



Workforce Innovation and Opportunity Act

Unified State Plan

03/14/2016

DRAFT

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I. WIOA State Plan Type

North Carolina has elected to submit a Unified State Plan.

This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program.

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II. Strategic Elements

(a) Economic, Workforce, and Workforce Development Activities Analysis

The Unified State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State’s workforce system and programs will operate.

(1) Economic and Workforce Analysis

(A) *Economic Analysis.* The Unified State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

(i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

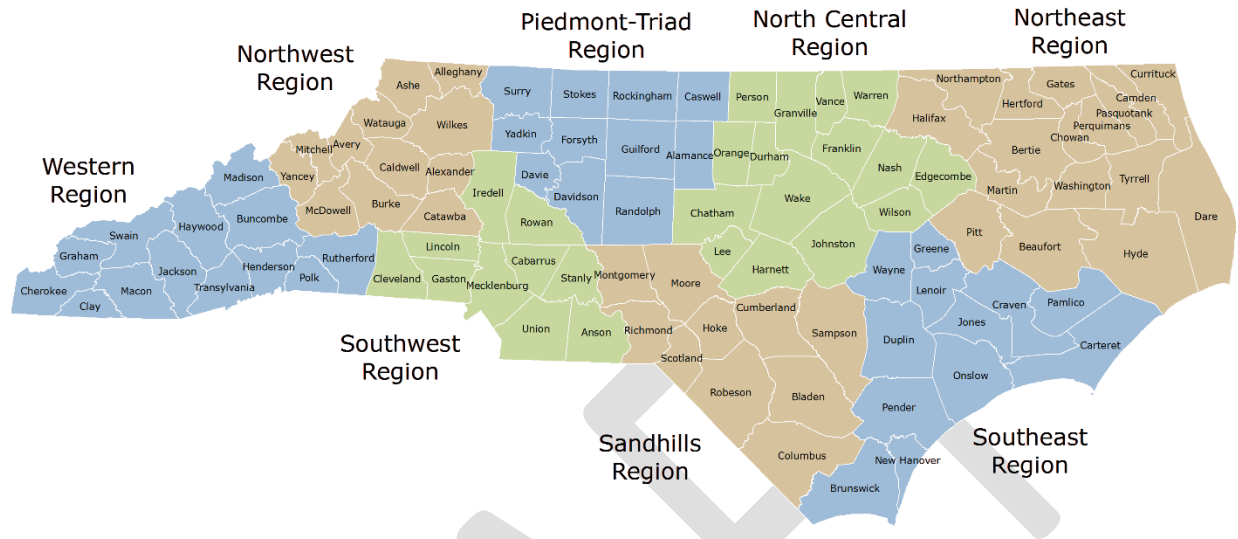
(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

(iii) Employers’ Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Over the last five years, North Carolina, like the Nation as a whole, has been undergoing a period of economic expansion and transformation following the great recession. This period has been defined by a steady increase in the state’s overall employment levels and a substantial decline in the state’s unemployment rate. Between December 2010 and December 2015, North Carolina’s economy added over 397,000 non-farm jobs while the state’s unemployment rate declined from 10.3 to 5.6 percent. Over the next several years North Carolina’s economy is expected to continue to experience steady job growth and workforce expansion. Job growth will be spread across a diverse group of industries and occupations and require a skilled workforce that is well prepared to meet the needs of the transforming economy.

North Carolina is defined by an expansive geography that covers over 53,000 square miles and spans from the mountains in the west, to the piedmont region in the center to the coastal plain region in the east. The state’s economy is comprised of a diverse mix of rural communities, small towns, cities, metropolitan areas and regional economic centers. As part of his vision for building economic prosperity across all areas of the state, Governor Pat McCrory has established the North Carolina prosperity zones. These eight zones are multi county regions that are intended to help ensure economic growth across all of North Carolina’s 100 counties, by leveraging regional economic, workforce and educational resources. Overlaying the eight prosperity zones are North Carolina’s 23 local workforce development board areas.

North Carolina Prosperity Zones



Industry Projections

Assessment of the state's industrial and occupational demand can be accomplished through a variety of informational resources including industrial and occupational projections, "real time" job posting information and through feedback from the state's employers. Based on the state's latest projections, North Carolina's industrial employment is expected to reach over 4.8 million jobs by the year 2022. This expansion includes a projected growth of almost 550,000 jobs when compared to the state's 2012 employment level (4.3 million).

NC Industry Employment Projections, 2012 -2022

Industry Group	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Agriculture, Forestry, Fishing & Hunting	22,251	17,151	-5,100	-22.9%
Mining	3,019	3,019	0	0.0%
Utilities	12,279	11,029	-1,250	-10.2%
Construction	172,296	238,619	66,323	38.5%
Manufacturing	440,034	396,076	-43,958	-10.0%
Wholesale Trade	171,997	192,367	20,370	11.8%
Retail Trade	451,437	493,020	41,583	9.2%
Transportation & Warehousing	127,104	136,048	8,944	7.0%
Information	69,289	67,679	-1,610	-2.3%
Finance & Insurance	148,358	186,572	38,214	25.8%
Real Estate & Rental and Leasing	48,153	56,561	8,408	17.5%
Professional, Scientific & Technical Services	195,234	253,156	57,922	29.7%
Management of Companies & Enterprises	80,552	87,181	6,629	8.2%
Administrative & Waste Services	258,146	291,130	32,984	12.8%
Educational Services	365,675	409,974	44,299	12.1%
Health Care & Social Assistance	537,862	704,405	166,543	31.0%
Arts, Entertainment & Recreation	58,068	65,900	7,832	13.5%
Accommodation & Food Services	357,228	403,703	46,475	13.0%
Other Services (except Government)	155,065	173,683	18,618	12.0%
Government	289,441	299,491	10,050	3.5%
Self Employed and Unpaid Family Workers, All Jobs	300,308	325,682	25,374	8.4%
TOTAL	4,263,796	4,812,446	548,650	12.9%

Source: Labor & Economic Analysis Division, NC Dept. of Commerce

Over 75% of all projected net job growth will be concentrated in six major industrial sectors: Health Care and Social Assistance; Construction; Professional, Science & Technical services; Accommodation and Food Services; Educational Services; and Retail Trade. By 2022, Health Care and Social Assistance industries are expected to add over 165,000 jobs. The sector will account for almost one third of the state's total net job growth and will comprise almost 15% of all jobs in the state. Changes in Health Care policies, the state's aging population as well as technological advances within the industry are expected to continue to spur employment growth in this sector.

Construction; Professional, Science & Technical Services; Accommodation and Food Services; Educational Services; and Retail Trade industry sectors are projected to add over 40,000 jobs each and when combined will account for over 45% of the total job growth.

While most of North Carolina's major industrial groups are expected to gain jobs, four industrial sectors (Manufacturing; Agriculture, Forestry, Fishing & Hunting; Information; and Utilities) are projected to experience employment declines and one industrial sector (Mining) is expected to remain flat. Over the last several decades, job losses in North Carolina's Manufacturing industry have been well documented and this trend is expected to continue into the future. By 2022, employment in Manufacturing is projected to be almost 44,000 jobs below its 2012 level and its industrial rank is expected to drop from the state's

third largest employment sector to the fifth largest. The industry will be overtaken in employment size by both the Educational Services and Accommodation & Food Services industrial sectors.

The state's overall projected job expansion of almost 550,000 jobs corresponds to a 10 year growth rate of 12.9%, however, not all regions of the state are expected to grow at the same rate. Among the eight prosperity zones, the Western zone is expected to experience the largest percentage growth at 14.6%, followed by the North Central zone at 14.4% and the Northeast zone at 14.3%. The Northwest zone is expected to have the lowest overall percentage job growth with 6.1%. Additionally, both the North Central and Southwest prosperity zones will continue to lead the state in total employment size with over 1 million jobs in each of these regions.

While total projected job growth provides a measure of the relative strength of the regional economies, changes in the underlying industrial sectors will continue to lead the economic transformation within each of the prosperity zones. For example, by the year 2022 total industrial employment in the Piedmont-Triad prosperity zone is projected to reach over 802,000 jobs, more than 64,000 jobs over the region's 2012 employment level. However the region is expected to have 15,000 fewer manufacturing jobs than it had in 2012. All eight prosperity zones are projected to continue to experience declines in manufacturing employment, while at the same time experience significant growth in both the Construction and Health Care and Social Assistance industry sectors. Employment in construction industries in each of the zones is projected to be at least 30% higher than their 2012 employment levels and each zone is projected to experience a growth of at least 20% in Health Care and Social Assistance industries. In addition, all regions are expected to experience growth within the Professional, Scientific and Technical Services sector with growth rates ranging from a low of 10.3% in the Northwest prosperity zone to 41.5% in the Western prosperity zone (See Appendix Table 1).

Occupational Projections

While a diverse set of industrial sectors are expected to contribute to both state and regional economic transformation, demand for workers will also be driven by projected growth among a diverse group of occupations. Over 70% of the net job growth is expected to come from eight broad occupational groupings: Office and Administrative Support Occupations; Healthcare Practitioners and Technical Occupations; Construction and Extraction Occupations; Healthcare Support Occupations Sales and Related Occupations; Food Preparation and Serving Related Occupations; Education, Training, and Library Occupations; and Business and Financial Operations Occupations. While growth will be spread across several major occupational groups, two occupational groups (Production Occupations and Farming, Forestry and Fishing Occupations) are projected to experience overall job declines.

NC Occupational Employment Projections, 2012-2022

Occupational Group	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Management	253,774	273,879	20,105	7.9%
Business and Financial Operations	184,450	218,281	33,831	18.3%
Computer and Mathematical	108,516	127,162	18,646	17.2%
Architecture and Engineering	57,773	63,925	6,152	10.6%
Life, Physical, and Social Science	36,977	42,502	5,525	14.9%
Community and Social Service	73,904	90,560	16,656	22.5%
Legal	28,527	34,308	5,781	20.3%
Education, Training, and Library	253,394	290,217	36,823	14.5%
Arts, Design, Entertainment, Sports, and Media	58,477	66,689	8,212	14.0%
Healthcare Practitioners and Technical	247,717	306,449	58,732	23.7%
Healthcare Support	149,375	197,625	48,250	32.3%
Protective Service	103,544	111,672	8,128	7.8%
Food Preparation and Serving Related	370,284	417,971	47,687	12.9%
Building and Grounds Cleaning and Maintenance	151,730	172,183	20,453	13.5%
Personal Care and Service	119,540	146,104	26,564	22.2%
Sales and Related	469,027	517,039	48,012	10.2%
Office and Administrative Support	623,169	692,321	69,152	11.1%
Farming, Fishing, and Forestry	18,311	14,641	-3,670	-20.0%
Construction and Extraction	161,582	210,781	49,199	30.4%
Installation, Maintenance, and Repair	175,054	194,485	19,431	11.1%
Production	329,518	311,621	-17,897	-5.4%
Transportation and Material Moving	289,153	312,031	22,878	7.9%
TOTAL	4,263,796	4,812,446	548,650	12.9%

Source: Labor & Economic Analysis Division, NC Dept. of Commerce

In addition to job demands that stem from employment growth, North Carolina will experience demand for workers due to replacement needs. Replacement needs are driven by several factors including employee turnover, job successions, an aging workforce and worker retirements. Several of the state's major occupational groups are projected to experience demand for workers due to both job growth and replacement needs. These occupational groups include Office and Administrative Support Occupations; Sales and Related Occupations; and Food Preparation and Serving Related Occupations. Furthermore, while overall employment in Production Occupations is expected to decline the state will continue to experience demands for production workers due to replacement needs.

Across the eight prosperity zones several occupational groups will experience demands related to employment growth. Construction and Extraction related Occupations and health care related occupations will be among the fastest growing occupational groups in each of the prosperity zones. Three of the prosperity zones; the Northeast, Southwest and Western zones are expected to experience over 30% growth in Construction and Extraction related occupations, four zones will experience a growth of over 20%, while the Sandhills prosperity zone is projected to experience a growth of 9.4%. As with the Construction occupations, demands for Healthcare related workers will dominate occupational growth

across all eight prosperity zones. Growth rates across the prosperity zones for Healthcare support occupations range from a high of 44.6% in the Sandhills zone to a low of 26.3% in the Northwest zone. Likewise, growth in Health Practitioners and Technical Occupations are projected to span from a high of 27% in the North Central prosperity zone to 15.1% in the in the Northwest prosperity zone (See Appendix Table 2).

Online Job Postings

Occupational and Industry projections provide a critical component for assessing North Carolina’s job demand landscape, however they do not provide a robust measure for assessing “current” demand for workers. Information for current demand can be obtained through analyses of online job postings

NC Online Job Ads by Major Occupational Group, Dec 2015

Occupational Group	Online Job Ads Dec 2015	Online Job Ads Dec 2014	Change	Percent Change
Management	12,047	11,797	250	2.1%
Business and Financial Operations	8,475	8,252	223	2.7%
Computer and Mathematical	18,358	17,986	372	2.1%
Architecture and Engineering	4,268	4,242	26	0.6%
Life, Physical, and Social Science	1,541	1,436	105	7.3%
Community and Social Service	1,774	1,734	40	2.3%
Legal	388	425	-37	-8.7%
Education, Training, and Library	3,471	3,988	-517	-13.0%
Arts, Design, Entertainment, Sports, and Media	2,717	3,020	-303	-10.0%
Healthcare Practitioners and Technical	16,969	11,818	5,151	43.6%
Healthcare Support	3,629	3,105	524	16.9%
Protective Service	886	1,046	-160	-15.3%
Food Preparation and Serving Related	6,092	4,481	1,611	36.0%
Building and Grounds Cleaning and Maintenance	1,924	1,804	120	6.7%
Personal Care and Service	1,204	1,309	-105	-8.0%
Sales and Related	15,023	13,831	1,192	8.6%
Office and Administrative Support	11,413	11,295	118	1.0%
Farming, Fishing, and Forestry	134	112	22	19.6%
Construction and Extraction	3,505	3,088	417	13.5%
Installation, Maintenance, and Repair	5,994	5,381	613	11.4%
Production	3,584	3,584	0	0.0%
Transportation and Material Moving	11,593	7,649	3,944	51.6%
Other	22	35	-13	-37.1%
TOTAL	135,011	121,418	13,593	11.2%

Source: The Conference Board Help Wanted Online; job ads not seasonally adjusted.

Based on information available through the Conference Board’s Help Wanted Online series, online advertised vacancies in North Carolina reached 135,000 in December 2015. The number of vacancies was 11.2% greater than the same period in 2014 and 67,900 higher than the state’s lowest month (January, 2009) during the recession. Vacancies in December 2015 were spread across most major occupational groups. Computer and Mathematical occupations had the largest number of jobs ads, partly attributable to steady demands for Software Application Developers, Computer Systems Analysts, and Network and

Computer Systems Administrators, Healthcare Practitioners and Technical occupations had the second highest number of job ads, largely defined by increasing demands for Registered Nurses. Job ads in Transportation and Material Moving occupations was 51.6% higher than December 2014, largely due to demand for Heavy and Tractor-Trailer Truck Drivers.

Employer Needs

While online job postings provide information regarding trends in current job demands, they do not provide critical information with regard to employer hiring challenges. North Carolina's Workforce Development partners are committed to working with the state's employers in order to understand their business needs and assist in providing a skilled workforce. In 2014, as part of this commitment, North Carolina's 23 local Workforce Development Boards carried out a large scale employer needs survey. The survey focused on assessing employer hiring plans, recruitment strategies and workforce challenges. Results from the 2014 survey revealed that the large majority of employers had attempted to fill job openings over the last 12 months. However, of those employers who had attempted to fill positions, many reported challenges in finding applicants with sufficient work experience; education, training, credentials and technical skills.

In the fall of 2015, the NC Works Commission sought to further assess employer needs through an updated and enhanced survey. This effort included surveying employers from across all of North Carolina's 100 counties, from all employer size classes and across all industrial groups. The survey sampling strategy also included a secondary sample that targeted several key industrial sectors including: Health Care, Construction, Manufacturing and STEM related industries. Over 1,900 employers responded to the survey. Findings indicated that hiring plans amongst the state's employers remained strong although hiring difficulties continue to exist. Again employers most often reported hiring difficulties related to applicant work experience; education, credentials and training as well as lack of technical skills. When compared to results from the earlier survey, employers increasingly reported difficulties related to applicants lack of soft skills including communication, critical thinking and team work. Findings also revealed that employers found it easier to fill entry level positions but were experiencing greater difficulties when attempting to fill openings that required higher levels of work experience.

(B) Workforce Analysis. The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA4. This population must include individuals with disabilities among other groups⁵ in the State and across regions identified by the State. This includes—

- (i) **Employment and Unemployment.** Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.
- (ii) **Labor Market Trends.** Provide an analysis of key labor market trends, including across existing industries and occupations.
- (iii) **Education and Skill Levels of the Workforce.** Provide an analysis of the educational and skill levels of the workforce.
- (iv) **Skill Gaps.** Describe apparent 'skill gaps'.

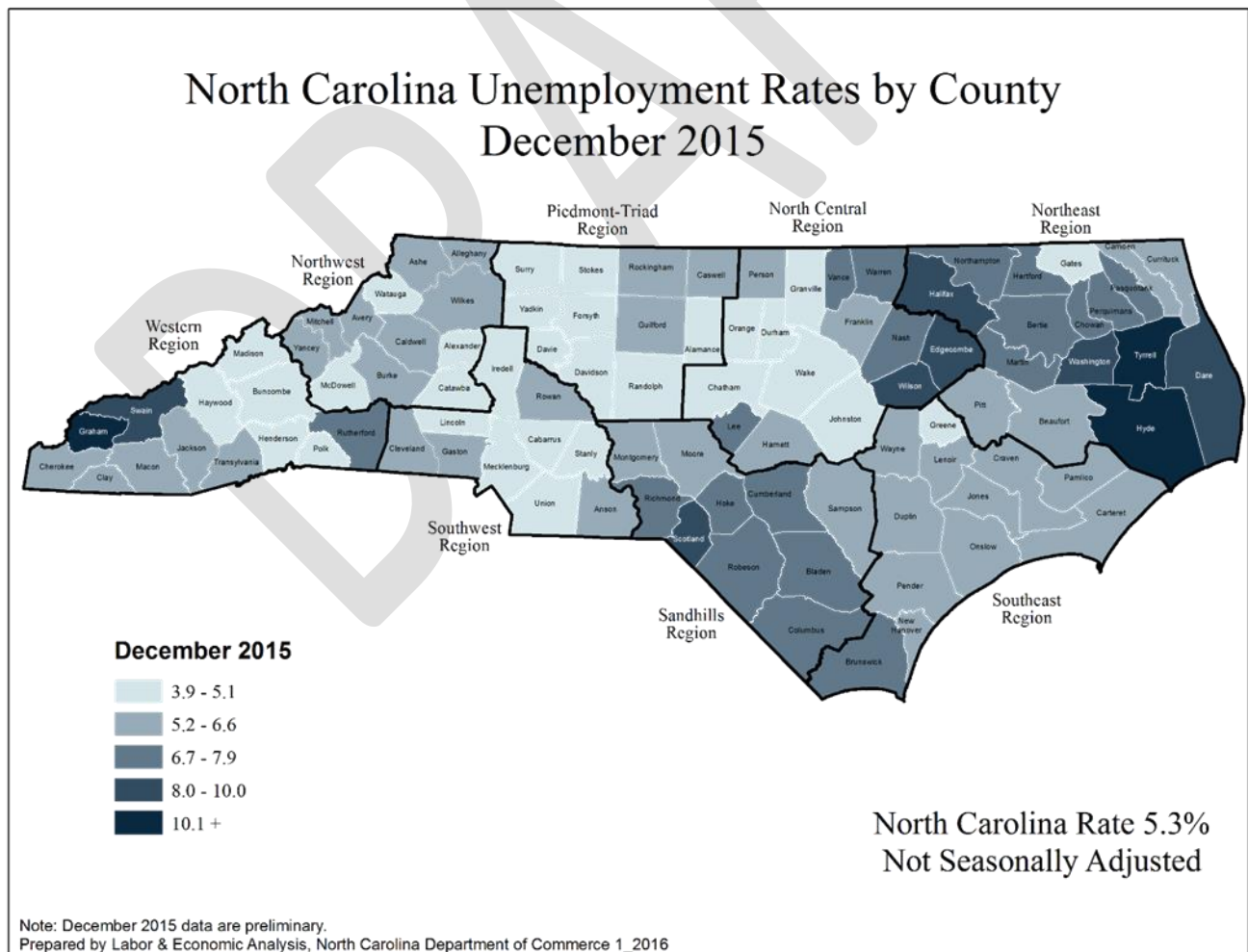
Unemployment and Employment

Just as North Carolina's employment demand information has revealed significant and projected changes in the state's economic structure the state's labor force statistics have also revealed several important economic trends. North Carolina's seasonally adjusted unemployment rate declined from 10.3% in

December 2010 to 5.6% percent in December 2015. While the state's December 2015 unemployment rate continues to exceed the national rate, the state has experienced a decline of 4.3 percentage points over the last five years and the decline in the state's rate is greater than that of the nation. The declining unemployment rate has been spurred by growth in the state's labor force of over 167,000 individuals, including an increase of almost 374,000 more employed workers as well as the decline of over 206,000 unemployed workers.

Although North Carolina has experienced improvement in the statewide unemployment rate, not all areas of the state have shared equally in the economic growth. In December of 2010, 70 of North Carolina's 100 counties had not seasonally adjusted unemployment rates greater than 10% and 92 had unemployment rates greater than 8%. By December of 2015, all 100 counties had experienced declines in their unemployment rates and 62 of the 100 counties experienced declines of at least 5 percentage points. However as of December 2015 there were still three counties (Graham, Hyde and Tyrrell) with unemployment rates that exceed 10% and 10 counties with unemployment rates that exceed 8%. Furthermore while all 100 counties have seen a decline in their unemployment rates compared to their recessionary rates, 12 counties had higher unemployment rates in December 2015 than had been reported in December 2006 the year before the beginning of the recession.

In addition to the differences in county unemployment rates, unemployment rates across the prosperity zones have also reflected differential patterns of economic improvement. In December 2015, the not seasonally adjusted unemployment rates across the eight prosperity zones ranged from a low of 4.8 in the Western Region to a high of 6.8 in the Sandhills Region. While all regions experienced a decline in the



number of unemployed workers of at least 40%, only two regions (the Southwest Region and the North Central Region) experienced an increase in the number of employed workers that exceeded 10%.

As previously noted, North Carolina has been undergoing a period of economic expansion including expansion and diversity of its population and labor force. Over the last five years North Carolina's Civilian Non-institutionalized Population has grown from 7.2 million in 2010 to almost 7.8 million in 2015 while the state's civilian labor force has grown from 4.6 million to 4.8 million an increase over 215,000 individuals over the same time period. Growth in the labor force has been driven by an increase of 129,000 more women (a 6% increase) and an increase of 87,000 more men (a 3.6% increase). Among other labor force demographic groups there has been significant growth among several subpopulations including a 37.7% increase in the Hispanic and Latino labor force. This includes the addition of 73,000 Hispanic females and 60,000 Hispanic males. In addition, the state's labor force has experienced an increase of 88,000 African American's in the labor force. In addition to changes in racial and ethnic composition, North Carolina has experienced significant changes in the aged distribution of its labor force. This includes an increase of 100,000 individuals aged 65 years and over (a growth of 54.1%), as well as the addition of 80,000 more individuals aged 45 to 54.

Over the last several years, North Carolina like the nation as a whole has experienced a steady decline in its labor force participation rate. However, North Carolina's drop compared to the Nation as a whole has been even more significant. Between January 2009 and January 2015, North Carolina's labor force participation rate dropped 5.2 percentage points to 60.0%, this was nearly twice the rate drop of the U.S. Two critical labor force factors appear to be impacting this trend: the state's aging population and youth choosing school over work. In 2009, 28.5% of the state's population was of prime working age (35-54) but has steadily declined and is expected to continue over the next couple of years. Meanwhile, the number of persons aged 55 and older is expected to grow significantly, rising from 24.5% in 2009 to 29.2% in 2019. As the population ages, retirements are increasing and almost half of the decline in the labor force participation rate is attributable to Baby Boomers aging out of the workforce.

In addition to the labor force trends brought about by North Carolina's aging population, more of the state's youth are choosing school over work. Between 2001 and 2014, the number of youth aged 16 to 19 that were in school but not in the labor force rose by 111,000 and those that participated in the labor force declined by 62,000. In addition, a growing number of young adults aged 20 to 24 years also chose school over work during that same period, with the number attending school increasing by 88,000 and those participating in the labor force increasing by only 52,000. Despite the drop in youth labor force participation, the unemployment rate for this group far surpasses that of older workers in North Carolina. The annual average unemployment rate for those between 16 and 19 was 23.7 in 2015 vs 5.9% for the rest of the population.

In addition to the changes in labor force composition, unemployment rates among various demographic groups have displayed differential patterns. Within age groups, younger workers are still experiencing high unemployment rates with those aged 16 to 19 having an annual average unemployment rate in 2015 of 23.7% and those aged 20 to 24 having an annual average unemployment rate of 11.1%. When taking into account gender younger males had higher unemployment rates than their female counterparts. Males aged 16 to 19 had an unemployment rate of 25.4% and females in the same age group 21.8%. Among males aged 20 to 24 years the unemployment rate was 12.4% while females in this same age group had an unemployment rate of 10.0%. In addition to differences in age and gender differences exist among racial groups, with African American's having an annual average unemployment rate of 10.3%, while Whites had an unemployment rate of 4.3%.

North Carolina's labor force statistics also reveal significant variations with respect to several sub populations including individuals with disabilities as well as to the state's veteran's population. Based on information from the American Community Survey 5-year Estimates, there were over 1.1 million individuals aged 16 years and older of these 20.7% were employed and 74.2% were reported as not being

in the labor force. As a comparison, amongst individuals 16 years and older with no disability almost 64% were employed and only 29.1% were not in the labor force.

Employment Status for Population Age 16 & Up

Employment Status	Total Civilian Noninstitutionalized Population	With a Disability	No Disability
Population Age 16 and Over	7,520,329	1,193,235	6,327,094
Employed	57.0%	20.7%	63.9%
Not in Labor Force	36.3%	74.2%	29.1%

Source: 2010-2014 American Community Survey 5-Year Estimates for North Carolina

North Carolina's labor force composition is significantly impacted by the presence of several large military bases as well as the number of veterans who call North Carolina home. Based on recent information from the Bureau of Labor Statistics, in 2015 there were over 398,000 veterans in North Carolina's civilian labor force aged 18 and over. As a group their annual average unemployment rate was 3.2%, however differences exist in veteran sub populations. Among Gulf War I era veteran's unemployment rate was 2.1% but among the Gulf War II era veteran's unemployment rate was 8.0%.

Labor Market Trends

Industrial Composition

Between December 2010 and December 2015, North Carolina has experienced significant job growth, the state's December 2015 employment level of 4,289,900 is 115,500 jobs higher than the state's previous employment peak in February of 2008 and 448,700 jobs higher than its lowest level (February 2010) during the great recession. The state's industrial mix is spread across several major industrial sectors. Over the last five years all of the state's major industrial sectors with the exception of Government has experienced job growth. North Carolina's Service Providing industries added more than 353,000 (10.8%) jobs and its Goods Producing Industries grew by 44,000 jobs (7.2%). Within the Service Providing industries job growth has been spurred by increases in Professional and Business Services (105,200); Trade, Transportation and Utilities (83,700); Leisure and Hospitality Services (68,600); and Education and Health Services (47,700). Within the Goods Producing industries, the state's Manufacturing industries added 26,900 jobs and Construction added 17,100 jobs while employment in Natural Resources and Mining remained flat.

NC Employment by Industry Group, 2010-2015

Industry Group	Employment Dec 2010	Employment Dec 2015	Change	Percent Change
Goods Producing	613,000	657,000	44,000	7.2%
Mining and Logging	5,600	5,600	0	0.0%
Construction	174,400	191,500	17,100	9.8%
Manufacturing	433,000	459,900	26,900	6.2%
Service Providing	3,279,600	3,632,900	353,300	10.8%
Trade, Transportation, and Utilities	718,200	801,900	83,700	11.7%
Wholesale Trade	165,700	181,900	16,200	9.8%
Retail Trade	436,900	486,800	49,900	11.4%
Transportation, Warehouse, and Utilities	115,600	133,200	17,600	15.2%
Information	68,300	75,900	7,600	11.1%
Financial Activities	200,500	222,400	21,900	10.9%
Professional and Business Services	501,800	607,000	105,200	21.0%
Education and Health Services	538,000	585,700	47,700	8.9%
Leisure and Hospitality Services	396,500	465,100	68,600	17.3%
Other Services	139,100	157,800	18,700	13.4%
Government	717,200	717,100	-100	0.0%
TOTAL	3,892,600	4,289,900	397,300	10.2%

Source: Current Employment Statistics (CES); Labor & Economic Analysis Division, NC Dept. of Commerce

In addition to the longer term gains in employment, the state has experienced short term economic expansion. Over the last year (December 2014 to December 2015), North Carolina's total employment grew by 86,800 jobs due to the growth of 75,000 jobs in the state's Service providing industries and the growth of 11,800 jobs in the state's Goods Producing industries. Among the industrial sectors, the largest over the year growth was experienced in the Professional and Business Services industries with the addition of 19,200 jobs, followed by Leisure and Hospitality Services with 13,700; Educational and Health Services with 13,300 jobs; Accommodation and Food Services with 12,500 jobs and Trade Transportation and Utilities with 11,700 jobs.

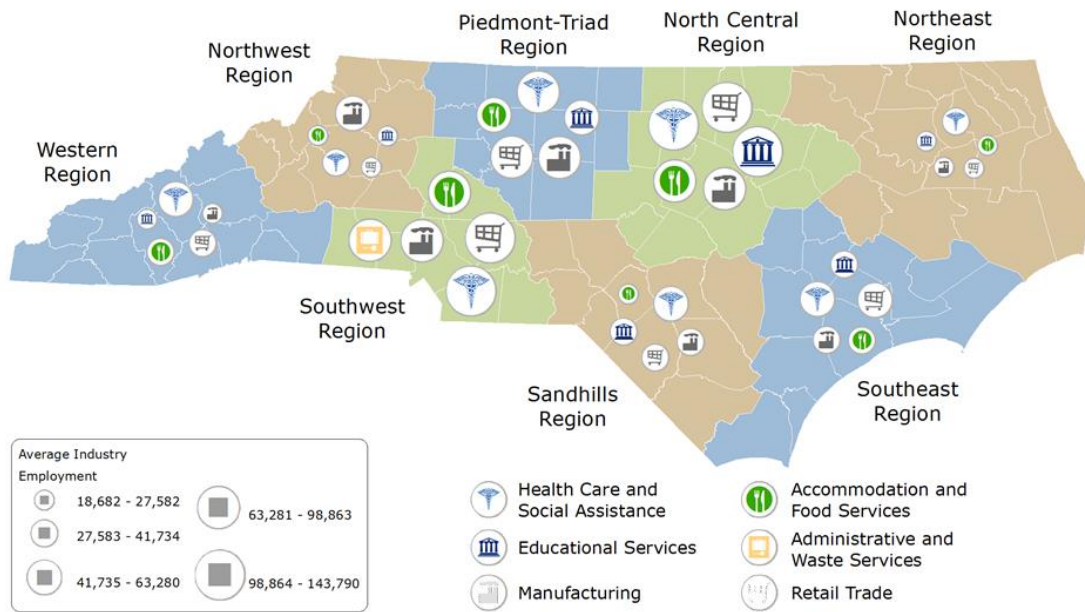
While information regarding statewide employment patterns provide an overview of the relative strength of the economy, more localized industrial patterns can reveal regional and local strengths and opportunities. Information from the Quarterly Census of Employment and Wage program provides a more refined view of local employment trends.

