 316)

School to Work Transition

By enhancing and incorporating new programs that promote and support work-based experiences, the Division will continue its commitment to students in pursuit of a high school diploma through the Occupational Course of Study (OCS), a pathway established by the NC Board of Education for students with IEPs to achieve a high school diploma by completing occupational coursework and work experiences. DVRS has recently revised policies for In-School Work Adjustment services to students with significant or most significant disabilities. The service is coordinated through school-based agreements to incentivize a student's participation in school-coordinated work experiences by providing guidance and counseling as well as an incentive payment to students for improvements in work behaviors and attitudes. The Division continues to offer internship and OJT services to students, but hopes to increase utilization and improve feasibility for students, schools, and partnering businesses through policy and procedure revisions and collaboration with workforce system partners. Other PETS programs/services under consideration are intended to address students' expectations around pursuing employment and to improve their preparedness for participating in additional rehabilitation services, such as training and placement. (Page 171)

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These programs are described as business–led one–year school–to–work programs provided entirely at a workplace. The host sites for the expanded program, where were selected through a collaborative planning process, include Durham Regional Hospital in Durham, NC and Mercy Hospital in Charlotte, NC. These programs are based on a concept that employs total workplace immersion which facilitates a seamless combination of classroom instruction, career exploration, and hands–on training through worksite rotations. (Page 238)

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DSB continues to work towards expansion of the availability of additional transition programs that can better prepare students in transition from school to work and develops specialized training in transition services. DPI’s consultant for vision impairment and DSB’s specialist for transition services work together to identify areas to establish new programs and to provide consultation for the school (Page 269)

DSB has 13 memorandums of agreements with school systems to provide transition programs for their students who are blind or visually impaired. These programs work with students who are blind or visually impaired, the school staff, and the parents or guardians as the student transitions from school to work, and continue working with them until they achieve their employment goals. (Page 271-272)

Resulting recommendations of the most recent assessment of needs included the recommendation to increase awareness of DSB services among transition age youth and also to improve the retention and rehabilitation rates for this population. During this planning period, there has been significant focus on developing additional pre-employment transition services for youth transitioning from school to work. (Page 276)

Data Collection

The online system is accessible via the Internet or an Intranet at an NCWorks Career Center. It is specifically designed for job seekers, students, case managers, employers, training providers, workforce professionals, and others seeking benefits and services. Each NCWorks Career Center utilizes NCWorks Online for client management and for data collection and reporting on workforce programs. (Page 79)

The three agencies the administer the core WIOA programs participate in a state level longitudinal data collection system used in North Carolina along with other education and workforce programs. This Common Follow–Up System (CFS) allows N.C. to leverage its existing data collection systems and report our individual requirements needed but to have a common view of data and to show the effectiveness of all programs working together. (Page 98)

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Small Business/Entrepreneurship

Align4NCWorks (community college) plan all call for better coordinating entrepreneurship training and development through the Small Business Center Network with the network of NCWorks Career Centers. (Page 65)

Career Pathways

They need to succeed in our state and help our citizens gain new skills and find employment. One key examples of this partnership is the state's career pathways initiative. (Page 68)

North Carolina's career pathways work brings together three key programs, local workforce boards, community colleges, and the public schools to work with engaged employers. This collaboration identifies and creates clear pathways for in-demand occupations to ensure that the state has the workforce needed for our businesses to succeed. (For more information on career pathways, see Section II (c) (Page 85)

Additionally, the commission is developing strategies to support the use of career pathways to provide individuals, including low-skilled adults, youth and individuals with barriers to employment, with workforce investment activates, education, and supportive services to enter or retain employment. Specifically, the Career Pathways Committee of the commission has created an interagency team that has developed a framework for defining, developing and implementing clear, concise and comprehensive career pathways. NCWorks Certified Career Pathways criteria and an application have been established, and the endorsement process is underway. (Page 89)

Funds will be used to continue to support development of NCWorks Certified Career Pathways through training, materials, and coaching local teams. Funds will also be available to support the development of a Career Information Portal that can be used by all North Carolinians. (Page 121)

Career Pathways for youth will be of importance in regards to occupational skills training. North Carolina will provide training through Career Pathways and Work Based Learning opportunities so that staff/partners/schools have a clear understanding of these elements and how they apply to youth. North Carolina will provide resources/training on how to assist youth to become career ready. (Page 132)

2. Integrated education and training.
3. Concurrent enrollment,
4. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism. NC Community College system will not fund Career Pathways, Peer Tutoring, Special Education, Secondary school credit. (Page 156)

Support individuals with barriers to employment by mitigating obstacles and increasing access to education and other training opportunities along career pathways. (Page 39)

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Employment Networks

Section identified but no detailed information specifically addressing disability focused implementation. (Page 249 & 327)

* All enclosed information is cited directly from final state plan as of February 23, 2017

Find your local state plans here: <https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html>