Based on annual average information for 2014, the eight prosperity zones ranged in total employment size from over 1 million in the North Central zone to below 200,000 in the Northeast zone. Three of the zones, the North Central, Southwest and the Piedmont-Triad region accounted for two-thirds of all employment in the state, 60% of all employment establishments and over 70% of all wages paid. Not surprisingly these three regions are home to several of the state's large metropolitan statistical areas (MSAs) which include the Charlotte/Concord/Gastonia in the Southwest region, the Burlington, Greensboro-High Point and Winston Salem MSAs in the Piedmont Triad Zone and the Raleigh; Durham-Chapel Hill and Rocky

Mount MSAs in the North Central Zone. In addition, these three regions rank the highest in average weekly wage.

The four smallest prosperity zones in terms of total employment, the Northeast, Northwest, Western, and Sandhills zones as a group account for less than a quarter of the state’s total employment and employment establishments. In addition, these regions together account for only 18% of the states total wages and their 2014 average weekly wages were less than 80% of the state’s average wage. While there are significant geographic and economic differences across the eight prosperity zones, each of the regions are dominated in employment by six major industrial groups these include Health Care and Social Assistance; Educational Services; Retail Trade; Manufacturing, Accommodation and Food Services, and Administrative Support and Waste Management.

Top 5 Largest Employer Industries by Prosperity Zone, 2014



Occupational Trends

North Carolina’s existing workforce is spread across a diverse group of occupations. Over 15% of the state’s occupational mix is centered in Office and Administrative Support Occupations, 10.9% are in Sales and Related Occupations and 9.7% in Food Preparation and Serving Related Occupations, 8.2% are in Production Occupations, 7.2% are in Transportation and Material Moving Occupations. Over the next several years employment in Health related occupations is anticipated to continue to expand, current employment levels reveal that 6.2% of all occupational employment is in Healthcare Practitioners and Technical Occupations and an additional 3.7% are in Healthcare Support Occupations. An additional 6.4% of the state’s occupational employment is concentrated in Education, Training and Library occupations.

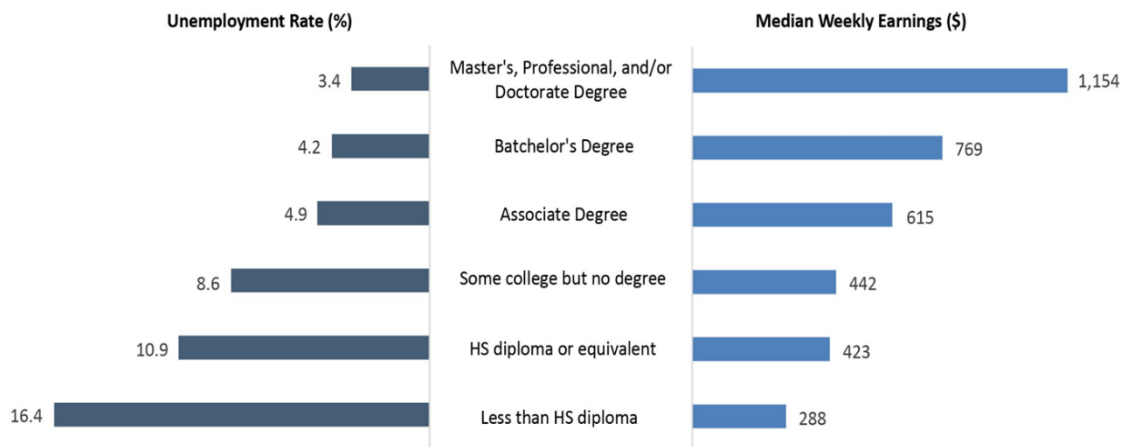
Education and Skill Levels

North Carolina’s possesses a world class system of higher education which is comprised of two public systems of higher education, the North Carolina Community College System and the University of North Carolina. The Community College System is comprised of 58 colleges and the UNC system has 16 post-

secondary institutions. In addition, the state has over 40 private 2 year and 4 year institutions of higher education. While the combined efforts of these institutions help to produce a skilled workforce for the state, challenges still exist. In 2015 almost 10.0% of the labor force 25 years and over had less than a high school diploma, 26% had a high school diploma, 28.1% had some college and 36.0% had a Bachelor's degree or higher.

However based on earlier research there is a high correlation between unemployment rates, earnings and educational attainment. In 2014 the unemployment rate of those with less than a high school diploma was 16.4% and their median weekly wage was less than \$300. In comparison those with Some College but no degree had an unemployment rate of 8.6% and a median weekly wage of \$442. Additionally, those with a Bachelor's degree had an unemployment rate of 4.2% and a median weekly wage of \$769.

Earnings & Unemployment Rates by Educational Attainment



Source: Labor & Economic Analysis, North Carolina Department of Commerce

In addition to the educational attainment of the state's labor force, North Carolina faces challenges in addressing the education and training needs of those individuals with disabilities. Based on information from U.S. Census Bureau's American Community Survey 5-year estimates there are over 1.12 million individuals with a disability in North Carolina who are 25 years of age or older. Of these 27.6% have less than a high school diploma, 32.7% are high school graduates, 26.8% have some college or associate's degree and 13.0% have a bachelor's degree. When compared to the population 25 and older without a disability, only 11.5% of those without a disability have less than high school diploma, 25.6% are high school graduates, 31.5% are have some college or associate's degree and 31.4% have a Bachelor's degree or higher.

NC Education Attainment and Disability for Population Age 25 & Up

Education Attainment	Total Civilian Noninstitutionalized Population	With a Disability	No Disability
Population Age 25 & Over	6,346,523	1,125,122	5,221,401
Less than high school graduate	14.40%	27.60%	11.50%
High school graduate (or equivalent)	26.80%	32.70%	25.60%
Some college or associate's degree	30.70%	26.80%	31.50%
Bachelor's degree or higher	28.10%	13.00%	31.40%

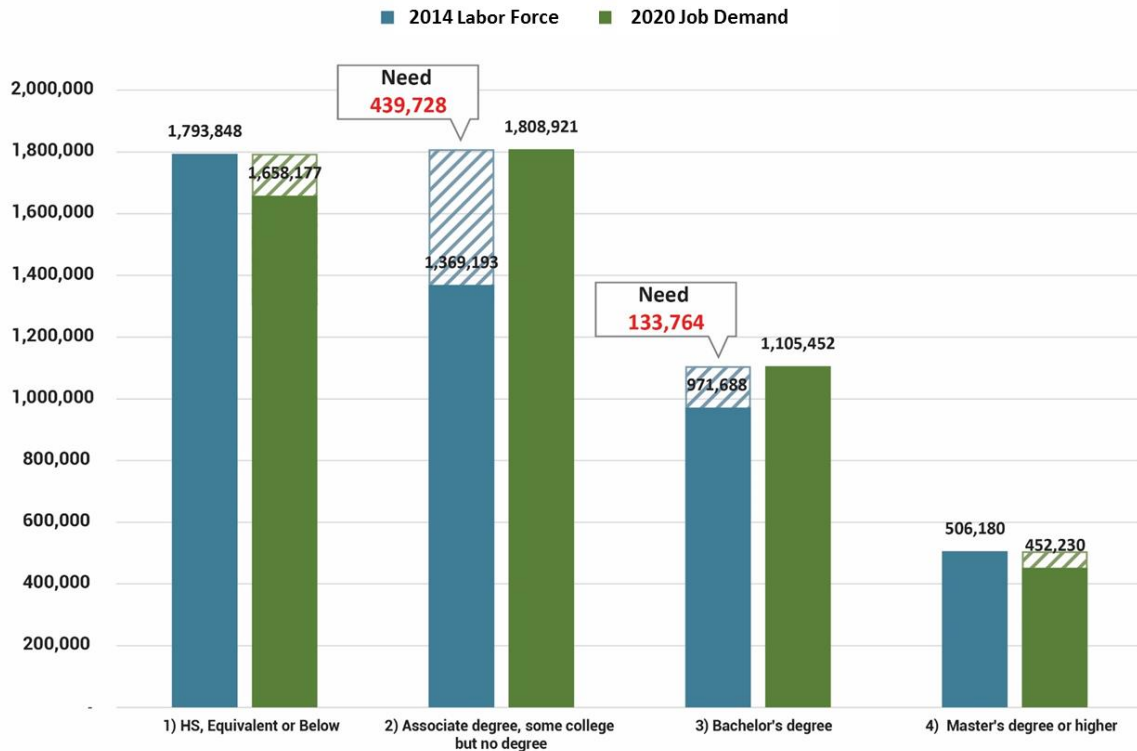
Source: 2010-2014 American Community Survey 5-Year Estimates for North Carolina

Skill Gaps

While North Carolina's projected employment growth will be spread across a diverse group of industries and occupations, the state will be faced with ensuring that its workforce has the necessary education, training and jobs skills to meet both industry and occupational demands. In 2014, North Carolina's labor force exceeded 4.6 million workers. Of these, 39% had a high school diploma or less, 30% had some college or an associate's degree, 21% had a Bachelor's degree and 11% had a master's degree or higher. Based on recent research completed by Georgetown University's Public Policy Institute by the year 2020 employment in North Carolina will exceed 5 million. This will include more than 1.6 million jobs that require a high school diploma or less, 1.8 million jobs that will require some college or associate's degree, 1.1 million that will require a Bachelor's degree and more than 450,000 that will require a Master's degree or higher.

At the present time only 54% of the state's population has some postsecondary education by 2020 and 3.4 million or 67% of the jobs in North Carolina will require some postsecondary education. In order to meet this labor force challenge, North Carolina's education and workforce development partners will need to increase the supply of workers with post-secondary education and training. Jobs that will require workers with some post-secondary education will be dominated across several key occupational groups. These include almost 300,000 workers in Sales and Office Support occupations, 190,000 workers in Managerial and Professional Office occupations, 96,000 workers in Education occupations and 80,000 workers in Healthcare Professional and Technical occupations.

North Carolina Current Worker Supply vs. Future Job Demand by Educational Attainment



(2) Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

(A) *The State's Workforce Development Activities.* Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.

North Carolina's workforce development system, NCWorks, is a statewide partnership that is putting people back to work and helping businesses connect with the talented workers they need. This system consists of programs and networks designed to enable individuals to succeed in the workplace by providing skill development, training and employment services and to help businesses obtain a skilled workforce by providing employment services, training programs, and subsidized employment.

In March 2014, Governor Pat McCrory announced the NCWorks initiative to promote one consistent, cohesive strategy for workforce development across the state. This initiative brought together key workforce partners, including the Department of Commerce, North Carolina Community College System, and Department of Public Instruction, to unite the state's workforce development activities under one workforce system. The focus of the initiative is one goal: connecting North Carolina jobs with North Carolina people through the efficient use of resources, streamlined customer service for citizens and businesses, alignment of programs, and a consistent, cohesive strategy all under one name, NCWorks.

The NCWorks system provides workforce development activities that increase occupational skill attainment, employment, retention, and earnings by participants. These programs are designed to improve the quality of the workforce, reduce welfare dependency, link talent to jobs, and enhance the state's productivity and competitiveness.

The NCWorks system also works closely with employers throughout the state, helping them find the right candidates and develop training programs that can improve the skills of their current workforce. Workforce development services for businesses include recruiting, assessing, screening, and referring candidates; work-based learning and customized training opportunities; assistive technology and other support for companies that hire people with disabilities; and labor market information to connect employers to a steady pipeline of talented citizens who have the skills to help their businesses thrive.

In 2014, the NCWorks Commission (North Carolina's state workforce investment board) completed a review of 20 workforce development program plans, policies and services across five agencies in North Carolina. This review included an analysis of core programs, as well as other one-stop delivery system partners. The commission reviewed workforce program funding levels and sources, service provision types, special populations served and business outreach initiatives. The following table summarizes the information obtained during this review and Appendix A includes a summary of the workforce programs offered in North Carolina.

Through its assessment of the workforce development system, the NCWorks Commission found North Carolina's programs to be service-driven with a focus on mission and target populations. Overall, the program prioritize employment, career counseling, and assessment for the adult population. The commission also found that many programs also provide service to employers.

Review of N.C.'s Workforce Development Programs

					Individual Services					Employer Services	
	Federal Funds Received	State Funds Received	Other Funds Received	# of Counties where Services Available	Skills Development & Training	Employment Services	Subsidized Employment	Support Services	Adults (A), Youth (Y) Served	Employment Services	Training Programs
Department of Administration											
American Indian Workforce Development Program	✓			59	✓	✓	✓	✓	A	✓	
Department of Commerce											
Adult, Dislocated Worker, Youth Programs (WIOA Title I)	✓			100	✓	✓	✓	✓	AY	✓	✓
Wagner-Peyser (WIOA Title III)				100	✓	✓			AY	✓	
Trade Adjustment Assistance	✓			100	✓	✓	✓	✓	A	✓	✓
Veterans' Program	✓			100	✓	✓	✓	✓	A	✓	✓
Apprenticeship	✓	✓	✓	100	✓				A		✓
NC Community College System											
BioNetwork		✓		100	✓				A	✓	✓
Customized Training		✓		100	✓				A	✓	✓
Small Business Center Network		✓		100	✓	✓			A	✓	
Adult Education and Family Literacy, Basic Skills (WIOA Title I)	✓	✓		100	✓				A		
Occupational Continuing Education		✓	✓	100	✓	✓			A		
Postsecondary Career Technical and Vocational Education	✓	✓	✓	100	✓	✓			A		
Department of Health & Human Services											
Community Services Block Grant	✓			100	✓	✓	✓	✓	A,Y		
Food and Nutrition Services	✓	✓	✓	100	✓	✓	✓	✓	A		
Temporary Assistance to Needy Families	✓	✓	✓	100	✓	✓	✓	✓	A		
Employment Services, Vocational Rehabilitation (WIOA Title IV)	✓	✓	✓	100	✓	✓	✓	✓	A	✓	✓
Employment Services, Services for the Blind (WIOA Title IV)	✓	✓		100	✓	✓	✓	✓	A	✓	✓
Long-term, Vocational Support Services	✓	✓		100	✓				A,Y		
Senior Community Service Employment	✓	✓	✓	100	✓	✓	✓	✓	A		✓
Department of Public Instruction											
Career & Technical Education	✓	✓		100	✓	✓			Y		

(B) The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

Strengths

North Carolina is well situated to have a strong and seamless workforce development system. Overall, North Carolina's has very strong workforce development programs that offer a wide variety of services to a broad range of individuals with the goal of helping job-seekers and students obtain and/or maintain

employment through training, education, and/or support and helping businesses find the qualified workers they need to be successful. North Carolina has are four key mechanisms currently in place to ensure the state continues to have a strong workforce development system and continuously improve.

First, Governor McCrory's NCWorks Initiative is a statewide partnership that is bringing together and aligning the state's workforce development programs to create a more efficient and effective system. In addition to focusing on aligning the state's workforce programs the partners also work closely with businesses throughout the state, helping them find the right candidates and develop training programs that can improve the skills of their current workers. By offering these services, North Carolina's system is connecting employers to a steady pipeline of talented citizens who have the skills to make their businesses thrive. The partnership was launched to better serve North Carolina by strengthening our partnerships between business, education, and workforce agencies for more effective programs. The Governor also directed the NCWorks Commission to oversee the workforce development system and ensure it is coordinated and aligned to meet the needs of North Carolina people and businesses.

Second, North Carolina has a strong statewide workforce investment board, the NCWorks Commission. This commission was recently reinvigorated to meet the WIOA requirements resulting in a commission that is stronger and more representative of the state's economy and workforce. This commission oversees the entire workforce system and has the authority and responsibility in both state and federal law to ensure that the state's programs are working together in the most efficient and effective way with an end goal of preparing the state's workforce and meeting the needs of businesses.

In 2014, the NCWorks Commission approved the biennial strategic plan with a shared mission and vision for the workforce development system. This plan was the result of the commission's desire to create a comprehensive workforce development system that is transformable, sustainable, and demand-driven. The four strategic goals as approved take advantage of the system's current strengths and proposes new strategies for aligning the services in a way that results in high quality workers trained for in-demand occupations. The plan also contains a strategic action plan that clearly identifies the strategies needed to strengthen the state's workforce development system.

The commission is also focusing on using data to drive strategies and hold programs accountable. The commission worked collaboratively with program staff to design and implement universal performance measures. The commission recognized that using common metrics and applying them across a wide range of workforce programs, the performance measures offer a comprehensive program-by-program look at North Carolina's workforce system. In addition, the commission has begun developing state performance measures for local workforce development boards to ensure high performance across the state.

Third, Career pathways are a key areas of focus for North Carolina which has been an innovator in developing strategies that support transitions from education to employment. 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.

The NCWorks Commission has developed a certification process for recognizing comprehensive career pathways that at helping to develop a talent pipeline for in-demand occupations. NCWorks Certified Career Pathways are created by regional and local teams that consist of engaged employers, workforce development boards, high schools and community colleges. Following are the criteria for certification as an NCWorks Certified Career Pathway:

- demand-driven and data-informed;
- employer engagement;
- collaborative;

- career awareness;
- articulation and coordination;
- work-based learning;
- multiple entry and exit points; and
- evaluation.

Fourth, N.C. Department of Commerce's Labor and Economic Analysis (LEA) Division is a strong resource for the NCWorks partners. LEA provides a multitude of labor market and career information used by the system partners to inform data-driven decisions. Regional ETA staff, during a recent Workforce Information Grant (WIG) review, identified best practices in the areas of career and labor market information products, financial management and customer responsiveness.

Fifth, in 2014 the N.C. General Assembly created Prosperity Zones that organize the state's 100 counties to provide a consistent regional structure for economic and workforce development activities. These zones have been used for regional planning by the state's local workforce boards and to coordinate workforce development activities. Having this structure already in place is a benefit for WIOA implementation.

Finally, in 2013 the Division of Workforce Solutions in the Department of Commerce implemented the integrated service delivery model in conjunction with the local workforce development boards for our career center system (N.C.'s one-stop system). This model brings together the programs and services provided under Titles 1 and 3 in WIOA. Some of the key components of integrated service delivery are:

- Integrated customer flow that responds to customer need, not just program requirements;
- Staff-assisted services are emphasized and center services will be continuously promoted and provided until the customer's goal has been achieved;
- All career center customers, including unemployment insurance claimants, are provided with the opportunity to know their skills improve their skills, and get the best job possible with their skills; and
- Customers have easy access to a wide range of skill development services and the opportunity to improve employment opportunities through skill upgrading, skill validation, and credentialing.

North Carolina has a strong workforce development system that had already begun implementing many of the key activities in WIOA. The NCWorks Commission is focusing on aligning workforce programs and will be holding programs accountable for their performance. In addition, the state is focusing on business engagement, career pathways as two key strategies for helping to prepare students and jobs seekers and to meet the needs of the state's businesses.

Weaknesses

Even with some of the best programs in the country, there is an opportunity to improve. North Carolina has a strong foundation of programs and a lot of work has been done to integrate and develop strategies to collaborate more effectively. However, the workforce system is complicated and more work is needed to continue streamlining and integrating programs for individuals and businesses. Further integrating programs and services and ensuring that the system is customer-centered.

In addition to continued work on integrating programs to ensure that all people are provided high quality service regardless of barriers to employment or location of residence the following areas have been identified for improvement.

- North Carolina has a lot of information on the labor market, but needs to create more comprehensive communication and training strategies to ensure all staff from state policy makers to workforce board directors to front-line staff have the information needed to advise customers.
- More feedback from businesses and individuals about their experience with the system is needed. This information will help the system and its individual programs understand what's working, and where improvements are most urgently needed.
- North Carolina's workforce programs supports several independent case management/data collection systems, consistent data sharing processes to address referral tracking, common intake, and service delivery would be of value to the system.
- A closer relationship with economic development organizations across the state to understand the needs of the current and future economy will the workforce development system prepare the workers that are needed by new and expanding businesses in North Carolina.

The NCWorks Commission is focused on developing an innovative, relevant, effective, and efficient workforce development system and developed a roadmap for how the state workforce programs will achieve the goals and objectives that will address these limitations while creating a more customer-centric system that listens and responds to the needs of businesses, and trains workers to be successful in the current and future economy.

(C) State Workforce Development Capacity. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

North Carolina's capacity to provide workforce development activities is strong. The NCWorks Commission (North Carolina's state workforce investment board) ensures coordination, oversees, and assesses the performance of the core programs. In addition, the three agencies responsible for the WIOA core programs are have created a WIOA State Steering Council comprised of leaders from each agency to ensure programs are aligned at the state and local level.

The six WIOA core workforce programs are provided to job seekers and employers via NCWorks Career Centers (one-stop career centers in North Carolina), online at the state's official job matching and labor exchange portal, NCWorks Online, at local vocational rehabilitation offices, and at community colleges. Below is an overview of the capacity of the three agencies.

N.C. Department of Commerce, Division of Workforce Solutions

The Division of Workforce Solutions oversees WIOA Title I and III programs. The division has implemented an integrated services delivery model at local NCWorks Career Centers (one-stop centers) to ensure an integrated and customer-focused approach to providing services to individuals and business.

North Carolina has 23 local workforce development boards that are working to ensure all communities have the capacity to provide high quality services to individuals and businesses across the state. Local boards have representation from the Division of Workforce Solutions, community colleges, and local vocational rehabilitation programs to ensure coordination and capacity building at the local and regional level.

NCWorks Career Centers are operated by North Carolina's 23 local workforce development boards and are overseen by the NCWorks Commission. Approximately 80 career centers, located throughout the state, provide Title I and III services. Staff at NCWorks Career Centers, Community Colleges, and Vocational Rehabilitation offices all maintain good referral processes among each other when serving

customers. Some career centers are co-located with a community college, social services offices, or offices where vocational rehabilitation services are available. In addition there are approximately another 20 or so career center outposts where services are provided.

NCWorks Career Centers provide workforce development services as well as access to other programs and activities carried out by one-stop partners identified in the WIOA. Basic services provided to job seekers and those seeking to upgrade their skills include:

- Career assessment and guidance;
- Access to training and education programs;
- Learn about job fairs and workshops;
- Information on the job market;
- Assistance with searching for jobs;
- Resume and cover letter preparation;
- Practice interviewing for jobs;
- Free computer and internet access; and
- Help registering with and using NCWorks Online.

Services provided to employers include:

- Job applicant screening and qualified candidate referrals;
- Valuable and up-to-date labor market facts and projections, such as wages;
- Information on tax credits for hiring particular groups of workers;
- Space to conduct job interviews;
- Help arranging job fairs;
- Workshops on employer-related subjects;
- Employee training resources;
- Layoff/closure prevention services for employers; and
- Information about federal bonding (insurance for hiring at-risk workers).

N.C. Community College System

There are currently 77 Adult Education and Literacy providers that operate under the auspices of the N.C. Community College System as the lead agency for Title II: 58 community colleges and 19 community-based organizations. In addition, there are 33 providers that offer English Language and Civics Education. North Carolina will build on a solid foundation of current programming and transition models to address the three new requirements included in the definition of Adult Education and Literacy Activities:

- *Integrated Education and Training* (providing adult education/literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation/occupational cluster). Integrated Education and Training aims to lead to individual educational and career advancement.

- *Workplace Preparation Activities* to help individuals acquire basic academic skills, critical thinking skills, digital literacy skills and self-management skills (including soft skills and the skills needed to transition into and complete postsecondary education, training or obtain employment).
- *Integrated English Literacy and Civics Education*. This combines language and cultural literacy, with “civics education” including knowledge of American government, individual freedom and the responsibilities of citizenship.

N.C. Department of Health and Human Services, Division of Vocational Rehabilitation

North Carolina has 80 local vocational rehabilitation offices that provide counseling staff, vocational evaluators, human resource placement specialists, and other staff as appropriate to meet the needs of those individuals who require the specialized services offered by Vocational Rehabilitation. Specific arrangements and staffing patterns by Vocational Rehabilitation staff vary from site to site depending on local needs and agreements. Enhanced working relationships with key partners of the workforce development system such as Social Services, N.C. Division of Employment Security, N.C. Community College System, and other local partnerships allow all the agencies to better meet the needs of the individual.

The Department of Health and Human Services (overseeing Title IV) continues to be an active partner throughout North Carolina to ensure that persons with disabilities are able to access core workforce services. Vocational Rehabilitation staff are represented at the state level as well as on local workforce development boards. DHHS remains an active partner with the workforce development system and supports the NCWorks concept to provide more universal access to placement and training services; to integrate programs by offering a common core of information and services; and by offering consumers more choices regarding where and how they get services.

North Carolina’s agencies overseeing the six core WIOA programs have enhanced their partnerships, locally, regionally, and at the state level over the last several years to ensure coordination of programs and capacity to serve that state’s citizens and businesses. The NCWorks Commission will continue to review and evaluate the capacity of programs to provide high quality customer-focused services across the state.

(b) State Strategic Vision and Goals

The Unified or Combined State Plan must include the State’s strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) Vision.

Describe the State’s strategic vision for its workforce development system.

The NCWorks Commission, North Carolina’s state workforce investment board under the federal Workforce Innovation and Opportunity Act, developed and adopted in February 2015 a strategic plan with interagency input that sets forth a vision and goals for the state’s workforce development system. The vision and goal statements below are from this plan and, upon review of current economic conditions, workforce statistics, and workforce development activities, remain relevant and serve as the backbone of the state Workforce Innovation and Opportunity Act Unified Plan.

Vision: To grow the North Carolina economy by strengthening the state’s workforce and connecting employers to skilled, high quality employees.

(2) **Goals**

Describe the goals for achieving this vision based on the analysis in (a) above of the State’s economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

(B) Goals for meeting the skilled workforce needs of employers.

The NCWorks developed four strategic goals to achieve the state’s the vision for the workforce system as part of its strategic plan. As the commission was developing the goals and objectives for the strategic plan, the members realized there were several principles that applied to all goals and objectives. Instead of repeating these common themes with each goal, the task force decided to create guiding principles that apply to all goals and objectives.

- Strategies will be developed locally, regionally, and statewide to address the unique needs of different areas of the state.
- Best practices will be identified and replicated across North Carolina.
- The workforce system will be flexible and adaptable to the changing needs of the economy and the state.
- Strategies will focus on the needs of today’s economy and developing talent for tomorrow.
- The workforce system will focus on target industries and career clusters.

Below is an overview of each of the commission’s goals.

Goal 1: Create an integrated, seamless, and customer-centered workforce system.

The commission recognizes that North Carolina’s public workforce development system is a key part of the state’s economy. It is comprised of a variety of programs with a broad range of activities that serve a diverse group of people. It includes a group of interactive and interdependent entities, programs, and services. Activities range from self-service activities online, to staff assisted services in a workforce office, to multi-year training programs at a public school or community college. In addition, programs serve people with varying levels of education, employment experience, and barriers. Individuals may participate in a single program or activity or may be eligible to receive services through a variety of programs and entities. The system exists to help businesses find qualified workers to meet their present and future workforce needs and to help individuals gain the skills and training they need to obtain and maintain employment.

The commission recognized that the state needed to strengthen the system by integrating programs and services and ensuring that the system is seamless and customer-centered. An integrated system will allow all customers to access timely and relevant services from a multitude of entry points. Achievement of this goal will result in a system moving in the same direction with the same goals. Citizens will experience better service while businesses will find a trusted partner to turn to for their workforce development needs. And, workforce development programs will have improved outcomes.

This goal is the foundation for the other goals of the commission's strategic plan. If North Carolina's workforce development system is going to meet the needs of businesses and prepare workers for the jobs that are needed, then the system must be aligned and focused on the customer.

Goal 2: Create a workforce system that is responsive to the changing needs of the economy

North Carolina's workforce system must be flexible, adaptable, and change with the times. The workforce needs of businesses are continuously changing, so it is important that the system remains relevant and easily accessible to the business community.

New jobs in high-growth and emerging industries are key to economic vitality of North Carolina. Understanding the workforce needs of these industries and preparing workers to meet the needs of companies is key. Increased communication and collaboration between workforce partners locally, regionally, and at the state level is essential to developing a strong workforce development system that businesses can use to grow their businesses

Policy leaders and frontline staff of the state's system must stay attune to current economic trends, and listen consistently to businesses so they can be responsive to provide employers what they need in a timely manner. This includes policies and strategies that engage business leaders in decision-making processes and leverage labor market information in education and agency program planning.

Goal 3: Prepare workers to succeed in the North Carolina economy and continuously improve their skills.

The speed of change in the economy is increasing. Not only has the North Carolina economy shifted from one focused on agriculture and manufacturing to one that is focused on the knowledge economy, but the types of jobs have also changed. Employers want people with more education and training than was required in the past. Today, middle-skill jobs, which require more than a high school education, but less than a four-year degree, make up the largest segment of jobs. To succeed workers must stay informed of new technology and continually increase their knowledge and skills.

North Carolina's workforce development system is designed to help workers find good-paying jobs by assessing skills, provide information on careers, connect people to needed training and education programs, and refer people to jobs. One of the best ways to help individuals gain skills and learn more about a career is through work-based learning. These programs combine classroom education with on-the-job experience and individuals gains valuable work experience while learning new skills.

The Governor continues to make education and preparing the state's youth to enter the workforce a key focus of NCWorks. The state is making investments to ensure high school graduates are college and career ready by strengthening K-12 education, enhancing career and technical education, adult literacy programs, and high-demand courses at community colleges, and creating high expectations for employment among youth, including youth with barriers to employment. In addition, efforts are being made to help prepare young people for careers in critical cluster areas, by increasing competency-based credentials, work-based learning opportunities and apprenticeship programs across the state.

North Carolina's ability to grow its human capital infrastructure and raise the educational attainment levels is necessary to compete in today's economy. Educational attainment is also a key factor in determining the ability of workers to perform in increasingly knowledge-based work in every industry and occupation and achieve economic self-sufficiency. Data indicates that access to education and training impacts the lives of North Carolinians when looking at the average salaries and unemployment rates of workers. When workforce agencies and economic development work together to create career pathways, it will increase the prosperity of jobseekers.

Goal 4: Use data to drive strategies and ensure accountability.

Data must be used to make well-informed decisions about critical career clusters and determine where to target limited resources. North Carolina has strong resources available to identify key industries and occupations across the state and in regional communities. This information must be used to guide state programs as well as to advise customers.

In addition, it is important that North Carolina's system is held accountable for the money spent on workforce programs and services, as well as for the quality of services provided. Government efficiency is both expected and necessary. It is the commission's expectation that all state agencies with workforce investment responsibilities work together to maximize the use of all funds, including federal dollars. The workforce system will promote demand-driven and data-informed decision making and evaluation to more effectively meet workforce customer needs and enhance system accountability.

(3) **Performance Goals for Core Programs**

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Appendix 1	Year		Year	
	Proposed/Expected Level	Negotiated/Adjusted Level	Proposed/Expected Level	Negotiated/Adjusted Level
Employment (Second Quarter after Exit)				
Adults				
Dislocated Workers				
Youth*				
Adult Education				
Wagner-Peyser				
Vocational Rehabilitation				
Employment (Fourth Quarter after Exit)				
Adults				
Dislocated Workers				
Youth*				
Adult Education				
Wagner-Peyser				
Vocational Rehabilitation				
Median Earnings (Second Quarter after Exit)				
Adults				
Dislocated Workers				
Youth				
Adult Education				
Wagner-Peyser				
Vocational Rehabilitation				
Credential Attainment Rate				
Adults				
Dislocated Workers				
Youth				
Adult Education				
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation				

Measureable Skill Gains				
Adults				
Dislocated Workers				
Youth				
Adult Education				
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation				
Effectiveness in Serving Employers				
Adults				
Dislocated Workers				
Youth*				
Adult Education				
Wagner-Peyser				
Vocational Rehabilitation				

(4) Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

The NCWorks Commission is responsible for evaluating the overall effectiveness of the state’s workforce development system. To accomplish this task, the commission has established an accountability committee which has several key responsibilities including:

- conducting annual reviews of all workforce program plans to identify gaps in service, duplication and opportunities for better alignment;
- developing annual performance measures for all workforce programs;
- investigating the possibility of system-wide customer satisfaction surveys;
- reviewing the implementation of WIOA to ensure adherence to the state plan; and
- engaging outside consultation for third-party review, analysis, evaluation and recommendations for continuous improvement of services and resulting outcomes.

The NCWorks Commission will use the information, data, and evaluations listed above to advise the Governor, General Assembly and other state leaders on how to continue to improve the state’s workforce development system to ensure it is well-coordinate, customer-focused, high-quality, and meeting the needs of both individuals and businesses.

(c) State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

The NCWorks Commission created a strategic action plan as a companion piece to its strategic plan to identify the key action steps necessary for achieving the goals identified. The action steps identified by the commission and through stakeholder engagement and input fall into four categories: system alignment and transformation, business engagement, career pathways, and data. These action steps formed the foundation for the strategies listed below.

(1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7). "In-demand industry sector or occupation" is defined at WIOA section 3(23).

Business Engagement and Sector Partnerships

North Carolina will proactively address the changing needs of the economy for a job-driven system by strengthening and expanding sector partnerships and business engagement strategies. Below are specific strategies identified to ensure a stronger connection to the business community and to ensure that the workforce system is meeting the needs of the economy.

- Research best practices on key industry networks and develop a strategy to implement networks for in-demand industries in North Carolina.
- Implement key industry networks to get input from the business community on their workforce needs and use this information in combination with analysis of data to make informed decisions and build a globally competitive workforce.
- Work with industry networks and business associations to educate businesses about N.C.'s career pathways strategy.
- Help connect businesses to local and regional career pathways activities.
- Investigate how work-based learning activities could be incorporated into agreements with companies receiving state economic development incentives.
- Expand the number of NCWorks Certified Work-Ready Communities to demonstrate to businesses that communities have the workforce needed.
- Create a framework for ensuring cross-trained, qualified staff have the knowledge, skills, and abilities required to support the local delivery system to ensure that North Carolina has the nation's most talented, collaborative professionals and leaders for workforce development.
- Identify back-to-industry opportunities for teachers/instructors to help them stay current with industry trends, enhance curriculum appropriately, and integrate work-based learning into their programs.

Career Pathways

North Carolina's workforce development system is implementing strategies that support the customer's transition from education to employment in high-growth occupations. Career pathways take advantage of the best available tools and resources to better serve customers and are founded on partner collaboration and targeted resources. Pathways give customers an edge by providing up-to-date information on opportunities in their community including critical career clusters and work-based learning opportunities.

North Carolina has a strong career pathway strategy in place that expanded on the work done over the last decade by the k-12 and community college systems. The current strategy includes a certification process by the NCWorks Commission that requires eight key elements be in place to ensure pathways are comprehensive with multiple entry and exit ramps for in-demand occupations. Specific strategies to continue to strengthen and use career pathways are listed below.

- Continue to support and promote the development of NCWorks Certified Career Pathways for critical industry clusters.
- Require workforce development partners use the career pathways to target resources towards helping individuals gain the skills and experience needed for in-demand occupations.
- Provide programs that link low-skilled adults and individuals with barriers to employment to career pathways and job-ready skills along with basic skills.
- Develop a career information portal to ensure students and jobs seekers have reliable information on career opportunities and educational programs to prepare for those opportunities.
- Support individuals with barriers to employment by mitigating obstacles and increasing access to education and other training opportunities along career pathways.
- Support collaborative efforts under the vocational rehabilitation program to provide individuals with disabilities the rehabilitative services, training, and supports needed to obtain or maintain employment in career pathways.
- Individually and collaboratively address the unique needs of current and prospective customers, including community college students, youth, and individuals with barriers to employment, veterans, and other populations to help them succeed in education and careers.

(2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

North Carolina's workforce system includes multiple agencies, programs, and funders. The health of the future economy requires a move towards agency collaboration, policy alignment, innovation & systematic communication.

The three agencies responsible for the six core programs under WIOA - Community College System, Department of Commerce, and Department of Health and Human Services – are aligning core programs and one-stop partner services via the NCWorks Initiative. The focus of the initiative is on one goal: connecting North Carolina jobs with North Carolina people through the efficient use of resources, streamlined customer service for citizens and businesses, alignment of programs and a consistent, cohesive strategy all under one name – NCWorks. By focusing on common goals and building on each

other's strengths, North Carolina will develop the organizational tools, structures and cross-agency protocols needed to support the vision of WIOA and the goals of NCWorks.

Coordinate Across Programs at State and Local Levels

The NCWorks Commission identified coordination and alignment of programs as one of the key strategies to ensure North Carolina has the best workforce development system in the county. In addition, the WIOA State Steering Council, comprised of statewide leaders representing the programs offered through WIOA, was established in the spring of 2015 to oversee the development of the State Unified Plan and implementation of WIOA. This council will continue to exist to review policies and develop strategies for further integration of programs.

The strategies identified by the NCWorks Commission and the State Steering Council to further coordinate programs at the state and local level include:

- Ensure the WIOA State Steering Council continues as a permanent cross-agency body to coordinate and align policy.
- Create new inter-agency teams at the local and regional levels to enhance alignment in workforce services.
- Establish memoranda of understanding with all statewide education and workforce development entities to get all workforce system participants enrolled in NCWorks Online.
- Launch the NCWorks brand that all workforce development system programs will use to help customers recognize the value of the system.
- Develop and implement a system-wide and consistent outreach strategy.
- Develop a consistent menu of services and activities highlighting business and industry engagement opportunities, and develop interagency protocols to better meet employer and jobseeker needs.

Use Data to Drive Strategies and Ensure Accountability

From using data-driven decision making to improve workforce programs, to providing performance dashboards to stakeholders, system accountability is wide-ranging and imperative to North Carolina's workforce development's future. North Carolina's system will be accountable to the public for providing high-quality workforce development services.

- Investigate the process of interfacing NCWorks Online with North Carolina's array of workforce development case management systems.
- Develop an annual workforce development system report card with universal success metrics.
- Create metrics based on consistently collected feedback from customers to strengthen the workforce development system.
- Pilot consumer reporting that provides industry-recognized credentials to better assess the outcomes of those individuals who participate in the workforce.
- Core program agencies will collaboratively develop information exchange systems for demand-driven, data-informed decision making and evaluation.
- Finalize state performance measures for local workforce boards.

III. Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State’s strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

(a) State Strategy Implementation – The Unified or Combine State Plan must include –

(1) State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

State Board Operational Structures and Processes

The NCWorks Commission is the designated state workforce investment board for North Carolina. The commission operates in accordance with the federal Workforce Innovation and Opportunity Act, North Carolina General Statute, and commission bylaws. Appointees are given the responsibility for setting the strategic direction of the state-wide workforce development system. Commission members advise state leaders on how to strengthen the state’s workforce and serve North Carolina businesses. The commission also develops policy to align workforce programs, assesses the effectiveness of core programs, and oversees the “one-stop” career center system.

Membership

Representation on the NCWorks Commission is mandated by federal and state law. Commission membership includes workforce agency leaders, elected officials, the private sector, and labor, training, and community based organizations. The majority of the members are from the private sector as directed by WIOA. All members are appointed to four year terms by the Governor. The heads of the Department of Health and Human Services, Department of Administration, Department of Public Instruction, Community College System, University of North Carolina System, and Department of Commerce all serve as ex-officio members.

Committees

The work of the commission is accomplished through the work of committees. These committees, established by the chair, are created purposefully to accomplish the goals of the commission’s 2014-2016 strategic plan and to carry out the functions under section 101(d) of WIOA. Each committee is led by a chair and is supported by staff. The chairs of each committee, along with the commission chair also compose the Executive Committee.

Staff

The Division of Workforce Solutions in the North Carolina Department of Commerce provides staff support to the commission to carry out the commission’s duty to develop an effective and efficient workforce development system. Staff consists of a director and persons engaged in administrative, policy, technical research and support areas. Staff is responsive to the needs of the commission and initiates actions necessary to support the commission in its mandated functions.

Meetings

The commission conducts quarterly business meetings at the call of the chair. Business meetings are attended by the entire commission and are open to the public. Meeting agendas are developed by commission staff and approved by the chair. Actions of the commission are determined by a majority vote of the members present, and a majority of the commission constitutes a quorum for the transaction of business. The rules set forth in *Robert's Rules of Order, Newly Revised* govern the procedures of the commission.

The commission also conducts committee meetings comprised of commission members. Committees meet several times a year and are scheduled at the discretion of the committee chair. These meetings are attended by the assigned committee members, its chair, and appropriate staff.

(2) Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in II(c) above. This must include a description of—

(A) Core Program Operations

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

The core programs in WIOA will achieve the strategies identified in North Carolina's State Unified Plan of strengthening the state's workforce and connecting employers to skilled, high quality employees. The NCWorks Commission's strategic plan and action plan will provide the foundation for this work and the commission will continue to track the success of the plan. Below is more detail on the action steps to accomplish this work.

Coordinate Across Programs at State and Local Levels

North Carolina has already made strides in integrating programs under WIOA. Currently programs in Titles I and III, operated by the N.C. Department of Commerce, are already integrated with a referral process to programs in Titles II and IV. The Department of Commerce will work to continuously improve the integration of services to ensure a customer-centered approach to service delivery. The WIOA State Steering Council will review current referral policy and strategies to identify ways to strengthen this process.

The NCWorks Commission's strategic plan provides a framework for all workforce programs in North Carolina, including, but not limited to the programs covered under WIOA. This plan is centered on the work of coordinating and aligning all workforce programs. The State Steering Council also identified key actions needed to ensure coordination and alignment.

- Ensure the WIOA State Steering Council continues as a permanent cross-agency body to coordinate and align policy.
 - The State Steering Council was established in spring 2015 to ensure implementation of WIOA and coordination and alignment of programs at the state and local levels. The council will continue to meet on a regular basis to review progress on WIOA implementation and develop strategies for improvement. In addition, the council will review state policies that may inhibit programs from fully aligning activities. The council will provide feedback to the NCWorks Commission and its accountability committee

regarding challenges and barriers to completing the work, and suggestions for new policy.

- Create inter-agency teams at the local and regional levels to enhance alignment in workforce services.
 - State-level coordination and alignment can provide the framework, structure, and support for an integrated workforce development system, but it's local and regional activities that must truly be aligned to improve the system. The need for regional councils recognizes the uniqueness of North Carolina's regions and the need to develop and deliver services that meet these unique needs.
 - Prosperity Zones were established by legislation in 2014 to promote collaboration for prosperity within the state. Regional prosperity teams will bring together education, workforce, economic development, and industry leaders to develop strategies for strengthening the workforce system at the local and regional level.
- Establish memoranda of understanding with all statewide education and workforce development entities to get all workforce system participants enrolled in NCWorks Online.
 - NCWorks Online is the state's job-matching system that helps connect people to jobs and helps businesses find the talent they need. Individuals can develop a resume, assess their skills, find training to gain the skills they need, and apply for jobs. Businesses use the system to post jobs and find the talent they need. In addition, the system includes labor market information by industry, occupation, and region.
 - This system is a valuable tool for individuals, businesses, economic developers, and workforce development partners. As more individuals register and use NCWorks Online, businesses will have a larger pool of talent to select from for their workforce needs. In addition, NCWorks Online can be a valuable tool for showing businesses interested in locating or growing in North Carolina that the state has the workforce they need to be successful.
 - A memorandum of understanding (MOU) will require other state agencies to use NCWorks Online to help individuals develop an online resume and look for jobs.
- Launch the NCWorks brand that all workforce development system programs will use to help customers recognize the value of the system.
 - Currently, workforce development programs and services are branded under a variety of names, making it difficult for customers, individuals, and businesses to identify where to get workforce development services. In April 2014, Governor McCrory announced NCWorks and the need for the workforce development system to work under one name.
 - A single brand is needed to create a seamless workforce development system that is easily identifiable to all customers. Citizens, businesses, and key stakeholders will find value in North Carolina's workforce development system when the overwhelming complexity is minimized and services streamlined.
 - A single brand for the entire workforce development system will eliminate the historic focus on individual program services and replace it with a state-wide approach. A common brand also reduces confusion for those unfamiliar with the system by simplifying the message and increasing the efficiency of statewide outreach.
- Develop and implement a system-wide and consistent outreach strategy.

- Customers of the state’s workforce development system may access more than one service. For example, a business looking to grow will need to increase the size of its workforce immediately but also ensure there is a pipeline of workers to continue to fill those positions. The company may be interested in customized training as well as apprenticeship programs to ensure it can fill its current and future workforce needs. The workforce development system needs to develop outreach strategies that provide information on the full range of services available.
- Currently, each program promotes its services separately, leaving many businesses and individuals confused about what services are available to meet their needs. In addition, combining services across programs is often left up to the customer to figure out. A consistent outreach strategy needs to be developed at the state level that allows for customization at the local level.
- Develop a consistent menu of services and activities highlighting business and industry engagement opportunities, and develop interagency protocols to better meet employer and jobseeker needs.
 - There are many ways for businesses to engage with the workforce development system that will help businesses access the services they need and provide opportunities for individuals to gain work experience necessary to be a successful candidate for employment. A recent survey of businesses found that lack of work experience was one of the top three reasons employers were having difficulty finding the talent they need. However, businesses may not be fully aware of the ways they can connect with the workforce development system to provide opportunities that both help individuals gain the experience they need and develop a pipeline of talent to meet the businesses’ need.
 - Workforce development programs need to work together to identify all the ways that businesses can interact with the workforce development system from facility tours, to internships and externships, to apprenticeships, and on-the-job training opportunities. Then, business outreach specialists can share information with the businesses on the full range of activities, across programs, in which a business can engage to help develop the talent needed to grow their business.

Business Engagement and Sector Partnerships

North Carolina will proactively address the changing needs of the economy for a job-driven system by strengthening and expanding sector partnerships and business engagement strategies. Below are specific strategies identified to ensure a stronger connection to the business community and to ensure that the workforce system is meeting the needs of the economy.

- Research best practices on key industry networks and develop a strategy to implement networks for in-demand industries in North Carolina to get input from the business community on their workforce needs and use this information in combination with analysis of data to make informed decisions and build a globally competitive workforce.
 - North Carolina is currently participating in a National Governor’s Association Policy Academy on Aligning the Talent Pipeline to the Needs of Businesses. Through this work, a state team has been researching best practices from other states on developing and implementing key industry networks. The team will develop a strategy for developing key industry networks to engage and discuss workforce issues with in-demand industries in North Carolina.

- Investigate how work-based learning activities could be incorporated into agreements with companies receiving state economic development incentives.
 - A recent study of employer needs found that work experience was the top reason businesses had trouble finding the qualified workers they need to be successful. Work-based learning is a key strategy for helping to reduce this challenge and is a key element in career pathways and other work.
 - North Carolina leaders will investigate how work-based learning activities could be incorporated into agreements with companies receiving state and/or local economic development incentives. There are a variety of types of work-based learning in which a business could engage including internships for students, externships for educators, co-ops, and apprenticeships. Businesses would benefit from these programs by helping to develop the future talent they need to maintain or grow their business.
- Expand the number of NCWorks Certified Work-Ready Communities to demonstrate to businesses that communities have the workforce needed.
 - The availability of a skilled and ready workforce drives economic development activities throughout North Carolina. The Certified Work-Ready Community certification demonstrates the employability of a local workforce, which strengthens the important connection with economic development. This initiative rewards the many workforce partners and local employers who have committed to improving the skill level of its workforce and achieves high standards of workforce quality.
- Create a framework for ensuring cross-trained, qualified staff have the knowledge, skills, and abilities required to support the local delivery system to ensure that North Carolina has the nation's most talented, collaborative professionals and leaders for workforce development.
 - Workforce development staff historically have been deployed to meet the specific mission of the program for which they are employed. Local, regional, and state stakeholders agree that a high level of customer service should be one of the cornerstones of the brand architecture for North Carolina's workforce delivery system. Achieving a high level of customer service is dependent on knowledgeable staff with the confidence and understanding of the system that is required to perform all aspects of their jobs. The NCWorks Training Center, in collaboration with workforce program staff, will develop a framework for providing cross-training of workforce programs.
- Identify back-to-industry opportunities for teachers/instructors to help them stay current with industry trends, enhance curriculum appropriately, and integrate work-based learning into their programs.
 - The NCWorks Commission's strategic plan provides a framework for all workforce programs in North Carolina, including, but not limited to the programs covered under WIOA. This plan is centered on the work of coordinating and aligning all workforce programs. The State Steering Council also identified key actions needed to ensure coordination and alignment.

Career Pathways

North Carolina has a strong career pathway strategy in place that expanded on the work done over the last decade by the k-12 and community college systems. The current strategy includes a certification process by the NCWorks Commission that requires eight key elements be in place. Specific strategies to continue to strengthen and use career pathways are listed below.

- Continue to support and promote the development of NCWorks Certified Career Pathways for critical industry clusters.
 - North Carolina has a Director of Career Pathways position that was created through a grant from the John M. Belk Endowment. This position is responsible for helping teams across the state develop career pathways ready to be certified by the NCWorks Commission.
 - The Department of Commerce has also received a U.S. Department of Labor Sector Partnership National Emergency Grant that is focused on the development and implementation of career pathways.
- Require workforce development partners use the career pathways to target resources towards helping individuals gain the skills and experience needed for in-demand occupations.
 - NCWorks Career Pathways focus on local and regional in-demand occupations. But, development of the pathway is only the first step. The next step is to help individuals enroll in career pathways programs to ensure that there is a pipeline of workers for these occupations. To do this, education and workforce development partners need to target their resources on career awareness and increasing enrollment in career pathways.
 - As resources for the education and the workforce development system continue to shrink in North Carolina and across the country, programs will need to focus their efforts to be more efficient and effective. Targeting resources towards helping people enroll in career pathways for high-demand occupations will help the workforce system be more efficient with its resources; individuals gain access to high-demand occupations and improve their quality of life; and business have the workforce they need to be successful and grow.
- Provide programs that link low-skilled adults and individuals with barriers to employment to career pathways and job-ready skills along with basic skills.
 - The Title II providers will provide access to educational services to this target group by strengthening their literacy and numeracy skills as the foundation for workforce success. State Leadership funds will be used to provide technical and professional development training activities to providers and workforce partner agencies around the following topics: structured student referral system, integrated service delivery strategies, integrated education and training strategies, common assessment tools, career advising, workforce preparation activities, transition services, career pathways, contextualized instruction that meets industry-specific needs, targeted services for individuals with disabilities, targeted services for English language learners, and strategies for marketing and branding programs and services.
- Develop a career information portal to ensure students and jobs seekers have reliable information on career opportunities and educational programs to prepare for those opportunities.
 - There is a variety of readily available career information sites, listings, web pages, and portals supported by various agencies and programs. The amount of information is often overwhelming for students and job seekers especially if the data is inconsistent.
 - An interagency working group of partners will review and assess the career information currently available and make recommendations to create a single web portal. This web portal will be a hub where students and job seekers can turn to find relevant and accurate career information. This hub will not replace available career information but provide appropriate navigation to the best resources.

- Support collaborative efforts under the vocational rehabilitation program to provide individuals with disabilities the rehabilitative services, training, and supports needed to obtain or maintain employment in career pathways.
 - The vocational rehabilitation programs will incorporate, to the maximum extent possible, career pathways within their services to individuals with disabilities through approaches to include increase emphasis and reference of career pathways during comprehensive assessment of individuals' skills, interests and aptitudes and during counseling and guidance sessions with individuals.
 - Program leadership will promote to staff and service recipients the use of established resources highlighting information about career pathways and in-demand occupations; increase emphasis on established career pathways and career growth when developing employment goals and individualized plans for employment with services and training that directly support the employment objectives; remain actively engaged with workforce partners in the collaborative development of career pathways and identify particular issues or challenges individuals with disabilities may encounter when adopting a career within an established career pathway or enhancements that may be particularly favorable for the populations served by the state's vocational rehabilitation programs.
- Individually and collaboratively address the unique needs of current and prospective customers, including community college students, youth, and individuals with barriers to employment, veterans, and other populations to help them succeed in education and careers.
 - Career pathways provide a consistent plan for individuals to use, regarding less of their current situation to determine how to achieve their career goals. Pathways include multiple entry and exit points so all people can use the pathway to plan their career. North Carolina's career pathways strategy includes education and training on how to use career pathways to advise and support all individuals.

Use Data to Drive Strategies and Ensure Accountability

From using data-driven decision making to improve workforce programs, to providing performance dashboards to stakeholders, system accountability is wide-ranging and imperative to North Carolina's workforce development's future. North Carolina's system will be accountable to the public for providing high-quality workforce development services.

- Investigate the process of interfacing NCWorks Online with North Carolina's array of workforce development case management systems.
 - There are nearly a dozen case management systems in North Carolina that are used by workforce development programs to track services provided to participants that could include tuition reimbursement amounts, referrals to other agencies, counseling notes, etc. These case management systems are required for data collection and federal reporting. Currently, there is no integration or interface between these systems, requiring extra work on the part of customers and staff. For example, as customers access the workforce system through different agencies, they are required to resubmit eligibility and/or demographic information, which is time consuming and redundant.
 - Also, the workforce system does not have a way of tracking services across agencies, which increases the chances of duplication of funds and services. This lack of information also impacts the referral process and decreases staff efficiency.

- The State Steering Council will begin investigating the opportunities and challenges that exist for integrating case management system. Currently, programs offered under Titles I and III use the same system and the council will explore options for expanding the use of this system to other programs.
- Develop an annual workforce development system report card with universal success metrics.
 - While each workforce development program typically has multiple performance measures, many of them mandated by the U.S. Departments of Education, Health and Human Services, and Labor, universal success metrics give North Carolina customers a consistent look at the results of the workforce system. These results will be displayed via a report card and provide a common framework to measure our workforce system's progress across a wide variety of programs. This dashboard will be easy to access and understand, and will highlight the employment, wage, and training results for each workforce development program.
 - The NCWorks Commission has established a set of core performance measures for all workforce programs in the state and reports on these measures annually. Measures look at employment and educational enrollment status of former participants across program.
- Create metrics based on consistently collected feedback from customers to strengthen the workforce development system.
 - Each workforce development agency has historically been responsible for measuring the overall satisfaction of its clients. Measuring this level of satisfaction is program specific and lacks consistency.
 - An integrated workforce development system requires universal customer satisfaction metrics based on a consistent feedback loop. The analysis of the feedback will be used to strengthen North Carolina's workforce development system.
 - The workforce development system must be continuously responsive to its customers. With so many programs delivering services to job seekers and businesses, the NCWorks Commission will work with workforce development agencies to establish a continuous improvement process that canvases all customers regardless of access point, seeks to understand their challenges, and provides a mechanism for strengthening the system based on that understanding. This data will be used to create customer satisfaction metrics aimed at continuously improving the system.
- Pilot consumer reporting that provides industry-recognized credentials to better assess the outcomes of those individuals who participate in the workforce.
 - As industry certifications become more prevalent in the labor market, it is important for educational institutions to establish data-sharing relationships with certifying bodies and for state agencies that manage wage and occupation data to ensure their training programs are well aligned with industry and professional standards. There are challenges impacting the effectiveness of direct collaboration between these groups including legal issues and security of data. Educational institutions often do not have access to certification exam data, which limits their ability to know if students are leaving their programs well prepared to meet industry-specified competencies.
 - The NC Community College System initiated a conversation with other community college systems and began to hear a consistent need across the country to make progress on this issue. As a result, the system office was encouraged to take a leadership role in leading this national conversation.

- Finalize state performance measures for local workforce boards.
 - North Carolina General Statute directs the NCWorks Commission to develop state performance measure for local workforce development boards. The commission will review baseline information in the spring of 2016 and develop performance measures beginning in program year 2016. These measures will ensure that local boards are fully implementing programs to meet the goals of the commission and WIOA.

(B) Alignment with Activities outside the Plan

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

All activities listed in section A above, were developed by the NCWorks Commission for the whole workforce development system and include all workforce programs. These programs include Registered Apprenticeship, career and technical education offered at both the k-12 and community college levels, human services program offered by the N.C. Department of Health and Human Services, and other programs offered by the N.C. Community College System, and the N.C. Department of Commerce.

(C) Coordination, Alignment and Provision of Services to Individuals

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

As a system, NCWorks will pursue strategies to ensure job seekers have access to all services across programs. The NCWorks Commission recognized in 2014 during its strategic planning process that while North Carolina has some of the best workforce development programs in the country, these programs didn't always operate as a cohesive system. As a result, commission identified coordination and alignment of programs as one of the key goals for the system and developed key strategies to meet this goal (see section II(c) State Strategy for more details). An integrated system will allow all customers to access timely and relevant services from a multitude of touch points wrapped around a customer service core. Achievement of this goal will result in a system moving in the same direction with the same goals. And job seekers, will experience better service.

To accomplish this goal, the NCWorks Commission has established several key mechanisms to ensure programs are coordinated. First, the WIOA State Steering Council will continue to meet on a regular basis to review progress on WIOA implementation and develop strategies for improvement. In addition, the council will review state policies that may inhibit programs from fully aligning activities. The council will also investigate opportunities for better alignment such as creating a common intake form, exploring the possibility of an integrated case management system, and strengthening the referral process between programs. The council will provide feedback to the NCWorks Commission and its accountability committee regarding challenges and barriers to completing the work, and suggestions for new policy.

Second, local and regional teams will be developed to ensure that coordination and alignment is happening at the local level as well. State-level coordination and alignment can provide the framework, structure, and support for an integrated workforce development system, but it's local and regional activities that must truly be aligned to improve the system. These councils will report to the WIOA State Steering Committee on best practices as well as barriers to success.

Third, North Carolina will use the NCWorks brand to assist in creating a seamless workforce development system that is easily identifiable to all customers. Job seekers will find value in North Carolina's workforce development system when the overwhelming complexity is minimized and services streamlined. A common brand will reduce confusion for those unfamiliar with the system by simplifying the message and increasing the efficiency of statewide outreach.

Fourth, NCWorks partners will develop and implement a system-wide and consistent outreach strategy. Currently, each program promotes its services separately, leaving many individuals confused about what services are available to meet their needs. In addition, combining services across programs is often left up to the customer to figure out. A consistent outreach strategy needs to be developed at the state level that allows for customization at the local level. A key activity to achieve this consistent outreach strategy is cross-training of staff. The NCWorks Training Center is developing a framework to ensure program staff have basic knowledge of all workforce programs in the state.

Finally, the commission has established an accountability committee that will review the implementation and effectiveness of WIOA, NCWorks Career Centers, and overall performance of the system. This commission will report back to the full commission on successes and challenges of the system and will recommend key policy changes to the Governor, N.C. General Assembly, and other state and local leaders.

In addition to the strategies put in place by the NCWorks Commission, the three agencies responsible for implementation of WIOA have key activities in place to ensure a well-coordinate, customer-focused, and high-quality system is in place.

NCWorks Career Center System

NCWorks Career Center system provides workforce development services carried out by one-stop partners identified in WIOA. North Carolina's focus for this system is on achieving a culture of quality customer service. The career center system is established to provide improved performance, coordinated access to services, and service delivery accountability. These centers serve as the front-line touch points for the state's job seekers.

To ensure a customer-focused career center system, the Division of Workforce Solutions implemented a state-wide, integrated services delivery approach to better serve the state's citizens and businesses by responding to customer needs. Integrated services delivery focuses on customer service and is organized around services to customers, not discrete programs offered in silos. In North Carolina, it is a system in which Workforce Innovation and Opportunities Act Title I Adult and Dislocated Worker programs and the Wagner-Peyser Employment Services program are the operational backbone of NCWorks Career Centers.

Career centers deploy integrated staffing and utilize integrated technology to generate an integrated customer pool and customer flow. Staff are organized by function and are cross-trained so that all center staff has the capacity to serve all customers and is knowledgeable about all services the center offers. In addition, staff use a single, web-based system (NCWorks Online) that provides job matching services to job seekers and employers, as well as program and client management/participant tracking used by staff. Customers (when eligibility permits) are enrolled in both WIOA Title I Adult program and Wagner-

Peyser program; and all Trade Adjustment Act customers are enrolled in WIOA Title I Dislocated Worker program. This model emphasizes cross-training of staff and strong partnership to serve customers better.

The NCWorks commission was charged with setting new criteria and standards for quality customer service for the state-wide career center system. This new criteria was approved by the Commission in May 2013 and includes elements to ensure high-quality customer service, integrated services delivery, accessibility, and consistent program offerings to ensure a consistent level of quality customer service throughout the state's workforce delivery system.

In addition, many centers are co-located with community colleges or county social services and have vocation Rehabilitation staff who work on-site. In addition, a strong partnership and referral process is in place for all workforce development programs offered by the state and local communities.

Adult Education and Literacy Activities

There are currently 77 Adult Education and Literacy providers that operate under the auspices of the NC Community College System as the lead agency for Title II: 58 community colleges and 19 community-based organizations. In addition, there are 33 providers that offer English Language and Civics Education.

North Carolina will build on a solid foundation of current programming and transition models to address the three new requirements included in the definition of Adult Education and Literacy Activities:

- *Integrated Education and Training* (providing adult education/literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation/occupational cluster). Integrated Education and Training aims to lead to individual educational and career advancement.
- *Workplace Preparation Activities* to help individuals acquire basic academic skills, critical thinking skills, digital literacy skills and self-management skills (including soft skills and the skills needed to transition into and complete postsecondary education, training or obtain employment).
- *Integrated English Literacy and Civics Education*. This combines language and cultural literacy, with "civics education" including knowledge of American government, individual freedom and the responsibilities of citizenship.

Proposed activities to implement the new WIOA requirements for adult education and literacy activities for individuals:

- *Explore expansion of Basic Skills Plus* (combining Adult High School or High School Equivalency + occupational training) to include all Basic Skills students. Currently, Basic Skills Plus is a subset of the larger Basic Skills program. The study would explore whether the program should/could be expanded to all Basic Skills students. Such a shift would deepen alignment across community college-supervised programs.
- *Develop Career Pathways and Transition Models* through curriculum review, development, and development of technical assistance. One focus area will be curriculum development with Workforce Innovation and Opportunities Act core partners, focusing on the needs of individuals with intellectual disabilities.
- *Disseminate Best Practices*. Innovative models previously funded will be disseminated to all providers through professional development activities. Best practice collection and dissemination will include insights about how adult education and literacy providers partner effectively with Workforce Innovation and Opportunities Act core partners and mandatory One-Stop partners.

- *Enhance Partnership with N.C. Community College System Human Resources Development (HRD) Program and NCWorks Career Centers.* Adult education and literacy providers will use the HRD program to provide employability skills to students enrolled in basic skills programs. Providers will also seek to build or expand partnerships with the programs and services available at NCWorks Career Centers.
- *Increase Services to Youth.* Strategies may include supporting real world work experience (via more transition programs between public schools and community colleges) and re-connecting disconnected youth to education and jobs (via stronger partnerships with Workforce Innovation and Opportunities Act youth service providers).
- *Enhance accountability.* Continue to document and monitor progress toward Educational Functioning Level in order to encourage continuous improvement toward academic gains. Collect and report the common performance outcomes related to employment as part of the integrated data system shared by core programs.

Basic Skills Plus is high on the list of planned activities because it was originally conceived of as a career pathways program when it was developed. It provides additional “on-ramps” for individuals that tend to have difficulty establishing a career paying family-sustaining wages, and it advances the objectives of WIOA for individual and employer customers. It builds skills, connects lower-skilled individuals to post-secondary education and the workforce, and through occupational training, helps achieve successful employee/employer matches.

The Unified Plan process and the NCWorks Certified Career Pathways are also opportunities to bring together Adult Education/Literacy and WIOA Youth programming in new ways.

The NC Community College System’s strategic plan supports these types of integration strategies:

- Establish and strengthen policies and practices for students and adult learners to enter into and proceed successfully through career pathways leading to a post-secondary credential and into a quality career.
- Address the unique needs of current and prospective students to help them succeed in education and careers.

For Program Year 2016, the NC Community College System will have developed an application packet for prospective providers of Adult Education and/or Literacy activities. Applicants may apply to receive a designation of Comprehensive Program or Literacy Services Only. The application packet constitutes the WIOA-AEFLA Local Plan and addresses a wide range of topics. Some key topics related to individual services include:

- teaching and learning - with subtopics such as Learners Most in Need (including those with low literacy skills and English Language Learners); Student Engagement; and Adult Learners with Disabilities (including MOUs with core partners, social service and community agencies to ensure wrap-around services);
- core program alignment - including subtopics of economic/workforce analysis, alignment plan and collaboration;
- program management; and
- performance accountability.

Other Community College Services for NCWorks Customers

Beyond Adult Education and Literacy activities, community colleges in North Carolina meet the needs of individual WIOA customers in other ways, too. Examples:

- community college education and workforce training as Eligible Training Providers (WIOA funding available for tuition, books, and supplies, etc. for Adults and Dislocated Workers);
- community college education or training as the classroom component for many Apprenticeship and Pre-Apprenticeship Training programs;
- referrals from community colleges to NCWorks Career Centers, NCWorks Online, and services funded under WIOA;
- one-stop services by community college personnel at NCWorks Career Centers and support for career center events such as job fairs;
- employability training through the Human Resources Development (HRD) program;¹
- Career Readiness Certificate preparation, testing and certification;
- collaborative career pathway development; and
- collaborative career awareness and guidance.

The role of HRD employability training vis-à-vis NCWorks Career Centers will be explored. The aim is to tap both federal and state resources to most effectively meet the needs of jobseekers and students.

Vocational Rehabilitation Programs

The Division of Vocational Rehabilitation Services and Services for the Blind have strong ties with other components of the statewide workforce development system. The partnerships and linkages that were established prior to the provisions of the Rehabilitation Act amendments of 1998 have served as a stable and effective foundation for effective service delivery. Cooperative agreements or memorandum of agreements have been established with all local area workforce boards. The agreements provide for the following strategies:

- 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.
- Identification of service delivery strategies by the division within the NCWorks Career Centers and other components of the workforce development system.
- Development and implementation of information systems that link all components of the statewide workforce development system; that link the components to other electronic networks including non-visual electronic networks; and that relate to such subjects as employment statistics and information on job vacancies, career planning, and workforce development activities.

¹ The Human Resources Development program, which is within Workforce Continuing Education at NC community colleges, is available for free for dislocated workers and certain other populations in North Carolina using state funding, and can be offered as a standalone offering or paired with education or workforce development programming. Examples of programs it is paired with include Basic Skills Plus, Workforce Continuing Education occupational training programs, and major past WIA initiatives such as Jobs NOW. In some communities, NCWorks Centers tap HRD to offer employability training, resume development, etc. at the One-Stop.

- Further development and use of customer service features such as common intake and referral procedures when feasible, customer databases, resource information, and human services hotlines.
- Establishment of cooperative efforts with employers to facilitate job placement and carry out any other activities that Vocational Rehabilitation and the employers determine to be appropriate.
- Identification of staff roles, responsibilities, and available resources, along with specification of the financial responsibility of each component of the statewide workforce development system with regards to paying for certain services (consistent with state law and federal requirements).

The rehabilitation needs of individuals who are served through components of the statewide workforce development system other than through the public vocational rehabilitation program will be updated and reassessed through the methodology outlined in that section of the VR portion of the Unified State Plan. One of the ongoing goals for both the vocational rehabilitation and NCWorks system is to continue to refine the processes and procedures for NCWorks staff to better determine which consumers with disabilities utilizing the centers should be referred to DVRS rather than being served through NCWorks. It is necessary to determine which consumers served by the NCWorks system have a disability. Strategies to improve this will be further explored via mutual collaboration between VR and NCWorks Career Centers to establish training for its staff.

The division enthusiastically participated in the development of NCWorks Career Centers and continues to be an active partner throughout North Carolina to ensure that persons with disabilities are able to access core workforce services. Vocational Rehabilitation staff are represented on the state level as well as on local boards. The division remains an active partner with the workforce development system and supports the NCWorks concept to provide more universal access to placement and training services; to integrate programs by offering a common core of information and services; and by offering consumers more choices regarding where and how they get services. Through local agreements, direct service delivery staff within the Division have gained more access to comprehensive data, which enables faster service delivery and cross-agency collaboration. Nearly all DVRS offices have obtained access to these databases to date.

In every community where there are NCWorks Career Centers, local Vocational Rehabilitation offices provide counseling staff, vocational evaluators, human resource placement specialists and other staff as appropriate to meet the needs of those individuals who enter an NCWorks Career Center and require the specialized services offered by Vocational Rehabilitation. Specific arrangements and staffing patterns by Vocational Rehabilitation staff vary from site to site depending on local needs and agreements. Enhanced working relationships with key partners of the workforce development system such as Social Services, NC Community College System, and other local partnerships allow all the agencies to better meet the needs of the individual.

The number of individuals served or identified through components of the workforce development system is increasing. Local division management represents Vocational Rehabilitation on the local workforce development boards while staff also actively participate in planning, development, and service delivery with both individual component agencies or within the NCWorks Career Centers already established.

State-level meetings with identified partners of the workforce development system continue to promote effective collaboration and equal access to services by individuals with disabilities.

(D) Coordination, Alignment and Provision of Services to Employers.

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to

meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

The three agencies responsible for the core WIOA programs work together in local, regional, and state-level teams to meet the needs of employers in North Carolina. Currently, an inter-agency NCWorks team is coordinating development of comprehensive employer services literature and brochures for dissemination across all programs, investigating options for an integrated customer relationship management tool, and establishing regional business services teams to ensure coordination among local workforce development boards. Further, the State will recommend a business services committee be established by local workforce development boards that will develop local and regional strategies for employer engagement and report to the Boards quarterly.

With the passage of the Workforce Innovation and Opportunity Act, emphasis for local success is built on the concepts of (1) regionalism as an approach to engage businesses, (2) creating collaborative partnerships with economic development/education to provide solutions, and (3) developing sector strategies to build talent pipelines.

Local workforce areas are pursuing a regional approach, and establishing a framework, for business engagement. The framework provides a foundation to support the work of local teams which will work to ensure consistent delivery of services to businesses across the state and to create a comprehensive approach for forging collaborative partnerships with key stakeholders. Local teams will be comprised of business services staff from workforce programs in the area including WIOA core programs as well as other workforce development programs. This work will be focused on business engagement, developing comprehensive solutions (across programs when applicable), and satisfying the talent needs of those businesses.

The following overarching goals are essential:

- businesses are targeted proactively and strategically based on sector analysis and in alignment with local board strategic plans;
- employers are offered a single point-of-contact throughout the relationship to ensure relationships are maintained;
- comprehensive solutions are provided to address business needs throughout the entire business life cycle; and
- technology is leveraged to facilitate information sharing and collaboration.

For business services to work well as a collaborative, and deliver excellent customer service, each local area will position business service representatives to lead their regional efforts to meet business needs.

North Carolina has several other key strategies to engage employers to help meet their workforce needs. Local teams will use the strategies below alone or in combination when working with businesses. Below is a summary of these key strategies.

NCWorks Career Centers

NCWorks Career Centers help employers find, train, and retain qualified employees. Each center provides services to help local businesses, including the following:

- job applicant screening and qualified candidate referrals;
- valuable and up-to-date labor market facts and projections, such as wages;
- information on tax credits for hiring particular groups of workers;

- space to conduct job interviews;
- help arranging job fairs;
- workshops on employer-related subjects;
- employee training resources;
- layoff/closure prevention services for employers; and
- information about federal bonding (insurance for hiring at-risk workers.)

NCWorks Online, a web-based job matching system, is also available for businesses to post jobs, get real-time analysis on the labor market, find qualified candidates to fill open positions, and all at no cost.

Apprenticeship

Employers work with NCWorks Apprenticeship to create a written agreement that specifies the length of a participant's training, the related technical instruction, and outline of the skills that person will need to learn, and the wages he or she will earn. Through NCWorks Apprenticeship employers gain:

- a proven process for imparting the knowledge and skills of experienced personnel to new employees;
- greater workforce competency and productivity;
- partnerships with certification and licensing agencies; and
- valuable asset in the recruitment and retention of a highly qualified workforce.

Per federal guidelines, Registered Apprenticeship requires education/training, supervised/mentor-based work-based learning, and a progressive wage scale.

A few years ago, North Carolina added pre-apprenticeships to its portfolio for work-based learning to offer greater flexibility to employers while establishing a process for individuals to get "credit" toward a Registered Apprenticeship based on work-based experiences and/or classroom training.

Apprenticeships and pre-apprenticeships involve a great deal of coordination with employers and among workforce development partners, including the Division of Workforce Solutions apprenticeship consultants; community colleges, public schools, and other education providers; and workforce development boards as promoters of apprenticeship strategies as a part of their overall portfolio of business services.

DWS On-the-Job Training

DWS on-the-job training (OJT) provides North Carolina a means to expand and enhance workforce service delivery to the State's citizens. OJT is a viable pathway for unemployed workers seeking employment and for employers seeking workers. It offers the unique opportunity to offset initial training costs to fill skilled positions while building organizational productivity as the employee learns job requirements. An OJT arrangement can be the impetus for an employer to create a job opportunity. Local workforce development boards consider OJT placements in the context of in-demand occupations or industries where career pathways exist with employer partners who have a documented plan to add jobs.

OJT is a viable and compatible part of North Carolina's Integrated Services Delivery services. Local workforce development board OJT policy is critical for consistency, institutionalizing services the local board seeks to deliver, and managing and leveraging OJT funds. Local OJT policy also provides guidance on how to comply with federal and state OJT requirements and leverage other hiring.

Work Opportunity Tax Credits

The Work Opportunity Tax Credit encourages employers to hire individuals who are qualified for open positions but face barriers to employment. Businesses can receive a one-time tax credit of \$2,400-\$9,600 for hiring a qualified job applicant; the amount varies, depending on the hire.

To be eligible for the tax credit, employers must hire an individual from one of the following groups:

- recipients of Temporary Aid to Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP);
- former offenders;
- vocational rehabilitation program participant;
- recipients of long-term family assistance;
- veterans unemployed at least four weeks; and
- veterans with a service-connected disability

In North Carolina, the NC Division of Workforce Solutions accepts applications for the tax credit, which is authorized by the U.S. Congress.

Services to Employers through the Community Colleges

The North Carolina Community College System is a system of 58 comprehensive community colleges that melded the collection and missions of the state's public junior colleges and its public Industrial Education Centers in the 1960s. The System has a long-standing history of serving employers throughout its programs and became known nationally as the nation's first and most robust Customized Training programs.

Adult Education and Literacy (Workforce Innovation and Opportunities Act Title II) services reflect the system's employer focus, and there are many education and training offerings that WIOA participants' access with tuition or related student support through. The Community College System's current strategic initiative, Align4NCWorks, has a major emphasis on employer services and seeks to meet employer needs through a collaborative approach.

Adult Education and Literacy Services meet the needs of employers in a variety of ways:

- Increase the pool of employable workers by helping high school dropouts and individual with low literacy gain basic skills and the base level of education required for most entry level jobs (high school diploma or its equivalency).
- Help immigrants become part of the talent pool by improving their English language skills and knowledge of the country and work values.
- Connect talent to the digital economy by emphasizing digital literacy.

Besides these core services, North Carolina's Adult Education and Literacy program emphasizes simultaneous accumulation of skills for employment through its Basic Skills Plus program. Under the Basic Skills Plus program, approved colleges may use up to 20% of their adult literacy funding to provide accelerated job training and basic skills instruction for students who are functioning on the high school level. These students are co-enrolled in Basic Skills courses and occupational career pathways. Colleges

may waive tuition for these students. Currently, 57 of the 58 community college have approval to offer Basic Skills Plus.

Colleges must have approval by the State Board of Community Colleges to have a Basic Skills Plus program and to enroll students in career pathways. Career pathways selected by the college must have a demonstrated demand for employment in local and regional labor markets and offer integrated instruction and student support. Some of the employer-focused criteria required for Basic Skills Plus career pathways include Sector Strategies, Stackable Education/Training Options, Contextualized Learning, and Industry Recognized Credentials.

Employer Input in Design of Education and Training

The Community College System requires business advisory committees per SACSCOC (reinforced through its program review and accountability process), and (where applicable) federal requirements. All technical programs at a community college have program advisory committees which generally meet at a minimum one to two times a year. Many colleges involve deeper involvement; for example, Brunswick Community College works with an extensive set of economic development and workforce development partners to aggressively seek input on college programming and other workforce services from businesses throughout the county.

In deciding what education, training or certification programs to offer, community colleges rely on a combination of direct input from business (as referenced above), data analyses, and priorities established by economic development partners. Data analysis is generally conducted by college Institutional Research staff (primarily for planning of one- and two-year programs), by college Workforce Continuing Education program leaders (for short-term training), and/ or procured from the NC Department of Commerce/Labor and Economic Analysis or local economic development partners. There is increasing use of supply and demand analyses as well as a variety of economic and labor market data analyses to determine priorities for education/training based on industries that need workers (and thus education/training) and current/projected hiring within specific occupations.

The state Jobs Plan (economic development strategic plan) lays out a set of target industries, and county/regional economic development entities define their area's specific needs. The NCWorks Strategic Action Plan encourages workforce programs under the NCWorks system's purview to target resources to economic needs.

North Carolina has a long history in sector strategies using WIOA funded services, with locally and regionally defined initiatives as well as statewide sector initiatives in areas ranging from Allied Health, Green Energy, Advanced Manufacturing (including specific areas such as Aviation), and many others. Community colleges have played major roles throughout the state and local sector strategies, as leaders or collaborators in initiatives that include WIOA partners.

One notable example of a sector strategy that the Community College System leads is the NC BioNetwork program, funded by the General Assembly. The program has regional centers based at community colleges that specialize in key sectors within biotechnology that are important for North Carolina (e.g., food processing and biopharmaceuticals), and these support the development and provision of community college biotech-related education, training and certification across the state.

NCWorks Customized Training

One of North Carolina's key workforce tools for economic development is NCWorks Customized Training, state-funded community college training tailored to the needs of manufacturing and other "economic base" industries that are looking to expand, relocate to North Carolina or make new investments. Services are typically provided to one employer at a time, although Customized Training

projects can pave the way for development of workforce continuing education programs that typically serve multiple employers. There is also a new pilot program testing a pre-hire approach through Customized Training that (with the help of two workforce development boards in eastern North Carolina) would serve multiple employers that individually have the need for just one or two welders at a time.

The focus on employers needs is being intensified as part of the 2015-2018 Align4NCWorks strategic initiative, as is the focus on meeting needs collaboratively. The first goal in the NC Community College System's "Align4NCWorks" strategic plan is to "Increase and sustain employer engagement as part of an integrated, customer-centered workforce system."

Customized Training and workforce development board/career center services already are interwoven in certain areas. There are plans underway via both the NCWorks Commission's and Community College System's strategic plans to better connect Customized Training/other community college education and training services for employers with workforce development board protocols.

Small Business Center Connections to WIOA services

Every community college in North Carolina has a Small Business Center that provides education, training, and counseling for prospective business owners. The state's Jobs Plan, NCWorks Strategic Action Plan, and 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.

Vocational Rehabilitation Programs

The Division of Vocational Rehabilitation Services (DVRS) currently utilizes a dual customer approach by providing services to both businesses and individuals with disabilities. The division emphasizes the definition and marketing of business services to ensure the dual customer approach is recognized and implemented. Business services include recruitment, hiring, consultation on Section 503 compliance, sensitivity/diversity training, accessibility consultation, internships, on-the-job training (OJT), education on tax incentives, and follow-up and job retention services.

DVRS continues to market business services by employing 67 business relations representatives (BRR) that serve as employment specialists across the state. These individuals often have education and experience in a business-related field, such as human resources and marketing, so the division is equipped with personnel who understand the needs of employers. In addition to providing individualized job seeker services, the business relations representatives connect with local industry through participation in networking events and working relationships with workforce system partners.

The performance of business relations representatives is measured, in part, by assessing relationships with business as evidenced by direct and indirect placements of eligible jobseekers with disabilities. DVRS believes that relationships with employers is the essence of creating positive connections between jobseekers and business, and that providing follow-up and technical assistance to business fosters these relationships so that they can have a sustainable impact on the supporting individuals with disabilities in finding, maintaining, and advancing in employment.

Provision of VR Services through Coordination with Employers

DVRS services to adults intersects with business services in the areas of vocational evaluation and career development, job seeker preparation, and job development and job placement of individuals with disabilities who are ready to work. DVRS staff continue to be trained in the dual customer approach and employment outcomes to identify these intersection points between the VR services DVRS provides to

jobseekers and those services provided to employers. The unique role of the business relations representatives highlights this intersection well.

DVRS staff plan to expand the role of employers in vocational evaluation and career development services. DVRS will be enhancing policies around internships and OJT services so that the service procedures are consistent with employer practices while still preparing the individual for competitive employment. DVRS plans to work towards a service definition that is complementary to other internship and OJT programs available in the state through our workforce system partners.

DVRS staff, including business relations representatives, will continue to develop relationships with business based on the individual placement needs of eligible individuals with disabilities who are placement-ready. Employers will be engaged in the individual preparation of job seekers with disabilities by involving them in Employment Marking Skills training classes as well as Job Clubs. Employers participate in job interview preparation of job seekers in addition to information-sharing with job seekers about employer expectations in general and within their specific industry.

DVRS plans to increase the quantity and improve the quality of business partnerships in the future with the expectation that an increased number and depth in business relationships will result in increased opportunities to assist individuals with disabilities with vocational evaluation and career development, job seeker preparation, and job development and job placement. DVRS plans to identify methods for capturing information on employment relationships within our case management system in order to map out the presence of business partnerships and identify opportunities for growth and means for leveraging peer-to-peer marketing of VR business services.

Provision of Transition Services through Coordination with Employers

While youth and students with disabilities have access to the same VR services as adults, there are some VR services reserved for or targeted to transition-aged youth for the purposes of assisting them with leaving high school and preparing for competitive employment. The division plans to focus on program development in the coming year in order to meet the 15% required spending allocation for Pre-Employment Transition Services (PETS) to students with disabilities. A number of areas of program development are focused on increased engagement with employers in order to implement PETS. These include: summer internships for students and youth with disabilities including on-the-job supports, increased utilization of OJT for students and youth, and increasing the number of Project Search © sites.

DVRS plans to enhance its current internship policies to expand the service to a larger group of students with disabilities, including possibly, those who are college-bound or currently enrolled in college training. The goal is to create enriching work experiences for students that expose them to work options, allow them to develop high expectations around their capacity for competitive employment, and build a resume that will enable young people with disabilities to compete for quality jobs. DVRS plans to also enhance internship opportunities for individuals with disabilities by developing employer-based internship programs with businesses who recognize the value of building up workers. Internship opportunities for youth will be short-term, occur in conjunction with the student's educational requirements or during the student's school breaks, and may involve paid training and engage internship training supports such as job coaching.

DVRS will work on enhancing OJT utilization for students and youth with disabilities as well by engaging business in the development of young talent. DVRS plans to streamline OJT processes, revise policies so that they are complementary to similar OJT programs, and improve marketing and tracking materials and processes so that the materials are engaging to both student/youth participants and potential business as well as easy to complete and accessible.

DVRS will continue to explore unique business partnerships that benefit the unique training and recruitment needs of students and youth with disabilities, including those with the most significant disabilities. DVRS plans to continue partnering on Project Search © sites where there is a need and willingness by community partners. This model places business in the middle of the training and employment of young people by hosting student interns at the business and seeking placement opportunities within the business where they may exist. Project Search © host businesses can not only support the students enrolled in projects on their site, but can also be business advocates for people with disabilities in their industries.

DVRS will continue to explore unique training, career development, and placement opportunities with NC businesses that may result from greater collaborations with the NC Department of Public Instruction, local education agencies, the NC Community Colleges System, and Title I youth services providers.

Similarly, the Division of Services for the Blind (DSB) VR Employment Services Specialist, VR Counselors and Business Service Representatives will reach out to employers in their geographic areas and statewide to make contact on behalf of the agency to ensure that area employers are aware of what DSB-VR has to offer regarding their employment needs. 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.

The DSB VR Employment Services Specialist, VR Transition Counselors and Community Employment Specialists 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.

Through existing tools and continued innovation, North Carolina is intent on being a provider of Best Practices and Guidance to encourage the adoption of comprehensive employer services across all workforce programs in the state.

(E) Partner Engagement with Educational Institutions

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

NCWorks Career Centers all have formal partnerships with the 58 community colleges across the state, as well as the 115 local public school districts. Some career centers are even located on a community college campus. Enhanced partnerships and collaboration are highlighted in the NCWorks Commission's criteria for career center certification, which promotes improved customer service at all of the state's one-stop locations. Letters of support from local community colleges and the local school districts are required for career center certification and must show viable partnerships are in place with the local workforce board. Also, many of the state's WIOA youth program contracts are with local school systems. Local boards, community colleges and public schools work together to offer services and activities to youth participants such as Career Days, mentoring, and job shadowing.

There is community college representation on all 23 workforce development boards in North Carolina, and some boards also have representation from local Career and Technical Education programs. North Carolina's local workforce development boards and career centers are called upon to collaborate with local education partners to help connect N.C. employers to the N.C. employees 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.

Career Pathways

In order to prepare workers to succeed in the North Carolina economy and continuously improve their skills, the workforce development system must strengthen career development services and ensure consistency across programs; enhance programs and enrollment in critical career clusters by targeting resources; coordinate programs among workforce partners to develop skill and education pathways; and become a national leader in providing structured work-based learning. One such strategy is the creation of NCWorks Certified Career Pathways.

Career pathways are purposeful plans for education and training leading to knowledge and skill acquisition and successful careers. Pathway development is led by engaged employers who identify the skills, credentials, and experiences needed to be successful in high-demand occupations. Local partners from workforce development boards, high schools, community colleges, and North Carolina's public universities use the data to craft programs of study across the educational spectrum and provide workforce services that offer individuals the opportunity to gain the targeted skills, credentials, and experiences. Pathways are developed so that all students and job seekers, including people with disabilities and other barriers to employment, can use them to develop clear education and training plans.

The NCWorks Commission approved criteria establishing an NCWorks Certified Career Pathway. This criteria was created by an interagency group representing the NCWorks Commission, Division of Workforce Solutions, Community College System, and Department of Public Instruction. The criteria outline the required elements which local teams will use to draft employer-driven pathways. While career pathways have existed in North Carolina for several years, an NCWorks Certified Career Pathway will have more rigorous requirements including a work-based learning component.

The career pathway criteria ensure that consistent and comprehensive pathways are available across the state while providing local and regional workforce teams the flexibility to meet their community needs. Local workforce partners within the State will work together with a group of engaged employers to develop a career pathway in a high demand occupation. Once the pathway has been developed the local team will apply to have their career pathways certified. This certification will denote that the pathway has been vetted and validated by a statewide team of workforce development professionals. Eight evaluation criteria provide guidance for workforce partners to ensure flexibility to meet diverse workforce needs and consistency to stabilize a regional, sector-driven approach to workforce development statewide.

The Division of Workforce Solutions, within the NC Department of Commerce, is committed to ensuring North Carolina workforce preparation aligns with employer need through NCWorks Certified Career Pathways. Certified career pathways are in high-demand occupations and will help individuals become work ready in a shorter time period as they seek to reduce duplication of educational and work experience attainment. Certified career pathways will also benefit the educational and workforce development institutions that serve dislocated workers by providing a guided, sector strategy approach – with a regional focus – to provide classroom and work based learning opportunities.

Core values of NCWorks Certified Career Pathways are that they demand the leadership of engaged employers within diverse sectors, innovation from educational institutions tasked with meeting the needs of a dynamic workforce and consistency of educational and work-based learning opportunities for pathway participants. From the mountains to the coast, any individual enrolled in a certified career pathway in N.C. will be assured his/her journey is focused, reducing the need to duplicate training thereby reducing the costs of tuition, fees and training materials. The result is a workforce that is well-trained, in a shorter period of time able to respond to the demands of the state's economy and to earn a wage that provides for a good quality of life.

Vocational Rehabilitation Programs

The Department of Health and Human Services Division of Vocational Rehabilitation Services (DVRS) programs work with N.C. Community College System in that DVRS has a strong vendor relationship to sponsor training and enable individuals with disabilities to participate in continuing education, diploma, and degree programs. To achieve this, the VR programs maintain relationships with disability support services coordinators at local colleges to assist persons with disabilities in accessing their education and obtaining academic supports. The VR programs also partner with local colleges in the planning, recruitment, and provision of career readiness programs that target individuals who require basic skills training. In some programs, VR contributes financially to a student with a disability's participation in the work-based learning elements of their program.

Additionally, DVRS and colleges within the NCCCS are two of the partner organizations that comprise Project SEARCH teams in NC. Project SEARCH is a collaborative model serving individuals with the most significant intellectual or developmental disabilities, in which students participate in a series of three internships at the host business as well as job-focused academic skills training to prepare them for integrated, competitive employment in their community. Currently, there are three Project SEARCH sites with community college partnerships with the expectation that two more sites will be added in 2016.

The DHHS VR Programs will continue to develop their partnerships with the NCCCS and its colleges through participation on Align4NCWorks collaborative impact planning committees and by exploring opportunities to combine resources in support of work-based learning opportunities for individuals with disabilities. The VR Programs will continue to collaborate on job-driven training programs that will meet the needs of partnering business and industry and assist individuals with disabilities with obtaining credentials, including through the development of training programs at North Carolina's state operated VR facilities.

(F) Partner Engagement with Other Education and Training Providers

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

At the 2015 NCWorks Partnership Conference in October 2015, the Governor announced a new goal for North Carolina: by 2025, 67% of working adults will have postsecondary education beyond high school. The governor announced this goal at an NCWorks Leadership Summit – a joint meeting of the NCWorks Commission, State Board of Community Colleges, State Board of Education, University of North Carolina Board of Governors, Board of Directors for the Economic Development Partnership of NC, NC Business Committee for Education, and Board of Independent Colleges and Universities.

The Governor requested that each education and workforce board pass a resolution in support of the state's new goal and identify strategies to reach the goal. Each board and its respective agency is currently working identify key strategies for reaching that goal. In addition, the Governor's Education Cabinet is develop key benchmarks and measures to track the state's progress.

Key to achieving this goal will be to help students and job seekers connect to education and training partners within the system as well providers outside the state system. However, N.C. has one of the strongest community college and university systems in the country which provide exceptional opportunities for job seekers to acquire the education, skills, and credentials needed to be successful. Other education and training partners are also available and will be identified through the state's Eligible Training Provider List.

Eligible Training Providers

The NCWorks Online system allows the individual providers the ability to login and apply to be considered to be on the Eligible Training Provider List to receive referrals of Title 1 eligible customers. Once they have completed their application, the workforce development board that is closest to the primary location will review the application and take the necessary steps to determine if this provider is one that should be on the state list of approved providers. Once a provider is approved, they must then key in all the programs they offer that will again have to be reviewed and approved by a local WDB. Once a provider has been approved for WIOA training, every WDB in the state has the option to certify that this provider can be available in their area. With the two year review process, they would have to be approved again based on current standards.

The following types of training providers are subject to the ETPL requirements in order to receive WIOA Title I Adult and Dislocated Worker funds to provide training services to eligible adult and dislocated worker individuals.

- Institutions of higher education that provide a program of training that leads to a recognized postsecondary credential;
- Apprenticeship programs registered by the USDOL Office of Registered Apprenticeship;
- Public or private training providers, including joint labor-management organizations, pre-apprenticeship programs, and occupational/technical training; and
- Providers of adult education and literacy activities provided in combination with occupational skills training.

The local workforce boards may establish additional criteria for program eligibility within a local area through local policy. This may include setting minimum required levels of performance as criteria for training providers to become or remain eligible to provide services in that particular local area. Training providers should be aware that programs may be approved for some local areas and denied for others based on local criteria, and the approved local areas for each training provider will be listed as part of the ETPL.

In addition to collaboration with NCCCS, and sponsorship of postsecondary training at various educational institutions, the VR Programs have established policies and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services. These are described in the Vocational Rehabilitation (VR) Services portion of the Unified Plan under section (d) Coordination with Education Officials.

(G) Leveraging Resources to Increase Educational Access.

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

North Carolina is making access to education a priority. Governor McCrory announced in October 2015 a new goal for North Carolina – to have 67% of working adults with education and training beyond high school by 2025. Each education and workforce development board has passed a resolution in support of this goal is actively working to identify strategies to achieve this goal and measures to track the state's progress.

NCWorks Certified Career Pathways will serve as a fulcrum for increased educational access for citizens and collaboration among workforce partners. The establishment of regional workforce and education teams will connect employer engagement activities with career pathways strategies on the local level. The three agencies responsible for the six core programs continue to strategize and work collaboratively to leverage all resources available to serve the state's job seekers and training seekers. Many of the 23 local

workforce development boards also leverage resources from their respective cities and counties to enhance access to educational and workforce programs. Other resources may come in the form of local grants, other federal grant money, and partnerships with nonprofit organizations and school districts.

One example of a current grant is the Job Driven Initiative, a grant funded by USDOL with the specific objective to implement new or expand local and regional job driven partnerships that will serve dislocated workers and achieve better employment related outcomes for this group of workers. In North Carolina, the Division of Workforce Solutions is partnering with local workforce development boards and the North Carolina Community College System to provide occupational skills training and on-the-job training with Job Driven Initiative funds.

Other Leveraged Resources to Increase Educational Access

North Carolina currently leverages the following other sources of funding for educational access/workforce development:

- Pell grants. North Carolina community college students rely on Pell grant funding each year.
- GI bill educational resources for veterans and initiatives and tools that make it easier for veterans to crosswalk their military experience and gain educational credit/credentials.
- State, local and private scholarships or sponsorships (e.g., Golden LEAF Foundation, Duke Energy/other private companies, State Employees' Credit Union, and other sources). Funding flows through the State Board of Community Colleges, local community college foundations, and directly to students.
- In addition to its scholarships for individual students, Golden LEAF Foundation is an important source of workforce development grant funding in North Carolina. Grants are made to community colleges, LEAs, nonprofit organizations, and other entities to boost education and training, pay for equipment needed for job training programs, etc.
- The Belk Foundation is supporting key work on career pathways in North Carolina.
- Other state and national foundations and corporate giving programs are important for workforce development access and success. North Carolina is part of the National Governor's Association Policy Academy on Aligning the Talent Pipeline with the Needs of the Economy, which is supporting educational goal-setting and collaborative workforce development.
- If funding allows after paying for work-related needs, local departments of social services can use Child Care and Development Fund dollars and state Smart Start dollars to assist with subsidized child care for those in training or looking for work.
- At the local level, decisions are made by community action agencies (with federal CSBG and private funding sources), nonprofit organizations and/or faith-based organizations to provide transportation assistance, child care assistance and/or occasionally direct educational assistance.
- North Carolina is investigating ways to increase the number of SNAP Employment and Training programs across the state and finding linkages to the community college system to help get more food stamp recipients into education and training programs.
- Promote Career and College Promise to give high school students a jump start on higher education and possible reduction in time/cost at higher education institutions. (Support in the 2015 legislature will provide funding for NCCCS-supported Career Coaches in high schools across the state that provide postsecondary education information as well as guidance about community college programming.)

- N.C. Community College System Office is going to complete a policy analysis to identify barriers to access, including but not limited to education costs, wrap-around costs (transportation, credentialing, child care, etc.) and non-financial barriers, and work in collaboration with workforce, education, and nonprofit partners to mitigate barriers.
- Track state and federal program changes that could impact education and training affordability, and ensure that support through WIOA programs is connected with community college financial aid resources.

Vocational Rehabilitation

DVRS plans to maintain and strengthen its programmatic relationships with school transition services through its continued active participation by the Division's Transition Program Specialist on the State Capacity Building Team for Transition. This team, including NC Department of Public Instruction (DPI) leadership, NC Division of Vocational Rehabilitation Services, University Center for Development and Learning, Parent/Child Advocacy Agency, Career and Technical Education, and NC Community Colleges System representation was formed in recent years to develop statewide goals and provide better coordinated transition activities for students with disabilities to achieve better results with post-school outcomes, including obtaining employment or attending post-secondary education.

Currently, NC's Capacity Building Plan is focused on improving student involvement in the individualized education program (IEP) process so that planning is more meaningful and associated with a student's post-school goals. The state is continuing to work on a Transition Toolkit for teachers and anticipates the development of toolkits for parents, students, and agencies that will be individualized at the local level. DPI consultants are providing transition training to LEAs to promote student-led IEPs, and NC DVR plans to provide training to VR counselors and LEA representatives in the spring of 2016 to focus on the role of the VR Counselor in the IEP process.

DVRS plans to continue collaboration with DPI leadership on technical assistance grants that focus on improving transition services and employment outcomes for transition-aged youth, including re-submission for the National Technical Assistance Center on Transition (NTACT) Intensive Technical Assistance grant.

Description of Policies and Procedures for Coordination with Education Officials

As the Title IV regulations are finalized, VR plans to increase transition service offerings to students with disabilities through partnerships with NC public schools. Some areas of program development and service enhancement being considered by DVRS are:

- summer internships for students/youth with disabilities;
- increased utilization of On-the-Job Training (OJT) with students and youth;
- utilizing Transition Navigators to identify and serve students with disabilities who are potentially eligible and/or to provide VR PETS services to groups;
- increasing Project Search sites;
- hosting Self-Advocacy summer summits, camps, or school-based workshops;
- enhancing vocational evaluation tools and allocating increased vocational evaluation staff to serve students with disabilities in exploring career options; and

- increasing work-based experiences for students with disabilities who require on-the-job supports, such as job coaching, by partnering in innovative ways with community rehabilitation programs.

DVRS plans to re-brand and revise marketing materials and communications about VR services to students with disabilities to highlight PETS offerings to both students and school personnel. This effort will include targeted marketing for youth disability groups whose incidence within DVRS is declining despite remaining steady or increasing within the public schools (e.g., students with learning disabilities). DVRS will revisit policies related to post-secondary training and learning disability eligibility to ensure that the needs of all eligible students with disabilities as well as those students for whom we are mandated to provide PETS are being met in terms of preparing students to obtain competitive integrated employment in such a way to promote advancement and ongoing career development.

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.

DVRS requires each local VR office with vocational rehabilitation counseling staff serving on a local school transition services team to send an annual report to the school systems with which the Division has a TPCA. This report includes data about services and expenditures for students with disabilities provided by the Division, and addresses how VR staff members worked with school staff in transition planning for students with significant and most significant disabilities.

(H) Improving Access to Postsecondary Credentials.

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

North Carolina's sector strategies, job-driven workforce strategies, and career pathways strategies all emphasize the importance of post-secondary credentials. North Carolina's new goal to increase educational and training beyond high school will focus efforts by all education and workforce programs to help working adults gain post-secondary credentials either through the state's higher education system or through other strategies such as Registered Apprenticeship and third party industry credentials.

Career Pathways

North Carolina's strategic focus on career pathways will help individuals' access training leading to in-demand postsecondary credentials. A primary tenant of the career pathways initiative is the flexibility and creativity in providing opportunities for students and job seekers to enter and exit a pathway. In addition, the commission hopes that local and regional teams develop a system of crediting students for earned credentials, prior learning, and demonstrated job skills. Pathways must be designed to easily allow individuals to enter and exit at different points without duplicating credit/effort. Where possible, pathways must:

- include non-degree training that articulates credit to degree pathways (including awarding credit for appropriate prior learning experiences, attained third-party certifications or badges);
- provide special considerations for veterans to demonstrate skills based on experience (i.e., MOS or Badges) and provide accelerated educational/training opportunities for gap fulfillment; and
- include postsecondary registration with Department of Labor's RACC program to offer registered apprenticeship completers a pathway to complete their postsecondary degree.

Another core tenant of the career pathway philosophy is a strong work-based learning component. Local and regional teams must provide opportunities for students and job seekers to incorporate work-based learning into their programs of study. Pathways must include work-based learning as a strategy for career exploration and workforce engagement related to the individual's program of study or training/employability plan. Work-based learning is a critical part of the pathway system that:

- provides skills development related to the individual's program of study or training plan and offers course credit;
- includes in-depth industry tours, shadowing, mentorships, project based learning, service learning, cooperative education, structured volunteer experiences, junior achievement, internships, apprenticeships, etc.; and
- provides for a structured experience that is supported with demonstrated commitment from employers.

The commission also encourages local and regional teams to provide opportunities for students to obtain knowledge, skills and credentials efficiently. Career pathways should maximize use of articulation agreements to encourage coordination of educational offerings and encourage obtainment of stackable credentials to reduce duplication and foster a streamlined progression along the career pathway.

A program of study in career pathways includes a comprehensive, structured approach for delivering academic and technical education to prepare individuals for postsecondary education and career success that connects skilled graduates to job opportunities. Rigorous programs of study must:

- provide integrated academic, technical, and occupational skills training through classroom, on the job, online and experiential learning for individuals to meet employer needs;
- offer secondary students the opportunity to earn postsecondary credit through programs such as Career and College Promise;
- provide individuals opportunity to earn academic and technical certificates, diplomas, and degrees;
- include coordinated, non-duplicative progression of courses that allow for articulated credit, for prior learning and in accordance with existing articulation agreements between institutions; and
- allow individuals to stack credentials such as career readiness certificates, industry validated recognized third party certifications, and state licenses or certificates.

Registered Apprenticeship

North Carolina is also working to grow its Registered Apprenticeship program and make stronger connections with local workforce boards, career centers, and other workforce programs across the state. Staff are actively working to educate and inform businesses about Registered Apprenticeship as a great way to develop and sustain a talent pipeline to meet their workforce needs. In addition to staff reaching out to businesses, the program also uses businesses with an apprenticeship program to talk to other businesses. This peer-to-peer communication has seen success across the state.

Staff are also working to expand the number of public-private partnerships in North Carolina. This model brings together several companies that require similar skills in their workforce and sets up one apprenticeship program for the group of companies. The state has seen great success with this model and is actively working to expand it.

N.C. Community College System Areas of Focus

The North Carolina Community College System's strategic plan sets a goal to ensure education and training address and validate skill and competency needs and assessment. This goal calls for the state to increase the number of students leaving the community college system with an in-demand job-ready credential (e.g., third-party certification, state licensure, degree, certificate, or diploma). The action steps under that objective address the following:

- expanding industry-recognized credentials;
- credentials (of any kind) to further students' success toward career goals;
- continuing to support the implementation of WorkKeys assessments;
- expanding the community college transfer pipeline to universities;
- co-leading a national network of state agencies, research institutions, and national organizations that are researching and piloting strategies to capture industry-recognized credentials tracked by third-party organizations; and
- support work-based learning strategies.

Vocational Rehabilitation Areas of Focus

North Carolina's Vocational Rehabilitation programs improve access to postsecondary credentials for individuals with disabilities through the sponsorship of training and supportive services at colleges, universities, and vocational and occupational training programs as appropriate for the participants' individualized plan for employment. 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.

(I) Coordinating with Economic Development Strategies.

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

Throughout the workforce system, economic development partners aid in the identification of economic priorities – key industries and occupations for emphasis in career pathway development, education and training curriculum development, and assistance in reaching businesses that often have less regular communication with workforce development leaders than economic development leaders. In addition, in certain areas, economic development leaders have led the charge for workforce initiatives, ranging from eastern North Carolina regional economic development entities demonstrating the value of Work-Ready Communities to efforts in western NC to close the “interest gap” and change perceptions of manufacturing jobs.

The importance of connections with economic developers and their roles in workforce development will grow in the next several years as North Carolina’s state strategic plans call for more demand-driven workforce development, more work-based learning, and a greater emphasis on employment outcomes for all programs, including Adult Education and Literacy.

North Carolina’s key strategies are well-aligned with economic development activities in North Carolina. When the NCWorks Commission was developing its strategic plan it pulled key strategies from the state 10-year economic development plan, the Jobs Plan, to include in the commission plan. This work has resulted in a workforce development plan that is in alignment with the state’s economic development plan. The information below details more specific ways the state’s strategies connect with economic development.

Coordinate Across Programs at State and Local Levels

The coordination and alignment of North Carolina’s workforce development programs will make the workforce system easy to understand and access. Key strategies identified by the commission will help North Carolina achieve a more integrated system.

- Create inter-agency teams at the local and regional levels to enhance alignment in workforce services.
 - State-level coordination and alignment can provide the framework, structure, and support for an integrated workforce development system, but it’s local and regional activities that must truly be aligned to improve the system. Regional councils can quickly and easily connect with economic development to ensure strategies are aligned at the local and regional level and that the workforce system is meeting the needs of employers.
- Establish memoranda of understanding with all statewide education and workforce development entities to get all workforce system participants enrolled in NCWorks Online.
 - Having all students and workforce program participants enrolled in NCWorks Online also creates a data source for economic developers and businesses to identify the workforce that exists in each community. This information is often key to a business considering expanding or relocating.
- Launch the NCWorks brand that all workforce development system programs will use to help customers recognize the value of the system.
 - A single brand is needed to create a seamless workforce development system that is easily identifiable to all customers. Citizens, businesses, and key stakeholders will find value in North Carolina’s workforce development system when the overwhelming complexity is minimized and services streamlined.
 - A single brand for the entire workforce development system will eliminate the historic focus on individual program services and replace it with a state-wide approach. A

common brand also reduces confusion for those unfamiliar with the system by simplifying the message and increasing the efficiency of statewide outreach.

- Develop and implement a system-wide and consistent outreach strategy.
 - Customers of the state’s workforce development system may access more than one service. For example, a business looking to grow will need to increase the size of its workforce immediately but also ensure there is a pipeline of workers to continue to fill those positions. The company may be interested in customized training as well as apprenticeship programs to ensure it can fill its current and future workforce needs. The workforce development system needs to develop outreach strategies that provide information on the full range of services available.
 - Currently, each program promotes its services separately, leaving many businesses confused about what services are available to meet their needs. In addition, combining services across programs is often left up to the customer to figure out. A consistent outreach strategy needs to be developed at the state level that allows for customization at the local level.
- Develop a consistent menu of services and activities highlighting business and industry engagement opportunities, and develop interagency protocols to better meet employer and jobseeker needs.
 - There are many ways for businesses to engage with the workforce development system that will help businesses access the services they need and provide opportunities for individuals to gain work experience necessary to be a successful candidate for employment. A recent survey of businesses found that lack of work experience was one of the top three reasons employers were having difficulty finding the talent they need. However, businesses may not be fully aware of the ways they can connect with the workforce development system to provide opportunities that both help individuals gain the experience they need and develop a pipeline of talent to meet the businesses’ need.
 - Workforce development programs need to work together to identify all the ways that businesses can interact with the workforce development system from facility tours, to internships and externships, to apprenticeships, and on-the-job training opportunities. Then, business outreach specialists can share information with the businesses on the full range of activities, across programs, in which a business can engage to help develop the talent needed to grow their business.

Business Engagement and Sector Partnerships

North Carolina will proactively address the changing needs of the economy for a job-driven system by strengthening and expanding sector partnerships and business engagement strategies. Below are specific strategies identified to ensure a stronger connection to the business community and to ensure that the workforce system is meeting the needs of the economy.

- Research best practices on key industry networks and develop a strategy to implement networks for in-demand industries in North Carolina to get input from the business community on their workforce needs and use this information in combination with analysis of data to make informed decisions and build a globally competitive workforce.
 - North Carolina is currently participating in a National Governor’s Association Policy Academy on Aligning the Talent Pipeline to the Needs of Businesses. Through this work, a state team has been researching best practices from other states on developing and implementing key industry networks. The team will develop a strategy for developing

key industry networks to engage and discuss workforce issues with in-demand industries in North Carolina.

- Investigate how work-based learning activities could be incorporated into agreements with companies receiving state economic development incentives.
 - A recent study of employer needs found that work experience was the top reason businesses had trouble finding the qualified workers they need to be successful. Work-based learning is a key strategy for helping to reduce this challenge and is a key element in career pathways and other work.
 - North Carolina leaders will investigate how work-based learning activities could be incorporated into agreements with companies receiving state and/or local economic development incentives. There are a variety of types of work-based learning in which a business could engage including internships for students, externships for educators, co-ops, and apprenticeships. Businesses would benefit from these programs by helping to develop the future talent they need to maintain or grow their business.
- Expand the number of NCWorks Certified Work-Ready Communities to demonstrate to businesses that communities have the workforce needed.
 - The availability of a skilled and ready workforce drives economic development activities throughout North Carolina. The Certified Work-Ready Community certification demonstrates the employability of a local workforce, which strengthens the important connection with economic development. This initiative rewards the many workforce partners and local employers who have committed to improving the skill level of its workforce and achieves high standards of workforce quality.

Career Pathways

North Carolina has a strong career pathway strategy in place that expanded on the work done over the last decade by the k-12 and community college systems. The current strategy includes a certification process by the NCWorks Commission that requires eight key elements be in place. Specific strategies to continue to strengthen and use career pathways are listed below.

- Continue to support and promote the development of NCWorks Certified Career Pathways for critical industry clusters.
 - Career pathways begin with an engaged group of employers that clearly define their workforce needs and the skills, experiences, and credentials needed. The outcome of this work is a sustainable talent pipeline for in-demand occupations. Knowing that a community has a certified career pathways is a signal to businesses that the area has the tools in place to meet the workforce needs of employers.

Program staff are in regular communication with both state and local economic developers about workforce needs of businesses. In addition, staff from the Department of Commerce and the Community College System Office participate in a regular economic development meetings to discuss the workforce needs of businesses looking to expand or relocate to N.C.

(b) State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section II Strategic Elements. This includes—

(1) Implementation of State strategies - Operations

This must include a description of–

(A) State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

(B) Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.

Currently, North Carolina has several operating systems that support the implementation of WIOA. The state will investigate options for connected operating systems – consolidated case management systems, efficient communication platforms, and consistent reporting systems - that will support coordinated implementation of state strategies. In addition, the NCWorks Commission is working with state agencies to get all job seekers and students to use NCWorks Online. Below is a summary of the current operating systems.

NCWorks Online

For Titles I and III workforce programs, NCWorks Online is the state's official labor exchange and case management system. It is a one-stop online resource for job seekers and employers in North Carolina. Job seekers can search for jobs, create resumes, and find education and training. Employers can find candidates, post jobs, and search labor market information.

The site is a powerful online system accessed as a website on the Internet or an Intranet at an NCWorks Career Center. It was specifically designed for job seekers, students, case managers, employers, training providers, workforce professionals, and others seeking benefits and services. The system provides fast access to a complete set of employment tools in one website.

Each NCWorks Career Center utilizes NCWorks Online for client management and for data collection and reporting on workforce programs. Up-to-date career center contact information and hours of operation are posted in NCWorks Online as well. Features to help job seekers and students within the system include:

- create and send resumes and cover letters to employers;
- assess job skills, set goals, and research training providers;
- review available jobs and apply online;
- set up a Virtual Recruiter search agent to automatically review job postings and send notifications of jobs that match an individual's skills;
- track job search efforts and resumes sent in an online folder;
- learn about services and benefits for which you may be eligible;
- determine a budget and plan for training;
- research regional labor market information, such as salaries; and
- use the email/message center to contact employers and your case manager.

Features in NCWorks Online to help employers find the workforce they need include:

- define skills and post job orders to find potential candidates;
- research labor market information on salaries and economic data;
- set up a Virtual Recruiter search agent to automatically find candidates within the system that match the job skills of the job order; and
- communicate with job seekers, case managers, training providers, and others within the system email and message center.

Adult Education and Literacy

Adult education and literacy reporting is carried out in line with the guidelines of the National Reporting System for Adult Education (NRS) and state-established measures. NRS is an outcome-based reporting system for the State-administered, federally funded adult education program. Developed by the U.S. Department of Education’s Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process through which State adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education. The NRS tracks 5 key outcomes for adult learners:

- educational gain;
- entered employment;
- retained employment;
- obtained a secondary credential; and
- entered post-secondary education

NRS Secondary Measures include additional outcome measures related to employment, family, and community. They are listed on page 2 of the LEIS form and include:

- achieve work-based project learning goal;
- leave public assistance;
- achieve citizenship skills;
- increase involvement in children’s education;
- increase involvement in children’s literacy activities;
- vote or register to vote; and
- increase involvement in community activities.

See more on NRS at www.nrsweb.org and www.nrsweb.org/docs/NRSataGlance.pdf.

A state snapshot for North Carolina is available at <http://www.nrsweb.org/reports/nc.aspx>.

In addition to federal performance measures, each Basic Skills program is held accountable one state measure, Basic Skills Progress Measure. For this measure, the System Office has developed “baselines” and “goals.” Each year, a report is published that compares the three-year rolling average results of all colleges in relation to the performance measures, two of which involve Basic Skills. Incentive funding is

available to community colleges that exceed goals. See www.nccommunitycolleges.edu/analytics for more information.

North Carolina's Community College System has relatively decentralized processes for data collection and reporting. The 58 community colleges collect data for their students, and the NC Community College System uses a Literacy Education Information System (LEIS) data file extraction process to collect data from colleges quarterly. The LEIS captures enrollment data, functioning levels, testing, etc. Reports are submitted to the federal government annually, at the end of the calendar year for the past program year ending June 30.

Vocational Rehabilitation Programs

The North Carolina Department of Health of Human Services (NC DHHS) is the designated state agency for the administration of the state's Vocational Rehabilitation programs for individuals with disabilities. NC DHHS is the largest single agency in State government in terms of the budget and second largest in terms of number of employees. As such, enterprise level systems are integrated across the Department's Health and Human Services programs and interface with other information systems at the levels of local, state, and federal government. The primary system used for the administration of the Vocational Rehabilitation programs is BEAM (Business Electronic Access Management system), a fully automated web-accessible case management and service payment solution. BEAM went live in July 2014, fully replacing several legacy mainframe systems.

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), an 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.

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.

A separate data file exchange process is maintained for uploading VR participant information to the SSA portal for the SSA Ticket-to-Work program. This file exchange process isn't fully automated and is limited to establishing VR participant in-use status and eligibility for agency cost reimbursement. An interface with the Department of Commerce, Division of Employment Security (DES) provides quarterly State unemployment insurance wage records and related information to establish whether a former VR participant is working at the level of substantial gainful activity for agency cost-reimbursement under the Ticket-to-Work program.

Most recently, an interface was developed between BEAM and NC Tracks, the new multi-payer Medicaid Management Information System for NC DHHS. This interface includes the pricing logic for VR medical service claims submitted by healthcare providers and facilitates accurate medical claims processing.

Starting in 2016, information from the BEAM production environment will be replicated to the NC DHHS Client Services Data Warehouse (CSDW), an enterprise data warehouse that provides historical data for use by county and state staff as well as federal government and third-party users. The NC DHHS CSDW currently compiles data from business applications and systems for a variety of divisions within DHHS, including, but not limited to, the Divisions of Social Services; Medical Assistance; Public Health; Mental Health, Developmental Disabilities and Substance Abuse Services; Child Development and Early Education; and Aging and Adult Services. The NC DHHS CSDW supports various enterprise reporting

and program administration functions. The data warehouse will be utilized for the creation of specific county, state and federal reports that are not available “out of the box” in BEAM. It will also provide a means for meeting end-user ad hoc reporting requirements through the use of tools available as part of the DHHS CSDW. The DHHS CSDW will also house data for statistical analysis for consumption by both the department and external entities such as the University of North Carolina, the NC Department of Public Instruction, the Common Follow-up System, state and federal quality control monitoring entities, advocates, and other state and federal oversight agencies.

Labor Market Information

North Carolina’s Workforce and Labor Market Information System (WLMIS) is managed by NC Commerce’s Labor and Economic Analysis (LEA) Division. LEA processes a high capacity to leverage resources such as the Workforce Information Grant (WIG), Bureau of Labor Statistics, Workforce Data Quality Initiative Grant (WDQI) and other state and Federal funds to effectively provide responsive customer service and quality career/workforce/labor market information products and services. The Division assists NCWorks Commission in the provision system performance measures, with surveys and data collection designed to fill critical information gaps (i.e. employer needs survey) and undertakes various research projects to support the alignment of education, workforce and economic development (Interconnected Markets.)

North Carolina Common Follow-up System

There is an increasing need and demand for information regarding the effectiveness of programs in preparing North Carolina’s workforce. The North Carolina Department of Commerce’s Labor and Economic Analysis Division (LEAD) maintains a common follow-up information management system (CFS) for tracking performance measures related to current and former participants in State job training, education, and placement programs.

The Common Follow-up System provides the mechanism for carrying out longitudinal analyses that can be utilized to develop measures of program performance. These measures can provide critical information that can be used in the assessment of program effectiveness. As part of its responsibility for evaluating programs contained in the CFS, LEAD undertook a series of analyses that focused on assessing the educational and employment outcomes of individuals participating in several of North Carolina’s public education, employment and training programs. The goal was to develop key evaluative performance indicators related to employment and wage outcomes as well as measures related to further participation in education and employment programs. It is intended that these measures can be utilized in concert with other programmatic information to aid in the assessment of program effectiveness.

During the 2012 Session, the North Carolina Legislature enacted Session Law 2012-131. The law required the Department of Commerce to improve and strengthen the Common Follow up System and to further utilize data from the system in the development of performance measures for North Carolina’s workforce development system. As part of its efforts to improve and strengthen the CFS, LEAD has been undertaking several initiatives. These include enhancing the technology processes for system processing and storage, enhancing data integrity, updating system documentation regarding agency and programmatic information, enhancing system outputs, and collaborating with the participating agencies and stakeholders.

LEAD’s efforts towards improving system outputs has focused in several key areas including collaboration with the NCWorks Commission in the development of performance measures for the workforce development system. Further efforts have included the development of the North Carolina Tool for Online Workforce and Education Reporting NCTOWER.com a web-based tool for the delivery and

display of program performance information. The web site currently contains 10 years of post-completion employment and wage information for all curriculum programs offered through the North Carolina Community College System and degree programs through the University of North Carolina system. Available information includes outcomes by college/university, degree and major. This new data delivery tool facilitates the use and delivery of information from CFS and helps in achieving the goal of enhanced system outputs.

As part of the enhancement efforts LEAD staff is currently working to expand the data coverage within CFS including working with existing agencies to expand their data submissions and adding agencies and programs not currently participating in CFS. Data expansion efforts also include expanding access to out of state employment and wage data through the Wage Record Interchange System (WRIS) and the Wage Record Interchange System 2 (WRIS 2) as well as accessing federal employment related data through the Federal Employment Data Exchange System (FEDES). LEAD anticipates that these additional sources of employment and wage data should be available for use over the next several months.

Further evaluative efforts that are underway include the analysis of the additional agencies and programs contained in the CFS. This includes information from the University of North Carolina system and Department of Public Safety. In addition the Labor and Economic Analysis Division will continue to build on the analysis carried out in support of this report to provide additional outcome information for each program by sub-geographical areas and institutions as well as the analysis of information from additional programs not included in this report.

In addition to these efforts, Session Law 2014-100 required the Department of Commerce to develop a plan for the transfer of the information and capabilities of the CFS to the Government Data Analytics Center (GDAC) within the Office of Information Technology Services. The Department of Commerce is currently working with the GDAC staff to transfer the technology and capabilities into the GDAC environment. It is intended that this effort will assist in developing enhanced technological and analytical capacity which will help to further enhance the capabilities of the CFS to meet research, performance, evaluative and reporting efforts. Furthermore, the technological, analytical and data access within the GDAC will facilitate additional matching and analytics that will help to address some of the data limitations including matching that has previously been limited to the use of SSNs.

(2) Implementation of State strategies - Policies

The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

North Carolina has several policies in place to support the implementation of the State's strategies including integrated service delivery, career center and career pathways certification through the NCWorks Commission, a statewide goal for educational attainment, and performance measures for local workforce development boards. In addition, North Carolina will continue to review and evaluate statewide policies to support implementation of the state's strategies.

The Division of Workforce Solutions implemented an integrated service delivery model for the programs in Titles I and III. The division maintains memoranda of understanding (MOU) with each local workforce development board on this delivery model. This MOU includes key policies around integrated teams, use of one case management system, and co-enrollment in Title I and III programs. This delivery model ensures an aligned, customer-focused system in all NCWorks Career Centers (N.C.'s one-stop system).

The NCWorks Commission also has several policies that support the implementation of the state's strategies. The commission established criteria for NCWorks Career Centers to ensure they are high quality, customer-focused centers that meet the needs of job seekers and employers. Local workforce development boards must apply to the commission for certification and all centers in their area must be certified. Centers are certified for two years and develop continuous improvement plans that are reviewed by staff every six months. Criteria for certification are in the following categories:

- location and appearance;
- integrated service delivery operational plans;
- use of NCWorks Online;
- trained staff;
- customer satisfaction; and
- partnerships with other workforce development programs in the local area.

The commission has also created a certification process for NCWorks Certified Career Pathways for recognizing comprehensive career pathways that at helping to develop a talent pipeline for in-demand occupations. Career pathways are a key areas of focus for North Carolina which has been an innovator in developing strategies that support transitions from education to employment. 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).)

The NCWorks Commission is also responsible for development state performance measures for local workforce development boards. The commission is currently collecting baseline data and will finalize these measures in spring 2016. These measures will be focused on key activities required by local boards for a comprehensive workforce development system including outreach, employer engagement, training services, development of career pathways, and certified career centers.

North Carolina's workforce development partners are committed to preparing students to enter the workforce, helping job seekers find good jobs, and helping employers find a talented workforce. To accomplish this task better the NCWorks Commission is currently pursuing a Memorandum of Understanding to formalize cooperation and collaboration among North Carolina's workforce delivery system partners regarding the use of NCWorks Online. The agreement sets forth each partner agency's willingness (listed below) to encourage all program participants of North Carolina's workforce programs to enroll in NCWorks Online.

- NCWorks Commission
- Department of Commerce
- Department of Health and Human Services

- Community College System
- Department of Public Instruction
- Department of Administration

By promoting and encouraging workforce program participants to be registered or enrolled in NCWorks Online, the job-matching system will be more robust and offer employers a larger and more varied pool of candidates to choose from.

In addition, with the understanding that each agency has federal policies and requirements to adhere to, a policy group of the NCWorks Commission has discussed possible procedures and protocols that could be improved upon to further support alignment and collaboration.

- Common intake or pre-application process for all customers. In the absence of one common data and/or case management system for all workforce customers, a uniform intake method (i.e., 5 questions on a home screen) could at least be used when enrolling customers.
- Common referral process for all agencies. One process used by all workforce partners when referring customers throughout the system.

The NCWorks Commission will continue to work with state agency leaders to review current policies, suggest needed changes to those policies, and identify new policies needed to continue to strengthen the state's workforce development system. Coordination and alignment of this system is a key goal for the commission.

(3) State Program and State Board Overview

(A) State Agency Organization. Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

State Agency Organization

The NCWorks Commission guides the workforce development system in North Carolina. At the state level, the commission coordinates 20 programs administered by five agencies. The agencies include Department of Commerce, Department of Health and Human Services, Community College System, Department of Public Instruction, and Department of Administration. In 2015, the University of North Carolina system was also added to the NCWorks Commission membership and the commission is currently working to align programs with the university system as well.

The Departments of Commerce and Health and Human Services are cabinet agencies and report to the Governor. Commerce directly operates the Title III program and oversees the Title I program, which is operated by 23 local workforce development boards. Services offered through Titles I and III are integrated and offered at NCWorks Career Centers, which are overseen by the local workforce development boards in conjunction with commerce staff. There are 80 certified career centers across the state and approximately 20 outreach locations.

The Department of Health and Human Services operates the Title IV program and provides vocational rehabilitation and services for the blind at 80 locations across the state providing coverage of all 100 counties. Some of these offices are shared with other related service organizations and workforce partners. From these offices, Vocational rehabilitation services are primarily provided directly by vocational rehabilitation counselors, vocational evaluators, assistive technologists, rehabilitation engineers, and business relations representatives. Each office is locally managed under the supervision of regional and central management teams under the authority of the central management structure within

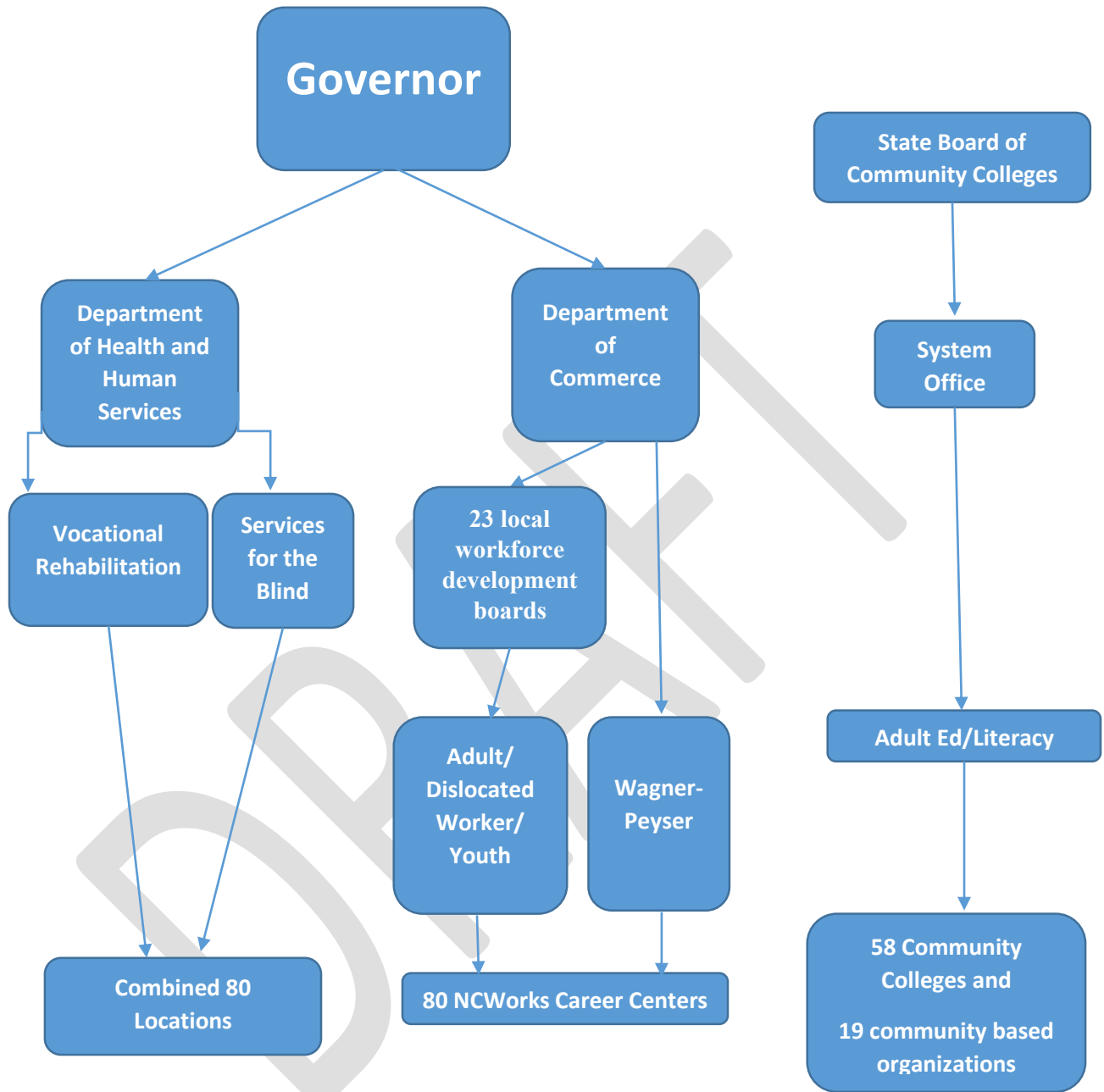
the Department of Health and Human resources. The vocational rehabilitation programs do have rehabilitation counselors that provide itinerant support at the NC Works Career Centers on a regular basis to facilitate service coordination for individuals who identify themselves as having a disability and express interest in receiving specialized services, guidance, and supports that lead to successful employment.

The North Carolina Community College System is composed of 58 local community colleges and is governed by the State Board of Community Colleges. The state board has designated the College and Career Readiness section of the Programs and Student Services Division to administer the federal and state grant funds under WIOA, Title II-Adult Education and Family Literacy Act (AEFLA). The College and Career Readiness section provides leadership, oversight, professional development, policy guidance, monitoring, and evaluation of local community colleges and community-based organizations who receive funds from WIOA-AEFLA grant program. Currently, there are 77 providers--- 58 community colleges and 19 community-based organizations. Additionally, there are 33 providers offering Integrated English Language and Civics Education programs.

Staff at career centers, community colleges, and vocational rehabilitation offices all maintain good referral processes among each other when serving customers.

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North Carolina Workforce Development System Organizational Chart



(B) State Board. Provide a description of the State Board, including-

(i) Membership Roster. Provide a membership roster for the State Board, including members' organizational affiliations.

(ii) Board Activities. Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The NCWorks Commission is the designated state workforce investment board for North Carolina. The commission operates in accordance with the federal Workforce Innovation and Opportunity Act, North Carolina General Statute, and commission bylaws. Appointees are given the responsibility for setting the strategic direction of the state-wide workforce development system. Commission members advise state leaders on how to strengthen the state's workforce and serve North Carolina businesses. The commission also develops policy to align workforce programs, assesses the effectiveness of core programs, and oversees the "one-stop" career center system.

Membership

Representation on the NCWorks Commission is mandated by federal and state law. Commission membership includes workforce agency leaders, elected officials, the private sector, and labor, training, and community based organizations. The majority of the members are from the private sector as directed by WIOA. All members are appointed to four year terms by the Governor. The heads of the Department of Health and Human Services, Department of Administration, Department of Public Instruction, Community College System, University of North Carolina System, and Department of Commerce all serve as ex-officio members.

NCWorks Commission Membership Roster	
Government Representatives	
<i>Pat McCrory</i>	<i>Governor, State of North Carolina</i>
<i>Dr. June Atkinson</i>	<i>State Superintendent, N.C. Department of Public Instruction</i>
<i>Kathryn Johnson</i>	<i>Interim Secretary, N.C. Department of Administration</i>
<i>George Fouts</i>	<i>Interim President, N.C. Community College System</i>
<i>Mr. John Skvarla</i>	<i>Secretary, N.C. Department of Commerce</i>
<i>Mr. Rick Brajer</i>	<i>Secretary, N.C. Department of Health and Human Services</i>
<i>Margaret Spellings</i>	<i>President, UNC System</i>
<i>BJ Murphy</i>	<i>Mayor, Kinston</i>
<i>Tracy Philbeck</i>	<i>County Commissioner, Gaston County</i>
17 Private Business Representatives	
<i>Korey Coon</i>	<i>Caterpillar</i>
<i>Joe Magno</i>	<i>N.C. Center of Innovation Network</i>
<i>Josh Arant</i>	<i>Mako Medical Laboratories</i>
<i>Jerri Tryon</i>	<i>The Coca-Cola Company</i>
<i>Kevin Sills</i>	<i>Atlantic Pharmaceuticals, Inc.</i>
<i>Olalah Njenga</i>	<i>YellowWood Group</i>
<i>Melanie Chernoff</i>	<i>Red Hat, Inc.</i>
<i>Susan Jackson</i>	<i>Blue Cross Blue Shield of NC</i>
<i>Stuart Matthis</i>	<i>STV Incorporated</i>
<i>Kim Toler</i>	<i>PotashCorp</i>
<i>Joe Rogers</i>	<i>Rogers International, LLC</i>
<i>Marti Matthews</i>	<i>Purdue Pharmaceuticals</i>
<i>Kent Misegades</i>	<i>Apprenticeship Unlimited</i>
<i>Osceola Ellis</i>	<i>Military Relocator Real Estate & Property Management</i>
<i>Chris Watters</i>	<i>Restoration Hardware</i>
<i>Shawn Brown</i>	<i>Cargo Transporters</i>
<i>John Bailey</i>	<i>John Baily and Associates, Inc.</i>
7 Labor, Training, and Community Organization Representatives	
<i>Michael Okun</i>	<i>NC State AFL-CIO</i>
<i>Lewis Dishmon</i>	<i>Workers United/SEIU</i>
<i>Walter Siegenthaler</i>	<i>Max Daetwyler Corporation and Chair Apprenticeship Council</i>
<i>Sherry Carpenter</i>	<i>Goodwill Industries</i>
<i>Eric Hall</i>	<i>Communities in Schools of NC</i>
<i>Hope Williams</i>	<i>N.C. Independent Colleges and Universities</i>
<i>vacant</i>	

Board Activities

Committees

The work of the commission is accomplished through the work of committees. These committees, established by the chair, are created purposefully to accomplish the goals of the commission's 2014-2016 strategic plan and to carry out the functions under section 101(d) of WIOA. Each committee is led by a chair and is supported by staff. The chairs of each committee, along with the commission chair also compose the Executive Committee.

Meetings

The commission conducts quarterly business meetings at the call of the chair. Business meetings are attended by the entire commission and are open to the public. Meeting agendas are developed by commission staff and approved by the chair. Actions of the commission are determined by a majority vote of the members present, and a majority of the commission constitutes a quorum for the transaction of business. The rules set forth in *Robert's Rules of Order, Newly Revised* govern the procedures of the commission.

The commission also conducts committee meetings comprised of commission members. Committees meet several times a year and are scheduled at the discretion of the committee chair. These meetings are attended by the assigned committee members, its chair, and appropriate staff.

Several key activities will assist the NCWorks Commission members and staff carry out state board functions. First, the NCWorks Commission has assembled a group of agency leaders to help coordinate and integrate workforce programs across agencies. This State-Agency Sub-Committee is working on policy alignment, a unified branding and outreach strategy, a unified business services strategy, and creating regional teams for North Carolina's eight Prosperity Zones to ensure a consistent and comprehensive approach to workforce development in each zone.

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 activities, 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. In addition, multiple promotional events are underway to promote the development of certified career pathways. A state-wide Career Pathways Conference was conducted in September 2015 with over 200 attendees.

Through the efforts of the Accountability Committee, the commission guides the continuous improvement of the workforce development system using data-driven strategies. Session Law 2012-131 and the Workforce Innovation and Opportunity Act require the commission to develop, continuously improve, and report on system-wide performance measures assessing the effectiveness of the entire workforce development system. The commission responded by convening an inter-agency work group that developed a set of common measures to track and analyze performance.

The Accountability Committee of the NCWorks Commission works with the Labor and Economic Analysis Division (LEAD) in the Department of Commerce to analyze state workforce development program data. LEAD maintains the Common Follow-Up System (CFS) which contains a rich longitudinal repository of information from a variety of education and workforce programs as well as employment,

wage, claims, and benefit payment information from the unemployment insurance system. This information has been used to develop annual reports on the workforce development system as well as continuously improve performance measures.

(4) Assessment of Programs and One-Stop Program Partners

(A) Assessment of Core Programs. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

The NCWorks Commission (N.C.'s state workforce investment board) is responsible for assessing N.C.'s workforce development system, including core WIOA programs. This work is accomplished by the commission's accountability committee which reports to the full commission at each quarterly meeting.

First, state law requires the commission to annually review and evaluate the plans and programs for all federally- or state-funded workforce development programs. In 2014, the NCWorks Commission completed a review of 20 workforce development program plans, policies and services across five agencies in North Carolina. This review included an analysis of core programs as well as other one-stop delivery system partners. The commission reviewed workforce program funding levels and sources, service provision types, special populations served and business outreach initiatives. (See section II(a) 2(A) for a summary.)

Second, the commission is required to develop and continuously improve performance measures to assess the effectiveness of workforce training and employment in the state. The workforce development system agencies worked collaboratively to design and implement universal performance measures. The commission which oversaw these efforts, recognized that by using common metrics and applying them across a wide range of workforce programs, the performance measures offer a comprehensive program-by-program look at North Carolina's workforce system.

Third, the commission also is required to develop state performance accountability measures for local workforce development boards. These commission is currently collecting baseline data and will finalize measures for program year 2016. The measures will be include items that measure inputs, activities, outputs, and outcomes of Title I programs.

Finally, the commission's accountability committee will be developing strategies to track the implementation, activities, and performance of core programs as directed by WIOA. The committee is currently reviewing WIOA and will have a process in for program year 2016.

(B) Assessment of One-Stop Program Partner Programs. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

The NCWorks Commission is responsible for reviewing and evaluating the workforce development system in North Carolina which includes core WIOA programs and one-stop partner program services. See answer to question III (b)(4)(A) for more details.

(C) Previous Assessment Results. Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

Performance from the first two years of WIOA will be used as the baseline for future assessments of the effectiveness of core programs and NCWorks Career Center (one-stop) partners.

(D) Evaluation. Describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

North Carolina will conduct vigorous, objective and thorough assessments of WIOA core programs as part of the overarching NCWorks system. Plans for this comprehensive assessment process include:

- Collective regular reviews by the State Steering Council which include agency leaders from all WIOA core programs on data reflecting enrollment, resource sharing among core partners, measures of effectiveness and efficiency and an analysis of mutually agreed upon targets for expected and achieved performance. Further, data from all core partners on consumer input will also be collected, shared, and summarized.
- Formative evaluation on goals established to guide, and focus core partner activities on alignment, coordination of services, referrals, resource sharing, and other important partner engagement activities at both the state and local levels. The result of this assessment will be to determine the level and breadth of partner engagement in serving North Carolina's workforce system in a coordinated, purposeful manner.
- Annual performance evaluation by NCWorks Commission of efficiency and effectiveness of core programs and NCWorks Career Center system and measures of satisfaction of consumers, both businesses and individuals served in the system. Other measures of performance would include the employment and retention outcomes, post-secondary achievements and an examination of the level of penetration into groups and individuals eligible for services and the degree to which the workforce system has reached them.
- State performance measures will also be set by the NCWorks Commission for local workforce boards beginning in program year 2016. These measures will be developed in conjunction with board staff and will be complimentary to the federal performance measures.
- Engagement of outside consultation for third-party review, analysis, evaluation and recommendations for continuous improvement of services and resulting outcomes. Utilizing North Carolina's excellent public and private universities' research capabilities is anticipated.
- The NCWorks Commission will commission research projects on employer needs every two years to follow up on two previous studies, best practices in key topics, and other key areas of research to help improve the workforce development system.

Program assessments conducted during the final two years of the Workforce Investment Act by the NCWorks Commission were reviewed and considered in formulating North Carolina’s Unified Plan. Performance from the first two years of WIOA will be used as the baseline for future assessments of the effectiveness of core programs and NCWorks Career Center system. From the baseline assessment on program performance targets will be established and regularly monitored by individual core partner agencies as well as the State Steering Council and the NCWorks Commission. Program performance targets will demonstrate North Carolina’s best effort in reaching a diverse workforce and maximizing the system’s resources to prepare workers for the demands and needs of employers currently and in years to come. Under circumstances where performance targets fall short of expected levels an analysis will be conducted regarding the reasons with suggested means of improving performance for the next reporting period.

(5) Distribution of Funds for Core Programs

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

(A) For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

- (i) Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),**
- (ii) Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),**
- (iii) Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.**

Title I: Youth, Adult, and Dislocated Worker

In April or early May of each year, the Employment and Training Administration (ETA) of the Federal Department of Labor (DOL) releases a Training and Employment Guidance Letter (TEGL) that provides the program allotment amounts and specifics on the formulas states should use to determine the allocation amount for each Workforce Development Board (WDB). Out of each program’s total allocation amount, an administrative holdback amount to be used for statewide workforce investment activities is deducted from the total. The percentage can vary year to year and program to program. In addition, the Dislocated Worker program also has a percentage of its allocation deducted, to be used for statewide rapid response activities. For the most recent program year for which allocations have been calculated, PY 2015, the percentages deducted were as follows:

Adult	10% administrative holdback
Youth	10% administrative holdback
Dislocated Worker	10% administrative holdback
	25% statewide rapid response holdback

Also included in the TEGL, is the ratio of July to October funding for the Adult and Dislocated Worker programs. Youth funds are not divided into two distributions. Once the Local Area allocation amounts have been calculated, this ratio is then used to determine what amount is available for July and what is available for October. For PY 2015, that ratio was:

Program	July Percentage	October Percentage
Adult	8.3574%	91.6426%
Dislocated Worker	15.3575%	84.6425%

Once the total allocation amounts for each program are known, the DOL-provided formulas are then used to calculate the Local Area allocation amounts. Both the Adult and Youth programs have a minimum allocation amount in effect (the Dislocated Worker program will also have this in effect for PY 2016), defined as follows:

The local area shall not receive an allocation percentage that is less than 90 percent of the average allocation percentage of the local area for the 2 preceding fiscal years. Amounts necessary for increasing such allocations to local areas to comply with this requirement are to be obtained by ratably reducing the allocations of the other local areas.

The formulas used for each program, as well as the definitions of some important terms within those formulas, are included below, sourced from TEGL 29-14.

WIOA Adult and Youth Activities

Formula:

- 1/3: State relative share of total unemployed in areas of substantial unemployment (ASU) (average 12 months ending 6/30)
- 1/3: State relative share of excess unemployed (average 12 months ending 6/30)
- 1/3: State relative share of economically disadvantaged youth (American Community Survey 2006-2010)

WIOA Dislocated Workers

Formula:

- 1/3: State relative share of total unemployed (average 12 months ending 09/30)
- 1/3: State relative share of excess unemployed (average 12 months ending 09/30)
- 1/3: State relative share of long-term unemployed (average 12 months ending 09/30)

Formula Data Factor Definitions

WIOA Youth and Adults Programs

- ASU: contiguous areas with unemployment rate of 6.5 percent or more excess unemployed. Higher of:
 - (1) excess unemployed (unemployment in excess of 4.5 percent) in ASU's; or
 - (2) excess unemployed (unemployment in excess of 4.5 percent) in all areas
- Economically disadvantaged adults: individuals, age 22-72, meeting (or member of family meeting):
 - OMB poverty level or
 - 70 percent of lower living standard income level (LLSIL).
- Economically disadvantaged youth: individuals, age 16-21, meeting (or member of family meeting):
 - OMB poverty level or
 - 70 percent of lower living standard income level (LLSIL).

WIOA Dislocated Workers Program

- Excess unemployed: unemployment in excess of 4.5 percent
- Long-term unemployed: number unemployed 15 or more weeks

(B) For Title II:

(i) Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

(ii) Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

Title II: Adult Education and Family Literacy Act

Using the provisions set forth in Section 232 of WIOA, each eligible provider desiring a grant or contract must submit an application packet to the North Carolina Community College System Office which is the designated lead agency WIOA Title II-Adult Education and Family Literacy Act (AEFLA) federal funds. The application packet will be referred to as the WIOA-AEFLA Local Plan. Eligible providers will submit an application for one for the following designations:

Comprehensive Program

- Provides academic instruction for all of the following areas: Adult Basic Education, Adult Secondary Education, and English Language Acquisition.
- Provides academic instruction for all one or more of the following: Workplace Literacy, Family Literacy, or Correctional Education.
- Provider is an approved test administration of an NCCCS-approved high school equivalency assessment.

Literacy Services Only

- Provides academic instruction for all one or more of the following areas: Adult Basic Education, Adult Secondary Education, English Language Acquisition or Family Literacy

To be eligible for funding, eligible providers will describe their organization structure and give assurance that they meet the definition of an eligible provider and the mission of their organization is in alignment with the strategic mission and vision statements contained in North Carolina's Unified State Plan. Eligible providers must demonstrate past effectiveness by submitting documentation that: 1) Provides performance data on its record of improving the skills of eligible individuals and 2) Provides information regarding its outcomes for participants related to employment, high school completion, and transition to postsecondary education and training.

The funding allocation used to allocate funding will be based on their designation.

Comprehensive Programs

Comprehensive programs receive both federal and state funds and are referred to as the Basic Skills Block Grant. Per NC General Statute 115D-31(b1), Basic Skills Block Grant funds must be used only for adult education and literacy activities and may not be transferred to any other program areas of the eligible provider. Up to 5% of the federal portion of the block grant may be used for support of administrative functions (such as Director of Basic Skills programs, clerical, etc.). Up to five percent of the block grant may be used to procure instructional technology including computers for student use in the college's

literacy lab, instructional software and software licenses, scanners for testing, and classroom projection equipment. No other equipment or capital items can be purchased with Basic Skills funds. In cases where the 5% limitation is too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the provider may request that the System Office to review its situation in order to determine an adequate level of funds to be used for non-instructional purposes.

The funding allocation is based on three components:

- *FTE Allocation.* This allocation is supported through a combination of Federal and State funds. NCCCS has four funding Tier rates for allocations based on FTE. Basic Skills FTE's are funded at the Tier 2 rate.
- *Basic Skills Performance-Based Funding Allocation.* This allocation is based on college performance on one measure: Progress of Basic Skills Students
- *GED®/AHS Performance Incentive allocation.* After providing the FTE and PBF allocations, the remaining State funds are allocated among colleges based on their pro-rata share of the number of GEDs® and Adult High School (AHS) diplomas awarded. In FY 2015-16, colleges receive an additional \$823.64 per GED® /AHS diploma awarded.

Literacy Instruction Only

Programs under this category only receive funding for the federal WIOA-AEFLA allocation. The funding formula for has three components:

- *Base Funding.* The Base funding is set at \$6.00 per student contact hour. For each hour of instruction credited to the program through the LACES system, as pulled from the “NRS Table 4”, the program is awarded \$6.00.
- *Average Contact Hour.* The first performance-based component is an allocation of 10% of the base amount if the program average 40 contact hours per student for the program year.
- *Educational Functioning Level Gains.* The second performance-based component is an allocation of \$100 for each student obtaining an EFL gain during the program year. The programs are only credited for a given student one time for a given program year. Students earning multiple EFL gains will not generate additional funding through this component.

There will be a “hold harmless” cap of 10% such that programs could not gain or lose more than 10% of their budget from the previous program year.

Per Section 231 (c), NCCCS will ensure that all eligible providers will has direct and equitable access to seeking grants or funds to deliver adult education and family literacy activities in North Carolina. There will be one application for all WIOA-AEFLA funding sources. Eligible providers will complete the sections/questions that are applicable to their request. The grant or contract announcement will also be the same for all eligible providers. Below is a chart that outlines the timelines for the Request for Application (RFA).

State Plan			Open	RFA	RFA	Award
Program Year	Implementation Type		RFA	Release Date	Due Date	Announcement
1	2016-2017	WIA to WIOA Transition	No	2/15/2016	3/30/2016	5/2/2016
2	2017-2018	WIOA-Full Implementation	Yes	1/2/2017	2/10/2017	5/1/2017
3	2018-2019	WIOA-Full Implementation - Continuation	No	1/2/2018	2/10/2018	5/1/2018
4	2019-2020	WIOA-Full Implementation - Continuation	No	1/2/2019	2/10/2019	5/1/2019

(C) Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

Title IV: Vocational Rehabilitation Programs

Funds distribution between the Divisions of Vocational Rehabilitation Services and Division of Services for the Blind was recently changed between the two agencies so that it more accurately reflect spending levels. Distribution calculations are based on previous years' expenditure levels for each agency while allowing for sufficient carry forward to maintain on-going operations in the event of a disruption of federal funding.

(6) Program Data

A. Data Alignment and Integration.

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

iii. Explain how the State board will assist the governor in aligning technology and data systems across mandatory one-stop partner programs (including design and implementation of common

intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

There are three state agencies in North Carolina that have administrative responsibility for the WIOA core programs. These include the North Carolina Department of Commerce, North Carolina Community College System, and North Carolina Department of Health and Human Services. While each of these entities maintain separate participant and financial information systems, the agencies have worked and continue to work collaboratively to integrate data across North Carolina's workforce development system. As the final WIOA operational and reporting policies and regulations are released, North Carolina's workforce agencies will continue to work and explore mechanisms by which further data integration can be achieved across entities to achieve the data integration and reporting goals of WIOA.

The NCWorks Commission has identified as one of its key action steps to explore opportunities for interfacing NCWorks Online with North Carolina's array for workforce development case management systems. The commission will work with state agency leaders and track this initiative to ensure that all opportunities are explored.

In addition to the administrative data functions that are completed in separate information systems, each of the WIOA core program agencies along with several other education and workforce entities are participants in a longitudinal workforce system called the North Carolina Common Follow-up System (CFS). This system is a state mandated longitudinal system that is utilized to provide information on the educational and employment outcomes of participants in publicly supported educational, employment, and training programs for use in planning, policymaking, program evaluation, resource allocation, and career planning.

Each year participating agencies provide data extracts to CFS. These extracts include record level data files that include participant demographic information and program related information. These extracts are loaded to historical longitudinal data files housed within CFS. In addition to the education and workforce data submissions, CFS also receives data from the state's unemployment insurance system and employer related information from the Labor and Economic Analysis Division (LEAD). UI related information includes detailed UI claims and benefit payment information as well as quarterly unemployment insurance wage data. Currently, CFS contains over 148 million program participant records on over 9 million individuals, over 15 years of monthly UI claims and benefit payment information, over 17 years (over 396 million records) of quarterly UI wage and over 14 years of quarterly employer information including industry classification and employer size.

North Carolina received a Workforce Data Quality Initiative (WDQI) grant from the U.S. DOL's Employment and Training Administration in 2013. WDQI resources are being utilized to enhance and expand the capacity of CFS as a longitudinal workforce system. This enhancement effort includes the migration of historical data into relational data structures, the expansion of data submittals, and enhancement of the systems technology infrastructure. While LEAD is charged with operation of CFS, the new enhanced CFS is being developed in collaboration with the North Carolina Department of Information Technology's Government Data Analytics Center (GDAC).

Each core WIOA agency will be responsible for submitting their version of the Participant Individual Record Layout (PIRL) data and yearly and quarterly reports. As the final WIOA operational and reporting regulations are released, North Carolina's workforce agencies will continue to work and explore mechanisms by which further data integration can be achieved across entities to achieve the data integration and reporting goals of WIOA. This includes automation of electronic data exchanges across

existing participant systems and to leverage the state's resources available through the Common Follow-up System.

B. Assessment of Participants' Post-Program Success.

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

The three agencies that 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.

The NCWorks Commission uses the information from the CFS to complete its annual performance measures report. One of the indicators that is tracked for each program is continuation in higher education and/or other workforce programs. The commission reviews this information annually and reports to the N.C. General Assembly.

C. Use of Unemployment Insurance (UI) Wage Record Data.

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

The core WIOA agencies have different methods of accessing UI wage data including direct access to data to allow immediate reports. Agencies also use UI wage data as part of the reports produced from the Common Follow-up System.

North Carolina has a long history and wealth of experience in the analyses and use of Unemployment Insurance wage data to meet both state and federal reporting and evaluation requirements. Through the North Carolina Common Follow-up System, the state has a longitudinal repository of Unemployment Insurance data with over 17 years of historical quarterly wage records. In addition, the state is currently participating in both the Wage Record Interchange System (WRIS) as well as the Wage Record Interchange System 2 (WRIS2). In addition, the state is working to finalize its agreement in the Federal Employment Data Exchange System (FEDES). Each of the core WIOA programs have access to the State's Unemployment Insurance wage data either through direct access or through the return of matched data files through the Common Follow up System. Access to UI wage records are completed under signed Memoranda of Understanding which outline data sharing and confidentiality laws and requirements.

D. Privacy Safeguards.

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The core WIOA agencies use secure servers to access and share data.

Programs administered through the Division of Workforce Solutions employ specific measures for privacy safeguarding by creating a unique identifier for the individual's Social Security information when

registered for services. Unique identifiers are used to eliminate exposure of sensitive information through the case management and referrals processes.

Programs administered through the Division of Vocational Rehabilitation Services are regulated by the Health Insurance Portability and Accountability Act (HIPPA) and conform to all privacy safeguards therein as well as obtaining a signed release from individuals seeking services.

Workforce programs administered by the NC Community College System are regulated by the Family Educational Rights and Privacy Act (FERPA) and conform to all privacy safeguards therein.

Data from the state's unemployment insurance system used for the computation of WIOA performance measures by the Division of Workforce Solutions and the NCCCS are utilized in compliance with 20. C.F.R Part 603.

North Carolina will continue investigating unified data management systems for statewide application and will make privacy considerations a priority in all initiatives.

(7) Priority Services for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

North Carolina's public workforce development system offers programs designed to improve employment opportunities for all customers. Services include assessments, training programs, staff-assisted services, and self-service online programs. In addition to serving people with various levels of education and work experience, some specialized programs provide customized services to special populations, especially veterans. North Carolina is home to seven military installations and over 775,000 of its citizens are veterans. Staff at NCWorks Career Centers are committed to helping veterans and other individuals with barriers to employment navigate the employment process beginning with assessment and continuing throughout the job-search and culminating in suitable employment.

On November 7, 2002, the Jobs for Veterans Act (JVA), Public Law 107-288 was signed into law. One provision of the JVA, codified at 38 U.S.C. 4215, establishes a priority of service requirement for "covered persons" (veterans and certain spouses of veterans, as defined by 38 U.S.C. 4215(a) (1) (A-B), in qualified job training programs. Qualified job training programs include all workforce programs funded directly, in whole or in part, by the US Department of Labor (USDOL), such as WIOA Title I and Title III (Wagner Peyser) employment services and other job training programs offered through competitive grants. The final rule implementing the priority of service requirement took effect on January 19, 2009, and can be found at 20 CFR 1010. Additionally, USDOL has provided policy guidance to the workforce investment system regarding the implementation of the priority of service. In brief, priority of service means that veterans and eligible spouses are given priority over non-covered persons for the receipt of employment, training, and placement services provided under a qualified job training program. A veteran or an eligible spouse either receives access to a service earlier in time than a non-covered person, or, if the resource is limited, the veteran or eligible spouse receives access to the services instead of or before the non-covered person.

It is important to note, however, that the priority of service requirements are not affected by this guidance; direct recipients of USDOL funding remain subject to the priority of service guidance and regulations. Additionally, the priority of services requirements should not be interpreted to limit veterans and eligible spouses to receiving services only from veterans' program staff. Procedures or policies that restrict a

veteran's access to WIOA Title I or Title III services, even if such restrictions are intended to provide the veteran with specialized services, are contrary to the priority of service requirement.

Priority of service provisions for veterans are monitored on a regular basis through field checks and by generating reports from NCWorks Online, the state's labor exchange portal. Additionally, North Carolina statute requires annually that a report be submitted to the NC General Assembly, in accordance with General Statute 165-44, and consistent with the federal Jobs for Veterans' Act (P.L. 107-288).

Many US military veterans complete service only to discover they cannot find jobs when they return home. Although service members develop a wide range of skills through military education, training, and experience, they often find it difficult to translate these skills into civilian jobs, perhaps because technical skills, education, and experience differ between military and civilian sectors. This is especially true for veterans with medical training such as combat medics and corpsmen.

The Department of Commerce provides a Veteran Services Program across the state to assist veterans with employment. The Disabled Veterans' Outreach Program Specialists (DVOPs) assist veterans with overcoming barriers through intensive, targeted services. Local Veteran Employment Representatives (LVERs) reach out to employers to advocate for hiring Veterans. Recent changes to the federal policies concerning the roles of these staff that serve veterans have been made to ensure that eligible veterans and eligible spouses receive the best combination of services, according to their needs. The agency determined that to accomplish this refocusing, Disabled Veterans' Outreach Program (DVOP) specialists will serve only those veterans and eligible spouses most in need of the intensive services to address significant barriers to employment. As a result, DVOP specialists will serve fewer veterans and eligible spouses, but will be able to provide more intensive services.

The current referral process is to have the veteran complete a questionnaire upon their arrival in the NCWorks Center. They are asked to check if they have any of the following (barriers):

- disabilities;
- homelessness;
- unemployed for at least 27 weeks;
- criminal background (released within the last 12 months);
- no high school diploma or GED;;
- low income; and
- between 18-24 years old.

Veterans with any of these barriers are then referred to a DVOP, or in the limited locations without a DVOP, the veteran will be given a priority of service and will be assisted by another career center staff.

Another manifestation of the priority of service policy is in the NCWorks Online job order process. This means that all registered veterans have an opportunity to view the job opening before non-veterans. To accomplish this, a 24-hour business day hold plus overnight update is placed on each job order before it is released to the general public.

(8) Addressing the Accessibility of the One-Stop Delivery System

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.

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.

The physical accessibility of facilities is systematically addressed across the state. The State maintains a Methods of Administration which details how compliance with WIOA Section 188 will be maintained. The Methods of Administration is a “living” document which ensures current federal regulations and directives are implemented at the state and local level as quickly as possible. NCWorks Career Centers also utilize the North Carolina Department of Commerce Division of Workforce Solutions Americans with Disabilities Act (ADA) Compliance Review Checklist to ensure access to the entire range of services at each location. As a part of the certification process to become an NCWorks Career Center, each site is required to obtain a letter of ADA compliance from the host agency. ADA compliance is monitored and reviewed on an annual basis by the NC Department of Commerce and the host agency. Sites are required to maintain and update accessibility as ADA regulations are revised and NCWorks Career Center Certifications are renewed.

In partnership with local Workforce Development Boards (WDBs), the NCWorks Commission in May 2013, established minimum certification criteria for NCWorks Career Centers to ensure consistency in quality service delivery throughout the state. Presently, 76 Career Centers are certified.

Certification criteria emphasize staff cross-training and partnerships to provide excellent service to customers. The certification process involves three steps:

- Local workforce office submits an application demonstrating how certification criteria have been met.
- A Quality Improvement team from the Division of Workforce Solutions visits the office to observe and evaluate operations.
- The local office receives certification upon successful evaluation.

Career Center Certification Accessibility Criteria:

- Adequate handicapped parking with compliant curb ramp(s) connected to the accessibility route into the Center(s). Handicapped parking must be clearly marked.
- Entrance and exit must be accessible and free of obstacles with appropriate signage.
- Pedestrian routes inside the host agency facility must be accessible and free of obstacles.
- Entrance and exit doors are required to be equipped with hardware that is usable with one hand without tight grasping, pinching or twisting of the wrist.
- Furniture inside the Center must be arranged to allow wheelchair access.
- Computer and desk workstations must be wheelchair accessible.
- Restrooms must be appropriately accessible.
- Auxiliary aids and services must be available upon request as are interpreter services for ESL customers.
- Emergency drills are to be conducted annually and staff is to be provided with host agency procedures.

Career Centers are monitored and reviewed every two years for continued compliance with certification standards. If a center is found out of compliance, a Corrective Action plan is required and a follow-up monitoring visit is conducted. Centers must begin immediate corrective action to achieve compliance, depending on the nature of the finding.

Per federal law, each local workforce board must appoint a local Equal Opportunity Officer who is responsible for ensuring local WIOA Section 188 compliance. Local Equal Opportunity Officers are responsible for informing senior staff of applicable federal regulations and ensuring all programs and activities are implemented in compliance. Additionally, local Equal Opportunity Officers collect and resolve local grievances and complaints as needed. They also serve as liaisons with the state's Title I-B Equal Opportunity Officer and USDOL's Civil Rights Center to remain current on regulatory updates and guidance. They are then responsible for circulating new information locally and ensuring it is properly implemented.

During program year 2016 Career Center staff will receive training to follow established procedures to ensure inclusion and programmatic accessibility to center services. This training, comprised of eight half-day sessions across the state, will allow staff to better understand the different types of disabilities, how to handle issues of disclosure and disability identification with sensitivity at program intake, and how to determine the most effective mix of services and referrals to make when a disability is identified. These trainings will be presented by subject matter experts and include such topics as: federal, state, and local disability policies; identifying barriers/hidden disabilities; disability awareness and etiquette; website accessibility; providing reasonable accommodations; assistive technology accommodations and resources; Section 503 for federal contractors; and simulation training.

(9) Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

North Carolina's One-Stop delivery system is able to meet the needs of our English language learners through our Limited English Proficiency (LEP) program. LEP is operated from the Division of Workforce Solutions (DWS) state office using the Applicant Services Unit and a LEP Coordinator. DWS has established policy for providing LEP services to all customers who do not speak English as their primary language. The goal is to deliver the same level of high quality services to all our customers, even those with LEP.

The LEP state Coordinator is responsible for the following:

- distributing policy to all One Stops or NCWorks Career Centers;
- establishing procedures for serving LEP customers;
- training new NCWorks Career Center staff and providing annual training to keep Career Center staff current on action needed to serve LEP customers ;
- providing Technical Assistance to NC Works Career Center staff concerning serving LEP customers;
- establishing and regularly updating the LEP Directory, the directory provides a list of persons (DWS and non-DWS) who speak various languages that can be contacted for assistance with LEP customers;

- monitoring services provided to LEP customers;
- documenting and Reporting LEP services provided; and
- developing webinars outlining LEP procedures.

In addition to the state LEP Coordinator, all NCWorks Career Centers have a designated LEP Specialist who is the resource person for the center concerning steps to take when serving a LEP customer.

IV. Coordination with State Plan Programs

In spring 2015, North Carolina created the WIOA State Steering Council comprised of leaders from each of the agencies responsible for implementing WIOA (NCWorks Commission, Department of Commerce, N.C. Community College System, and Department of Health and Human Services). This council has met regularly over the last year to develop the State Unified Plan which included gathering input from state and local staff in all core programs. In addition, the council has worked directly with the NCWorks Commission to ensure the plan is aligned with the commission's strategic plan. Below is a summary of activities of the State Steering Council to develop the State Unified Plan

In the fall of 2015, the State Steering Council held a series of summits across the state to provide information on WIOA and the State Unified Plan development and to gather input from local staff. The summits were held in communities across the state and during each summit, local staff were engaged in conversation about key WIOA themes to gather their input. The council kicked things off with a statewide summit in Durham then followed up with three regional summits in the eastern, western, and central areas of the state. The council completed this work with a roundtable conversation and several town hall events at the state's NCWorks Partnership Conference.

The council also developed eight working groups organized around plan components and with representation from each of the three core agencies. These working groups met and developed initial content for the state plan. The working groups included:

- alignment and coordination
- economic and workforce system data and analysis;
- services to youth;
- services to persons with barriers to employment;
- core program operations;
- systems and policies;
- IT and data integration; and
- summit planning.

The information developed by the working groups was sent to the State Steering Council which reviewed the content and used it for development of the final draft. The final draft was posted on the NCWorks Commission's website and an email address was provided for public comments.

The State Steering Council also has several key meetings with the full NCWorks Commission and with the ad hoc WIOA Unified Plan review committee. In December 2015, the council presented an outline of the plan components to the full NCWorks Commission. In January 2015, a full draft of the plan was provided to the ad hoc WIOA Unified Plan review committee. This committee reviewed the plan and met

with the steering council to address questions. In February 2016, the review committee recommended to the full NCWorks Commission that the plan be sent to the Governor after final edits from commission feedback and public comments are made to the plan.

After the February 2016 commission meeting, final guidance was released from the federal government. The State Steering Council reviewed the final guidance, commission feedback, and public comments to finalize N.C.'s State Unified Plan.

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V. Common Assurances

North Carolina has met each of the following assurances and has supporting documentation per Workforce Innovation and Opportunity Act requirements.	
1.	The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;
2.	The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;
3.	The lead State agencies with responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;
4.	<p>(a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public;</p> <p>(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;</p>
6.	The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for adult, dislocated worker, and youth programs to carry out workforce investment activities under chapters 2 and 3 of subtitle B;
7.	The State has taken the appropriate action to be in compliance with WIOA section 188, as applicable;
8.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;
9.	The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;
10.	The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);
11.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and
12.	The State will conduct evaluations and research projects on activities under WIOA core programs; that such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, that the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

VI. Program-Specific Requirements for Core State Plan Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Adult, Dislocated Worker, and Youth Activities under Title I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

General Requirements

(1) Regions and Local Workforce Development Areas

(A) Identify the regions and local workforce development areas designated in the State.

North Carolina's 23 local workforce development areas are provided as Attachment XX including a current listing and map. The overlay of North Carolina's eight economic development prosperity zones shown on the map are the basis for designation of regions. The current 23 boards meet the performance and fiscal accountability criteria of the Opportunity Act and were accordingly re-designated for the initial two year period. North Carolina began a regional approach to planning and service delivery under the Workforce Investment Act and established eight regions that most closely aligned the geography of the local workforce development areas and the Prosperity Zones without dividing local areas. These regions are consistent with labor market areas and will be the initial regions under the Opportunity Act subject to review at the end of two years. The regions with their constituent local workforce development areas are:

- Western Region: *Southwestern and Mountain Area WDBs*;
- Northwest Region: *High Country, Western Piedmont, and Region C WDBs*;
- Piedmont Triad Region: *Northwest Piedmont, Guilford County, DavidsonWorks, and Regional Partnership WDBs*;
- Southwest Region: *Centralina, Charlotte/Mecklenburg, and Gaston County WDBs*;
- North Central Region: *Kerr-Tar, Durham, and Capital Area WDBs*;
- Sandhills Region: *Lumber River, Cumberland County, and Triangle South WDBs*;
- Northeast Region: *Region Q, Northeastern, and Turning Point WDBs*; and
- Southeast Region: *Eastern Carolina and Cape Fear WDBs*.

(B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal Integrity” in accordance with 106(b) (2) and (3) of WIOA.

The process for the initial designation of local workforce development areas in North Carolina originates from a letter of request to the Governor from the local Chief Elected Official of each potential workforce development area. The letter of request must contain the official local area name as well as the county(ies) that comprise the area. Upon receipt of the request by the Governor and review, it will be determined if the local area meets the criteria for performed successfully and sustained fiscal integrity.

Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

North Carolina's workforce system includes businesses, organizations, agencies, employed and unemployed persons, training and educational institutions, adults and youth. To enhance service to all these constituents, aligning workforce development planning and services with regional labor markets is both efficient and productive. Communities and regions recognize that to have successful economic development it must go hand-in-hand with a well-functioning workforce development system. North Carolina has built on several years of emphasizing the value of regional efforts and worked with local workforce development boards and local elected officials to establish and enhance identification of appropriate regions and the working relationships that have been developed.

(C) Provide the appeals process referred to in section 106(b) (5) of WIOA relating to designation of local area.

At the conclusion of the initial two year designation, North Carolina will conduct an official subsequent designation process per Section 106(b)(3) of WIOA. At that time, should a requesting area not be granted designation, the state's appeal process will be followed. North Carolina's process is under development and will follow the WIOA and relevant regulations.

(D) Provide the appeals process referred to in section 121(h) (2) (E) of WIOA relating to determinations of infrastructure funding.

North Carolina's appeal process related to determinations of infrastructure funding is under development and will follow WIOA and relevant regulations.

(2) **Statewide Activities**

(A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

North Carolina uses statewide funds to develop and fund innovative and dynamic initiatives that pilot new service delivery strategies and target specific populations throughout the state. These initiatives are aligned with the mission and direction of WIOA by assisting job seekers, especially job seekers with barriers to employment, with access to employment, education, training, and support services they need to succeed in the labor market while also matching employers with the skilled workers they need to compete in the global economy.

All guidance related to the usage of WIOA Title I funding is posted on the Division of Workforce Solutions' website: <http://www.nccommerce.com/workforce/workforce-professionals/policy-statements>

(B) Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

North Carolina will use state set aside funding to support the key goals and strategies laid out in NCWorks Commission's strategic plan and this WIOA State Unified Plan.

- *Sector strategies and business engagement.* Funds will be available to help develop and support public-private partnership, increase number of apprenticeship programs, and cross-training of staff across programs.

- *Career pathways.* 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.
- *Career center improvements.* Funds will be used to update and improve outreach materials, technology upgrades, and staff training.
- *Performance funds.* Incentive funding will be available to local workforce development boards that exceed state performance measures.

Upon receipt of any information as it pertains to a mass layoff or facility closure to include notices filed in compliance to WARN, the state Rapid Response Dislocated Worker Unit makes an initial telephone contact to the employer within 48 hours to schedule a management meeting with the employer and Chief Union Official, if applicable. The purpose of the management meeting is to develop a plan of action to ensure that workers have a smooth and successful transition into new employment through a collaborative effort of support from state, regional and local partners. Rapid Response funds are utilized at the state level. Rapid Response contingency funds are available to Workforce Development Boards to assist with a dislocation when local formula funds have been expended or obligated. The Rapid Response Dislocated Worker Unit can help prevent or avert a layoff by providing a company with an Incumbent Worker Training Grant.

(C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

In the event of a natural disaster, the state Rapid Response Dislocated Worker Unit coordinates with USDOL Employment and Training Administration, Federal Emergency Management Agency, NC Public Safety Emergency Management Division and American Red Cross to ensure available resources are provided to dislocated workers and survivors of a natural disaster. The Unit can file a National Dislocated Worker Grant as well as provide guidance and/or financial assistance to help impacted communities in organizing support for dislocated workers and meeting the basic needs of their families. Such assistance may include providing heat, shelter, food, clothing and other necessities and services. The Unit coordinates with partner agencies to dispatch the mobile career classroom to assist survivors in locating missing family members or file a claim for Disaster Unemployment Assistance.

(D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

The state Rapid Response Dislocated Worker Unit works closely with the state's Trade Adjustment Assistance Unit, which keeps staff apprised of new TAA petitions filed. Information on how to file a petition for TAA is provided to all companies faced with either a mass layoff or facility closure and is part of the employer packet provided to the management team at the initial rapid response meeting. If the company is impacted due to foreign competition or discloses their plans to shift production to another country, then information on the Trade Program is shared. If the company is already certified or becomes certified for TAA while workers are still employed, then Trade orientation sessions are facilitated on-site so workers will understand the expanded benefits the Trade Program offers. Workers are frequently co-

enrolled into WIOA to receive timely and individualized career services as well as the wrap around supportive services not offered through the Trade Program.

(b) Adult and Dislocated Worker Program Requirements

(1) Work-Based Training Models If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

The NCWorks Incumbent Worker Training Grant (IW Grant) is a competitive training grant through which qualifying businesses can address employees' skills gaps and impact company stability. These skills gaps can be a result of a worker's changing responsibilities/requirements in her/his job, or for a worker whose job may potentially be eliminated and skill upgrading is needed to accept new responsibilities. The NCWorks IW training should result in increased knowledge and skill, and will increase the competitiveness of the employee and employer stability.

Local Workforce Board staff guide candidate businesses in the application process, ensuring that quality training is selected to address the employees' identified skills gaps, and fits within the WIOA and state-level parameters for the IW Grant. The application process includes validation of the trainer and asks the company to describe how the requested training will address the identified skills gaps, improve employee retention, impact company stability, and increase the competitiveness of the employee and employer. A final report, completed by the company, is required and addresses the training outcomes and the business' satisfaction with both the training and the IW Grant process.

(2) Registered Apprenticeship

Describe how the State will incorporate Registered Apprenticeship into its strategy and services.

North Carolina is utilizing public/private partnerships to grow its apprenticeship programs, focusing on youth apprenticeship with sector strategies. Several of these partnerships are growing apprenticeships in advanced manufacturing; specifically, tool and die, machining and mechatronics. There is also a growing number of apprentices in the maintenance fields. Another sector strategy is in the area of IT apprenticeships. There are approximately 10,000 unfilled IT jobs in the state and there are public/private partnerships working to form a solid and sustainable youth apprenticeship program.

Additionally, because the US Military is the second largest employer in the state, Ft. Bragg allows our staff to register soldiers in 72 apprentice occupations. There is also a Pipe welder Apprenticeship program at Camp Lejeune, NC's Marine Corps based. It is our intent to grow these programs so that our transitioning veterans exit the military with a nationally recognized credential.

NC is also working with several large electrical, plumbing, carpentry and masonry companies to recruit youth into these technical trade skilled careers where there are massive shortages of trained workers.

Additionally, our apprenticeship staff is being integrated into our Business Services teams, NC Works Career Centers and Community Colleges in order to collaborate and work as an Integrated Service Delivery Team that holistically serves all of the needs of our businesses.

(3) **Training Provider Eligibility Procedures**

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

The NCWorks Online system allows the individual providers the ability to login and apply to be considered to be on the Eligible Training Provider List to receive referrals of Title 1 eligible customers. Once they have completed their application, the Workforce Development Board that is closest to the primary location will review the application and take the necessary steps to determine if this provider is one that should be on the state list of approved providers. Once a provider is approved, they must then key in all the programs they offer that will again have to be reviewed and approved by a local WDB. Once a provider has been approved for WIOA training, every WDB in the state has the option to certify that this provider can be available in their area. With the two year review process, they would have to be approved again based on current standards.

The following types of training providers are subject to the ETPL requirements in order to receive WIOA Title I Adult and Dislocated Worker funds to provide training services to eligible adult and dislocated worker individuals through ITAs. ITAs may also be used for WIOA Title I Youth funds to provide training to older, out-of-school youth (ages 18-24).

- institutions of higher education that provide a program of training that leads to a recognized postsecondary credential;
- apprenticeship programs registered by the USDOL Office of Registered Apprenticeship;
- public or private training providers, including joint labor-management organizations, pre-apprenticeship programs, and occupational/technical training; and
- providers of adult education and literacy activities provided in combination with occupational skills training.

Initial Eligibility and Application Process

Training providers that were not eligible providers under WIA may submit an application through the website for initial program eligibility. Training providers may apply for initial program eligibility on a rolling basis throughout the year. .

All applications for the ETPL will be completed online. Training providers can apply for a program's inclusion on the ETPL in one or more local workforce areas with a single application. The specific local areas that are covered must be marked on the application, and performance data for all local areas must be provided.

The first step in the online application process for training providers will verify that the training provider is licensed, certified, or authorized by the relevant state agency with oversight, to operate training programs in North Carolina. If a provider is in compliance with the oversight agency, the provider can proceed to the next step in the application process. If a program is not in compliance with the oversight agency as required by state law, the provider will not be able to apply for inclusion on the ETPL until they meet the necessary requirements. This applies to in-state and out-of-state training providers with training programs.

Next, training providers applying for initial program eligibility must provide the following through the online application:

- description of each program of training services to be offered;

- information on cost of attendance, including costs of tuition and fees;
- which in-demand industry sectors and occupations best fit with the training program; and
- description of the prerequisites or skills and knowledge required prior to the commencement of training.

Once the online application is submitted and the state has determined that the required information has been provided, each local workforce area will be notified to approve, deny, or request further information on the program within 30 days of the receipt of a complete application. Local Workforce Boards may require supplemental information and may set additional eligibility criteria in local policy. If the Local Workforce Board has taken no action on a complete application after 30 days, the application will be automatically approved.

Registered apprenticeship programs are not subject to the eligibility criteria or application requirements. While registered apprenticeship programs are automatically eligible, not all registered apprenticeship sponsors may wish to be included on the list. Registered apprenticeship programs will automatically be included on the State list until they lose their registration or they indicate they do not wish to be included.

Additional Eligibility Criteria for Local Areas

The Local Workforce Boards may establish additional criteria for program eligibility within a local area through local policy. This may include setting minimum required levels of performance as criteria for training providers to become or remain eligible to provide services in that particular local area. Training providers should be aware that programs may be approved for some local areas and denied for others based on local criteria, and the approved local areas for each training provider will be listed as part of the ETPL.

Continued Eligibility

After the initial eligibility period of one full fiscal year, training providers must submit online applications through the website for continued program eligibility every two years.

Applications for continued eligibility must show the training program is still authorized by the appropriate oversight agency to operate and must include the following (in addition to updating the information provided for initial eligibility):

- total number of participants enrolled in the program;
- total number of participants completing the program;
- total number of participants exiting the program;
- information on recognized post-secondary credentials received by program participants; and
- information on the program completion rate for such participants.

(4) Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.

The State has a process in place to ensure Adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills

deficient. In addition, the State requires that Workforce Development Boards describe in their annual plan a description of their priority of services processes, including any related policies, to meet priority of service requirements for Adult Training Services.

Efforts to ensure that special populations receive much needed services are addressed through North Carolina's integrated services delivery (ISD) approach. As part of ISD, resource staff is assigned to each career center. These staff are knowledgeable of specific program(s) and work to provide services and resources such as transportation, food, housing, and training opportunities.

The State's Field Services Teams continuously monitor special population priority, for compliance, using North Carolina's management information system (MIS), NCWorks Online, along with face-to-face interviews, using a comprehensive monitoring tool.

(5) Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.

The State has implemented policy for the transfer of local WIOA funds between the Adult and Dislocated Worker funding streams. The policy establishes procedures to manage transfers and to facilitate accurate reporting to the U.S. Department of Labor.

The policy dictates that while 100% transfer is allowable, local workforce development areas are reminded that appropriate services to both dislocated workers and adult customers are required. Local areas are to include rationale for requesting transfer and explanation of how services to adults and dislocated workers will be maintained, along with meeting priority of service requirements.

100% transferability gives local workforce areas:

- more flexibility to move funds where they are most needed and can provide the greatest benefit;
- ability to better respond to ongoing changes within local areas;
- increased local control over program design and delivery;
- enhanced collaboration between industry needs and worker training;
- more ability to leverage non-WIOA resources; and
- better control in the implementation of WIOA programs and services to best to meet both employer and participant need.

Youth Program Requirements

With respect to youth workforce investment activities authorized in section 129 of WIOA—

(1) Identify the State-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.

(1) Criteria for Awarding Grants

The NCWorks Commission supports cost-efficient, collaborative efforts that result in comprehensive and innovative services that lead youth to academic improvement, high school graduation or High School Equivalency attainment, employment, military services, advanced or apprenticeship training, paid and

unpaid internships, and/or post-secondary education. Local programs must link academic and occupational learning and develop measures of successful outcomes. Effective programs require the involvement of local groups providing input on the proposed program design, and coordinating the delivery of the youth services with local employers, NCWorks Career Centers and other youth services already available in the community.

Local programs have the discretion to determine what specific program services will be provided to a youth participant, based on each participant's objective assessment and individual service strategy. Critical to the success is integrating a youth development strategy that focuses on a young person's assets, provides a variety of interventions and supports allowing the youth to grow, learn and mature—successfully transitioning to careers and productive adulthood. Youth development activities include leadership development opportunities that encourage responsibility, employability, and other positive social behaviors. It is expected that each youth will participate in more than one of the fourteen program elements required as part of any local youth program. The overall goal of the youth program is to help youth complete a high school diploma or equivalent and to prepare for a career pathway that will transition into skilled employment and/or postsecondary education.

Youth program outcomes should prepare youth for post-secondary educational opportunities, provide better linkages between academic and occupational learning, prepare youth for employment; and offer effective connections to intermediary organizations that provide strong links to the job market and employers. All youth must receive some form of follow-up services for a minimum period of 12 months, following the completion of participation in the program.

Local Workforce Development Boards (LWDB) will follow the procurement procedures set forth in their own local plan as established by each local area to ensure proper competition and transparency. Procurement of WIOA funded Youth Services requires the selection of youth providers through a competitive selection process. Each LWDB, with recommendations from its designated youth committee and in accordance with criteria outlined in the local WIOA Strategic Plan, is afforded the opportunity to identify providers of youth services that effectively address the needs of local youth.

Local Youth Committees who serve as a sub-committee to the board play a significant role in developing programs and services for youth. Their responsibilities include developing portions of the local plan related to eligible youth and making recommendations to the local workforce board regarding youth service providers. As part of their local plan, each local area will develop written criteria to identify effective youth activities and providers. The local boards will fund youth providers based on performance and program cost data provided by potential providers and based on criteria that may include those youth activities and providers that:

- Develop relationships between youth and caring adults
- Involve family members
- Build youth responsibility
- Develop youth citizenship and leadership skills
- Place high expectations on youth and staff
- Provide appropriate services based on age and needs of each youth
- Demonstrate involvement of the business/employer community
- Provide accessible facilities and provide accommodations for special needs
- populations, including individuals with disabilities
- Demonstrate prior successes in providing employment and training services to youth

- Prepare youth for success in employment
- Advocate for the youth perspective
- Demonstrate the connection between work and learning
- Provide comprehensive guidance and counseling

The criteria to solicit competitive proposals for the operation of Workforce Innovation and Opportunity Act of 2014 (WIOA) Title I, Public Law 113-128, will ensure that Youth Programs are competitively procured and solicited for comprehensive year-round Youth Programs for out-of-school youth between the ages 16-24, and in-school youth between the ages of 14 and 21. Local Areas' youth program design must offer a unique opportunity to provide creative and innovative mix of services designed to address the academic, vocational, and employment needs of at-risk youth.

Targeted activities include:

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have as a component, academic and occupational education, which may include:
 - a. summer employment opportunities and other employment opportunities available throughout the school year;
 - b. pre-apprenticeship programs;
 - c. internships and job shadowing; and
 - d. on-the-job training opportunities;
4. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. Supportive services;
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;

12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for and transition to postsecondary education and training.

Local Boards must follow a procurement process that ensures compliance with the prescribed rules and regulations. At a minimum, the procurement process must ensure:

- solicitation methods that promote fair and open competition;
- written code of conduct that includes specific conflict of interest provisions to ensure that those who develop or issue a proposal are separate and distinct from those who are involved in the selection process;
- clear and accurate description of the services being procured; and
- specific contract time frame with the option to extend the contract for a specified period based on a provider's compliance with the terms of the contract.

In addition, each LWDB must use the following criteria in awarding contracts for youth services:

- ability to measure and attain youth-related core performance levels; participant and employer (customer) satisfaction levels (Note: the State calculates and tracks official Workforce Development Board standards and performance.);
- coordination with local secondary and post-secondary institutions;
- prior experience working with disadvantaged, special populations, and in operating education, training, and employment programs;
- leveraging funds with other funding sources;
- fiscal accountability; and
- program design that includes the following components:
 - An objective assessment for each participant;
 - Individual Service Strategies (ISS); and
 - Services that prepare youth for post-secondary education opportunities, link academic and occupational learning, prepare youth for employment, and provide connections to intermediary organizations linked to the job market and employers.

WIOA has established core performance indicators (See Table 1 on Next Page) to ensure that Federal investments in employment and training programs are accountable to job seekers, employers, customers, and taxpayers. There is a renewed system which will ensure access for all individuals, of every skill level, the opportunity to pursue the skills, training, and education they need to obtain employment that will lead to financial stability and economic security for themselves and their families. Employers will also have the assurance that trained and qualified workers will be available to fill their current and future openings.

State WIOA Performance Indicators		
Category	Measure	Description
Adults/ Dislocated Workers	Entered Employment Rate	The percentage of participants who are in unsubsidized employment during the 2 nd quarter after exit.
	Employment Retention Rate	The percentage of participants who are in unsubsidized employment during the 4 th quarter after exit.
	Median Earnings	The median earnings of participants who are in unsubsidized employment during the 2 nd quarter after exit.
	Credential Rate	The percentage of participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation or within 1 year after exit.
	Measureable Skills Gain	The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measureable skill gains toward such a credential or employment.
Youth	Placement in Employment /Education/Training	The percentage of participants who are in education or training services, or in unsubsidized employment during the 2 nd quarter after exit.
	Retention in Employment/ Education/Training	The percentage of participants who are in education or training services, or in unsubsidized employment during the 4 th quarter after exit.
	Earnings	The median earnings of participants who are in unsubsidized employment during the 2 nd quarter after exit.
	Credential Rate	The percentage of participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation or within 1 year after exit.
	In-Program Skills Gain	The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measureable skill gains toward such a credential or employment.
Employers	Indicators of effectiveness	To Be Determined

(2) **Youth Program Elements**

Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, required and optional one-stop partner programs, and any other resources available.

Through administrative oversight and monitoring of the 23 local Workforce Development Boards, the state ensures local area program design incorporates the availability of all Youth Program elements. The state has all 23 local Workforce Development Boards identify through Local and Regional Plan questions how the Program Elements will be made available. Once identified, as a required strategy of the individual's service strategy, whether it is by WIOA formula funds and/or through partnership, Local Workforce Development Boards must also identify the partnerships providing the service. Local areas may use WIOA youth funds to carry out the fourteen program elements either directly, in partnership, or by referral, that will assist youth in improving their educational attainment and employment opportunities.

Along with Core Partners and a variety of interested stakeholders, North Carolina plans a more cohesive partnership with the school systems' Career & Technical Education Departments, the university and community college systems & enhance involvement with employers to address/provide employment opportunities. It is strongly encouraged that local WIOA youth program operators have a presence within the NCWorks Career Centers as they house various partners (i.e., Vocational Rehabilitation, local Departments of Social Services, Community Colleges, and many others to include community based organizations.) These partners may prove beneficial in addressing persons with identified and unidentified disabilities, high school equivalency credentials, leadership development and supportive service needs.

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.

(3) Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.

In their annual plan, each workforce development board is required to provide a detailed description of how each of the required fourteen program elements will be made available to youth. Each local plan identifies how these services will be administered either through referral or through WIOA resources. Boards are required to establish policies and procedures for the delivery of these elements in their respective local areas.

The State's field services teams monitor local area implementation practices, on a quarterly basis, utilizing North Carolina's management information system, NCWorks Online, in addition to using face-to-face interviews using a comprehensive monitoring tool, to ensure programs are available to eligible youth.

(4) Provide the language contained in the State policy for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for "requiring additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).

North Carolina Local Workforce Development Boards are to use the following definitions when determining youth eligibility. In North Carolina, "requires additional assistance to complete an educational program or to secure or hold employment" is defined as all youth, including youth with a disability, who meet the criteria in either 1 or 2 below:

- In- School Youth and has:
 - poor attendance patterns in an educational program during the last 12 calendar months; or
 - been expelled from school within the last 12 calendar months; or
 - been suspended from school at least within the last 12 calendar months; or
 - below average grades; or
 - previously been placed in out-of-home care (foster care, group home, or kinship care) for more than 6 months between the ages of 14-21; or
 - a currently incarcerated parent(s)/guardian.
- Out-of-School Youth and has:
 - dropped out of a post-secondary educational program during the past 12 calendar months; or
 - Has a poor work history, to include no work history, or has been fired from a job in the last 6 calendar months; or
 - previously been placed in out-of-home care (foster care, group home, or kinship care) for more than 6 months between the ages of 16-21; or
 - currently incarcerated parent(s)/guardian.

Furthermore, North Carolina understands and provides guidance that in each local area, not more than 5% of the In-school Youth assisted may be made eligible using WIOA Section 129(a)(1)(C)(iv)(VII) as follows: (VII) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

The 5% “Limitation” is calculated based on all In-School Youth served in the WIOA local youth program in a given Program Year. For example, if you serve a total of 40 In-School Youth, only 2 may be eligible using clause (VII) “requires additional assistance” ($40 \times .05 = 2$).

(5) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case.

North Carolina has the following law for attending school:

§ 115C-378. Children required to attend.

Every parent, guardian or other person in this State having charge or control of a child between the ages of seven and 16 years shall cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. Every parent, guardian, or other person in this State having charge or control of a child under age seven who is enrolled in a public school in grades kindergarten through two shall also cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school.

In North Carolina, schools also include home schooling, charter schools, alternative schools and private schools.

While the definitions above address secondary school attendance policies, North Carolina continues to focus its expanded scope beyond secondary education. As it relates to the definitions of WIOA Youth Attending and Not Attending School, North Carolina does consider attending school to be beyond and in addition to the scope of secondary education. Therefore, individuals enrolled in or attending colleges,

universities (private or public), or other credential or degree skills training programs are to be considered Youth Attending school or In-School Youth for WIOA purposes except as where mentioned otherwise by WIOA.

However, North Carolina will following the Notice of Proposed Rulemaking clause, 681.230, for purposes of WIOA, the Department does not consider providers of Adult Education under title II of WIOA, YouthBuild programs, and Job Corps programs to be schools. Therefore, WIOA youth programs may consider a youth to be out-of-school youth for purposes of WIOA youth program eligibility if they are attending Adult Education provided under title II of WIOA, YouthBuild, or Job Corps, until otherwise notified by USDOL.

(6) **Definition of Basic Skills Deficient**

As included in WIOA Section 3(5)(B):

- (5) **BASIC SKILLS DEFICIENT.**—*The term “basic skills deficient” means, with respect to an individual—*
- (A) *who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or*
 - (B) *who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.*

North Carolina defines “below the 8th grade level” to mean a testing score at or below 8.9. North Carolina does recognize the WIOA Title II definitions of English Language Learner (WIOA Section 203(7)), and promotes a positive and cooperative understanding of the importance of language access to federally assisted programs for limited English proficiency individuals.

Single-area State Requirements

Not applicable to North Carolina

(e)Waiver Requests(Optional)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

(1) **Statutory Requirements**

Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

To better meet the workforce demands and challenges facing the state, North Carolina requests a waiver from the U.S. Department of Labor of WIOA Sections 128(c)(2) and 133(c)(2) to allow flexibility in the recapture and redistribution of funds while encouraging efficient and effective use of funds during the first year allotment of funds.

At the end of the first Program Year (July through June) of allotment, Local Workforce Development Areas' unspent formula program funds in excess of up to 70% of their Workforce Innovation and Opportunity Act Adult, Dislocated Worker and Youth formula funds will be subject to recapture. Local Areas will continue to have a second year to expend the allowed carryover which shall be no lower than 30%. Funds in excess of the allowed carryover will be recaptured by the NC Division of Workforce Solutions and made available for redistribution to other North Carolina local areas according to established procedures. Recaptured funds would retain their identity; Youth funds would remain Youth funds, Adult funds would remain Adult funds and Dislocated Worker funds would remain as Dislocated Worker funds. In addition, Youth funds will continue to require the 75% expenditure for Out of School Youth and 20% work experience expenditure requirement.

The recapture and redistribution waiver allows evaluation of expenditures as a reliable indicator of program need and incorporates a process for more timely redistribution of funds. Recapture and redistribution serves WIOA customers by positively affecting the opportunity to respond to North Carolina individuals and businesses. Additionally, Local Workforce Development Boards will have timely access to additional resources to meet identified unmet needs.

(2) **Actions to Remove Barriers**

Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

North Carolina provides to all local areas quarterly expenditure reports showing each local Workforce Development Board's expenditures by fund code to include Administrative, Adult, Dislocated, and Youth funds. Funds reflect any transfers made within the local Workforce Development Board. In addition, local Workforce Development Boards have real time access to their own fund reports.

As needed, the Division holds in-person meetings with local Workforce Development Board directors and staff to discuss expenditure rates. All local areas receive written communications throughout the year relative to expenditures.

(3) **Goals of Waivers**

The goals of the waiver and the expected programmatic outcomes if the request is granted;

- To continue to enhance North Carolina's capability to redirect resources to areas of greatest need.
- Allow local Workforce Development Boards with greater needs to respond accordingly complying with the redistribution process
- Respond to variance in immediate economic/workforce conditions and address national direction.
- Flexibility will continue to enable North Carolina, in partnership with Local Workforce Development Boards, to assist citizens and businesses and strengthen both local areas and the state workforce system.

(4) **Alignment with Priorities**

(4) Describes how the waiver will align with the Department's policy priorities, such as:

- (A) supporting employer engagement;**

- (B) connecting education and training strategies;**
- (C) supporting work-based learning;**
- (D) improving job and career results, and**
- (E) other guidance issued by the Department.**

North Carolina's program designs and Unified Plan aligns with all the U.S. Department of Labor's policy priorities to include employer engagement, connecting education and training strategies, supporting work-based learning, and improving job and career results. Redirecting funds in a timely manner to local Workforce Development Boards will allow a more effective response to locally identified needs; needs which are identified through the local Regional Plans and current events.

(5) **Impact**

Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment.

North Carolina includes citizens with multiple barriers to employment as a priority for WIOA services. This responds to the first purpose of WIOA. By redistributing funds, as requested, among local Workforce Development Boards who have the need and capacity to serve greater numbers, North Carolina will be doing a service to individuals including special populations and employers.

(6) **Processes**

Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

The Division provides expenditure reports on a quarterly basis that display all local Workforce Development Boards expenditures. In addition, all local Workforce Development Boards have access to real-time review of their own expenditures. These reports allow Division staff and local Workforce Development Boards to review the data. Monthly calls with local Workforce Development Boards offer a platform for any reminders or discussions of expenditures to take place in addition, to one-on-one sessions between the local Workforce Development Board Director, appropriate Division staff, and their assigned Division planning staff person. Annual official monitoring visits by Division of Workforce Solutions program and financial monitors will include progress of the waiver.

(B) Provide notice to any local board affected by the waiver;

Concurrent with the submission of this waiver request, the state will notify local Workforce Development Board directors of the state's intent of this request. For veteran local directors, they are familiar with a similar effective waiver North Carolina had in place under the Workforce Investment Act. For newer local directors, state staff is reviewing the implications should the waiver be approved.

Upon approval of the waiver, North Carolina will issue a Policy Statement notifying all local Workforce Development Boards that this practice will be implemented effective July 1, 2016.

At the end of Program Year 2016 (July 2016 through June 2017), Local Workforce Development Areas' unspent formula program funds in excess of up to 70% of their

Workforce Investment Act Adult , Dislocated Worker and Youth funds will be subject to recapture.

The final Program Year Monthly Financial Report reflecting expenditures through June 30th will determine the unexpended funds to be recaptured.

Local Workforce Development Board directors will be notified in writing in September of each year of the upcoming action to recapture excess funds from their Local Workforce Development Area. Within two weeks of this notification, the Division will issue a Notice of Fund Availability (NFA) removing identified funds from the Local Workforce Development Area. Concurrently, the Division will send a statement letter to the Local Area Chief Elected Official, with a copy to the Workforce Development Board Chair and Director, listing the recapture amount(s).

(C) **Provide any local board affected by the waiver an opportunity to comment on the request;**

Local Workforce Development Boards will be able to contact the Division of Workforce Solutions prior to submission of the State Unified WIOA Plan to discuss and have input on the waiver request. All local boards will also have access to the draft Unified Plan and opportunity to comment during the public review and comment period.

(D) **Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**

This waiver request will be included in the Unified Plan submission and subject to public comment within Plan guidelines and the WIOA requirements.

(E) **Collect and report information about waiver outcomes in the State's WIOA Annual Report.**

North Carolina will collect and report information about waiver outcomes in the State's WIOA Annual Report

(7) **Outcomes of Existing Waivers**

Not applicable.

Title I-B Assurances

The State Plan must include assurances that:	
1.	The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills deficient;
2.	The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;
3.	The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;
4.	The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);
5.	Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;
6.	The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;
7.	The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);
8.	The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;
9.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;
10.	Priority of Service for covered persons is provided for each of the Title I programs; and
11.	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
12.	The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);

Wagner-Peyser Act Program

(a) Employment Service Professional Staff Development

(1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

(2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

DWS will utilize professional development activities for Employment Service staff using the NCWorks Training Center whose primary mission is to provide high-quality, affordable, easily accessible training and professional development services for North Carolina's workforce system.

The NCWorks Training Center achieves its mission by providing a variety of training options tailored to meet the dynamic needs of the Division of Workforce Solutions, NCWorks Career Center staff, the state's 23 local Workforce Development Boards and staff of partner agencies. These efforts and services help ensure all staff and partners are well-trained with current skills and knowledge relevant to workforce trends. This is accomplished through workshops by professional, peer and in-house trainers in both face-to-face sessions and online webinars and tutorials. The NCWorks Training Center also provides a vast list of supportive services including: meeting and conference preparation, and planning and other customized event services as requested.

The NCWorks Training Center is located in a self-contained facility and boasts two well-equipped classrooms. A recent addition of 24 laptop computers has allowed either room to function as a computer lab, affording more versatility for students and visitors of the Center. The NCWorks Training Center team is comprised of five diverse and highly skilled staff members who continually strive to stay current on workforce trends and issues, at the state and national levels, and to use this knowledge to design, coordinate, plan, and facilitate training.

Records of these events are retained and managed through the Training Registration and Information Network (TRAIN). This comprehensive system is managed by Training Center and Division staff and collects and retains client records, maintains data for easy reporting, stores student transcripts, and manages event and training registration.

The NCWorks Training Center was readily available with logistical planning of events, registration, data collection, supportive services, and training delivery and successfully increased and improved its online presence and accessibility of training through 79 live and recorded webinars on a variety of on demand topics. The NCWorks Training Center continues to provide workforce development professionals a globally recognized credentialing opportunity through the Career Development Facilitator (CDF) course. This 120-hour course uses the National Career Development Association's curriculum and standardizes the knowledge and experience of workforce development professionals and others in career development services. The instructional format blends traditional classroom, web-based distance learning, and independent project completion. This course provides a unique opportunity for workforce professionals from varied perspectives of the career field to network, share ideas and resources, and develop new partnerships to benefit the public.

Each year, the NCWorks Training Center staff host the *NCWorks Partnership Conference*. This event offers opportunities for attendees to participate in more than 65 workshops provided by professional trainers from around the country and peers from around the state. Attendees included frontline staff of NCWorks Career Centers, Workforce Board Directors and staff, private sector business representatives, staff and management of government agencies, and non-profit organizations.

DWS also used the train-the-trainer model with ten Regional Representatives across the state who are subject matter experts in Employment Service and Unemployment Insurance policy. As appropriate, training is developed and distributed to NCWorks Career Center staff in a manner that is efficient and consistent across the state.

Assistance to Unemployment Insurance Claimants

The Division of Workforce Solutions and the Division of Employment Security continue to collaborate on ways to provide significant assistance to individuals requesting help in filing for unemployment insurance compensation. State office staff from both Divisions meet quarterly to discuss unemployment insurance policy, keep abreast of program changes and discuss concerns. Changes or corrections to unemployment insurance procedures is distributed to NCWorks Career Center staff electronically via statewide Bulletins. Individuals are instructed on how to file a claim by way of the Internet (www.ncesc.com) or by calling the Customer Call Center (1-888-737-0259). Individuals are able to access the computers and telephones in the NCWorks Career Resource Center, with or without assistance from NCWorks Career Center staff, to file a claim.

Guidance and information is provided using the “Getting Answers About Unemployment Insurance” form which includes information such as:

- How to File a Claim
- Where to call concerning claim questions
- Filing a Weekly Certification
- What to do if my weekly payment does not arrive
- What to do if my debit card does not arrive or is lost
- Where to call if I have questions regarding your appeal
- What to do if I am notified of an overpayment on my claim

(b)Reemployment Assistance

Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

The Division of Workforce Solutions adheres to the philosophy that all persons receiving unemployment insurance should return to work as quickly as possible. Every claimant within four weeks of receiving unemployment insurance compensation, if they have not returned back to work is required to report to an NCWorks Career Center for intensive reemployment assistance through the Reemployment Services and Eligibility Assessment (RESEA) or the Employability Assessment Interview (EAI) program. These reemployment programs are designed to ensure the claimant is fully registered for work in the NCWorks Online system, and is available and actively looking for work. Assistance with job search, job referrals, and referral to training is provided as appropriate.

(c)Support Services for Unemployment Insurance Claimants

Describe the State’s strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

Labor exchange services are provided to unemployment insurance claimants when they report for their reemployment appointment. Each claimant is notified by mail of a specific mandatory reemployment appointment and to report to their nearest NCWorks Career Center. During this appointment claimants

receive an orientation of employment services to provide an awareness of service offered. This is essential in allowing the claimant to take advantage of services he/she views as beneficial. Labor exchange services are also extended to claimants through the mandatory registration in NCWorks Online. This ensures that claimants are registered for work. Through the job matching system, assistance is provided to find employment. Employers registered in NCWorks Online have access to the claimants resume and qualifications.

During the reemployment visit, the NCWorks Career Center staff determines if claimants are meeting the work test requirements. The requirements include: 1) the claimant is out of work due to no fault of their own; 2) the claimant has not returned back to work; and 3) the claimant is able, available and actively seeking employment. If appropriate during this visit, staff discusses job referrals, Job Development Contacts (JDCs), referral to workshops (e.g. resume writing, job seeking skills, keeping a job, etc.) and look for opportunities to make referrals for applicable training programs.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

- (1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;**
- (2) Registration of UI claimants with the State's employment service if required by State law;**
- (3) Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and**
- (4) Provision of referrals to and application assistance for training and education programs and resources.**

The Division of Workforce Solutions and the Division of Employment Security, which administers the Unemployment Insurance (UI) program, work very closely together to meet the employment needs of UI recipients. As described in questions (b) and (c) above, Wagner-Peyser funded staff in NCWorks Career Centers meet face-to-face with UI recipients within the first four weeks of receiving benefits, document that they are registered for work, review their job search activities, and make referrals to available jobs or WIOA Title I training, if appropriate. If the claimant is determined ineligible for further benefits, the case is referred to the Division of Employment security for adjudication.

(e)Agricultural Outreach Plan (AOP)

The Agricultural Employment Services staff of the North Carolina Department of Commerce, Division of Workforce Solutions will continue to promote an aggressive outreach program. Migrant and Seasonal Farmworkers (MSFW) will be contacted throughout the State and offered a full range of employment and supportive services to the extent that staff funding will allow.

Services to the farm worker community will continue to be delivered with particular outreach priority in local office areas with high concentrations of migrant workers. The following NCWorks Career Centers have been designated as MSFW significant: Battleboro, Kenansville, Clayton, Lumberton, Clinton, and Wilkesboro.

The outreach efforts to be undertaken in each of these Career Centers, as required by 20 CFR 653.107 (b) (2), will be conducted by temporary outreach workers who will be employed from May through December for approximately 15 weeks. All of the offices selected to receive outreach workers have been designated as bilingual. Supervisors of these positions will be encouraged to recruit and employ Outreach Workers who speak fluent Spanish and have a migrant or seasonal farm worker background to provide outreach services on an intermittent basis. Qualified candidates are being identified.

Bilingual English/Spanish speaking staff within NCWorks Career Centers are key to successfully servicing North Carolina's increasing numbers of Hispanic/Latino job seekers, farmworkers, and employers who depend increasingly on a diverse workforce. We have approximately 43 permanent employees who speak Spanish fluently. These employees are strategically located to serve all Division of Workforce Solutions offices, especially those offices that have been designated by the U.S. Department of Labor as significant in serving MSFW clients. An up-to-date listing of interpreters is available through our Limited English Proficiency Coordinator. Our Agency also has pamphlets concerning employment services and the "Department of Labor's Protection for Farmworkers" printed in Spanish and English.

I. Assessment of Need

North Carolina is a farm labor demand state primarily for the period from April through November. NCWorks Career Centers are committed to serving the agricultural industry in the state by recruiting North Carolinians for agricultural job openings, with the goal of full utilization of all local and intrastate (within North Carolina) workers whom desire agricultural employment. As needed, interstate or migrant farm workers and H-2A temporary foreign guest workers are brought in using the Agricultural Recruitment System (ARS) to supplement the existing workforce in agriculture.

The following are North Carolina's five most labor intensive crops:

- Tobacco Harvest (July, Aug., Sept., Oct.) - Statewide
- Sweet Potato Harvest (Aug., Sept., Oct., Nov.) – Northeast, Southeast, Piedmont
- Blueberry Harvest (May, June, July) - Southeast
- Pickle Cucumber Harvest (June, July, Sept., Oct.) – Northeast, Southeast
- Christmas Tree Harvest (Nov., Dec.) – Western

Local seasonal and year round farm workers are permanent customers with whom DWS staff serves throughout the year. Migrant and H-2A workers will be in North Carolina in varying numbers much of the year, primarily for harvest operations. Additionally, migrant and H-2A workers are brought in to supplement local workers in transplanting operations. H-2A workers should comprise a larger percentage of the agricultural workforce during the next four years due to an increased number of Farm Labor Contractors (FLC's) using the program.

The Division of Workforce Solutions will continue working with other service providers and adhering to the requirements of the Workforce Innovation and Opportunity Act (WIOA) and the Wagner-Peyser Act at sections 20 CFR, parts 651, 652, 653, 655, and 658. As such, MSFWs will be offered and provided the full array of employment and training services equitably and quantitatively comparable to that offered and provided to non-MSFWs. Outreach activity will be conducted statewide by 16 Agricultural Employment Consultants as well as 6 temporarily funded MSFW Outreach staff. All six temporarily funded MSFW Outreach staff members hired each growing season will be bi-lingual English/Spanish speaking staff. The six MSFW Outreach staff will be co-funded through an ongoing

and very successful Cooperative Outreach Services Agreement between Department of Commerce, Division of Workforce Solutions and the North Carolina Telamon Corporation.

A. Available Resources

Outreach plans will be accomplished using six temporary outreach positions during the harvest season (for a total of three full-time equivalent positions to be funded from Wagner-Peyser resources) to supplement 16 permanent Agricultural Employment Consultants who conduct outreach year-round. The four Agricultural Field Supervisors, who are the supervisors of the outreach program, will train temporary outreach staff and will provide technical support to all staff involved in outreach activity. All temporary positions will be filled with individuals who have MSFW backgrounds and/or who are ethnically representative of the MSFWs in the local office area and/or who speak Spanish fluently.

The total of three full-time equivalent positions will direct \$274,596 of Wagner-Peyser funds to outreach activities for MSFWs. These positions will be funded in accordance with the following from 7(a) and 7(b) Wagner-Peyser resources.

	<u>W-P 90%(2050)</u>	<u>W-P 10%(1930)</u>	<u>Total</u>
	7(a)	7(b)	
Full-Time Equivalent (FTE)	2.70	0.30	3.00
Personal Services	\$123,884	\$15,000	\$138,884
Personnel Benefits	\$42,946	\$5,000	\$47,946
Non-Personal Services	\$63,472	\$5,000	\$68,472
Indirect (AS&T)	\$19,294	*0	\$19,294
TOTAL	\$249,596	\$25,000	\$274,596

*The amount is based on the temporary workers charging their time to WP, 10% which will have no indirect expense

If the need should arise for additional services to meet immediate needs of MSFWs, the situation will be addressed and additional resources will be made available if at all possible.

Telamon Corporation and the Division of Workforce Solutions have worked together in earnest for many years to provide quality services to our MSFW clients. To continue this good working relationship, improve services to MSFW's and minimize duplication of services, a Memorandum of Understanding (MOU) has been established between our organizations in 2015-2016.

As a partner in the state's WIA One-Stop Workforce system, Telamon Corporation, the National Farmworkers Jobs Program (NFJP) operator, provides/offers basic core services to the greater population and a wide variety of education and job training programs that are developed for migrant and seasonal farmworkers, adults and youth according to their needs, interests and experience. Telamon Corporation provides WIA employment and training services to eligible migrant and seasonal farmworkers, adults and youth. All Telamon staff are co-located in the State Workforce Offices in the service areas. This collaboration ensures the universal access for farmworkers to the workforce system. Being a partner with Telamon allows local DWS Career Centers Office, including all other local partnering service providers, the opportunities for enhancing core services of recruitment, referrals, and job placements. Equally important; the bilingual English/Spanish speaking abilities and expertise of full time co-located

Telamon staff in seven of the DWS Workforce Offices is essential to providing an array of intensive services. In particular at least 3,000 MSFWs and their families in our state benefit annually from the following multiple areas of expertise afforded by Telamon staff, credentialed professionals, through career counseling, work experience, classroom training with needs related and financial assistance, on the job training, job search, and placement assistance, case management, emergency assistance and supportive services, English as a Second Language, financial literacy, leadership development, youth development, building skills, and institutional capacity, translation and interpretation services, and follow-up services.

B. Numerical Goals

Each year, DWS staff serves approximately 8,000 individual MSFWs, although providing 35,000 total MSFW outreach contacts. Approximately 15,000 of the 35,000 total MSFW outreach contacts will be accomplished by DWS Workforce Offices through the six co-located MSFW Outreach staff that is co-funded annually through the Cooperative Agreement with Telamon Corporation. These same 15,000 MSFWs contacted through outreach staff are offered the full range of employment and training and supportive services including being apprised of employment-related law protections and the right to file apparent violations and complaints with DWS Career Center staff. In PY2014 ending June 30, 2015, the 35,000 MSFW Outreach contacts performed by DWS Workforce Offices resulted with 6,794 total MSFW job placements statewide.

The following Career Centers have been designated as MSFW Significant Offices for PY 2015-2016: Battleboro, Clayton, Clinton, Kenansville, Lumberton and Wilkesboro. Two of these offices currently have permanent bi-lingual English/Spanish Ag. Employment Consultants. Throughout North Carolina MSFWs generally live in rural isolated areas of the state. They have several barriers to employment to include transportation, childcare, limited English speaking abilities, limited education, and job training problems. All of these barriers are major reasons for their lack of economic mobility. The State's estimated 100,000 farm workers during peak harvest season reveals that approximately 95% are of Hispanic/Latino origin and many are primarily monolingual in Spanish. The Division of Workforce Solutions and Telamon plan to continue assisting farm workers and their families by consolidating outreach programs that provide crucially needed core and intensive services in mostly rural areas where the majority of farm workers live and work.

Registrations

Battleboro	400
Clayton	300
Clinton	600
Kenansville	300
Lumberton	1,800
Wilkesboro	800
Mountain Region (excluding Wilkesboro)	1,200
Piedmont Region (excluding Clayton)	800
Coastal Plains Region (excluding Battleboro, Clinton, Lumberton, Kenansville)	1,800
Total	8,000

NOTE: The planned level of activity represents the number of MSFWs that will be served through the use of Wagner-Peyser resources only.

C. Proposed Outreach Activities

Outreach workers will report to the Ag. Field Supervisors who will have primary responsibility for ensuring accomplishment of outreach goals. Through improved reporting practices, better local office coordination of time and more flexibility by management in assignment of outreach duties, an achievement of an average of 16 contacts per staff day will be planned.

Agricultural Employment Consultants (AECs) will perform outreach intermittently with employer relations and placement duties. Cost effectiveness will therefore be maximized through staff travel and time savings. Other local office staff will perform outreach primarily during periods of migrant entry into the local office area and during peak placement periods for AEC staff.

Valid statistical data will be maintained by applying the proper interpretation of the outreach contact definition and by entering all MSFW contacts and services in the daily outreach log. Also, each staff person assigned outreach duties will be identified by a station and desk number for DWS reporting so that management may monitor activity to ensure that outreach responsibilities are being performed.

In compliance with Federal Regulations 20 CFR 653.107, 653.113, 655 Subpart B and 658 Subpart B, training for outreach worker activities will be provided by the following Wagner-Peyser funded staff: Agricultural Field Supervisors, Ag. Employment Consultants, and the State Monitor Advocate. Training will consist of basic orientation to the full range of employment services, Unemployment Insurance (UI) program, application and order-taking, recruitment and referral procedures, complaint processing procedures, recognition of apparent violations, farm worker's rights, supportive services, coordination of outreach efforts with other community-based organizations, completion of outreach logs and reports, and MSFW outreach contacts. Outreach staff will also receive training in PC usage so that they will be able to access DWS automated services via desktop or notebook computers. The Monitor Advocate will perform a general review of the training provided, with special emphasis on the portion of the training that deals with processing complaints and apparent violations.

Each Agricultural Field Supervisor will attend all local migrant council meetings in their administrative area. They will participate in the recruitment and selection of AECs and outreach workers. They will also be involved in continuous recruitment efforts for local, interstate and intrastate farmworkers. These staff members will also closely monitor the movement of farmworkers to prevent underemployment and unemployment. They will monitor the activities of the Agricultural Outreach Specialists and AECs to assist in resolving worker complaints/violations to ensure that all outreach activities conform to the requirements as specified in 20 CFR, 653.107 of the Federal Register.

Outreach will be conducted through personal contact. State laws and ETA policy on right of access will be adhered to in making contacts. Outreach workers as well as other staff will visit living areas, work sites, and local labor centers to explain the full range of services provided by the Division of Workforce Solutions and other agencies. Unemployed and underemployed farmworkers will be advised of agricultural and non-agricultural job opportunities. Outreach workers will meet migrant crews upon arrival in the area to prepare crew manifests and to escort them to assigned camps. Outreach workers will also provide information on and refer MSFWs to supportive services, as well as assist in securing aid such as food stamps, clothing, blankets, health supplies, and migrant shelter when needed.

All media, including Hispanic radio, TV, and newspapers, will be utilized - as funds allow - to ensure positive recruitment of agricultural workers and to ensure enhanced outreach services. Pamphlets will be distributed in Spanish and English at churches and other public gathering places.

The Division of Workforce Solutions will work closely with other agencies concerned with the needs of MSFWs to coordinate the provision of referral services to these agencies. Copies of the Agricultural Plan will be provided, upon request to agencies concerned with the needs of MSFWs.

II. Services Provided to MSFWs through the One-Stop Delivery System

A. Plan Data for the Upcoming Years

During the next 4 years, Agricultural Employment Consultants (AECs) will place more emphasis on contacting community-based organizations and other service providers who can help MSFWs obtain supportive services such as classes in English as a second language, school programs for children, etc. AECs are encouraged to attend area migrant council meetings and where a council with other service providers does not exist, attempt to create one.

All Workforce Offices provide core, intensive and training services. Staff will determine the service needs of the MSFW customers and either provide those services or direct these customers to staff who can provide the needed services.

Continued emphasis on integrated services via electronic access will enable DWS staff and partners to more efficiently and effectively provide services within North Carolina's workforce system. Robust technology through a new integrated service delivery system on the ground and electronically will facilitate more readily available service to workers, including MSFW customers. This new system of integrated technology and service delivery will result in seamless service delivery and lead to increased outcomes for jobseeker customers and employers in North Carolina.

Federal Regulations at 20 CFR 653.112 require the establishment of performance indicators reflecting equity and the measurement of minimum levels of service. In North Carolina, we do not anticipate any difficulty in achieving compliance levels for equity indicators, minimum service levels, or planned levels of activity for the current Program Year. Our intention is to achieve compliance with the equity factors and performance indicator levels during the current Program Year and the planning period. Monthly monitoring by AECs, the Ag. Field Supervisors, the Monitor Advocate, and local office corrective actions through the self-appraisal process should help ensure attainment of these goals.

B. Significant MSFW Local Office Affirmative Action Plans

Since North Carolina is not designed as an Affirmative Action Plan State, no affirmative action plan is required.

III. Services Provided to Agricultural Employers through the One-Stop Delivery System

Agricultural Employment Consultants and temporary Agricultural Outreach Specialists will be strategically assigned to Division of Workforce Solutions system of local offices for the purpose of providing labor exchange services to agricultural employers. Collectively, this staff reaches out to agricultural employers and workers in rural areas throughout North Carolina, assisting employers in their pursuit of agricultural workers and helping workers in their search for jobs. Annual training on the Agricultural Recruitment System (ARS) ensure that staff will continue to promote the ARS to employers and utilize the clearance order system.

Agricultural employers who are expected to utilize MSFWs will be identified through coordination with various providers of workforce development services, Agricultural Soil Conservation Service offices, Agricultural Extension Service offices, the North Carolina Farm Bureau, and various growers' associations. Services to these employers will be marketed by performing the following activities: (a) approximately 5,000 employer visits, (b) promotional telephone contacts, and (c) staff participation in grower's meetings and training seminars. Staff will continue to organize Farm Labor Contractor Workshops in association with the US DOL Wage and Hour Division and the North Carolina Department of Labor to educate, train and assist Farm Labor Contractors on compliance with various state and federal regulations.

Over the next four years, North Carolina H-2A employers will make over 17,000 worker requests annually for foreign labor certifications. The Division of Workforce Solutions will continue to increase efforts to recruit and refer US workers each year. These extensive, positive recruitment efforts include: (a) providing annual H-2A training of local office staff, (b) posting farm work available posters in English and Spanish, (c) performing local office file searches and call-ins, (d) listing jobs in newspapers and on the radio where applicable, (e) and performing outreach.

Emphasis continues to be placed on the Agricultural Services staff to conduct local area field checks in accordance with the specific regulation sections at 20 CFR 653.503. Records of these field checks are kept for at least one year in the local office file, and copies sent to the DWS Agricultural Services Program Supervisor. These random, unannounced field checks are conducted on 100 percent of the H-2a work sites to which U.S. workers have been referred and placed through the intrastate or interstate clearance system. This is above the USDOL requirement that field checks be conducted on at least 25 percent of all clearance orders to which U.S. workers are referred and placed through the clearance system. These field check follow ups allow for us to verify placement activity and ensure that the conditions and guarantees in the job orders are being met.

DATA ANALYSIS

The following data analysis provides information on program year Agricultural Activity and Interstate Clearance Activity. Also included are projected Agricultural Activity and projected Interstate Clearance Activity for Program year 2016.

1. Prior Year Agricultural Activity

PY 2014

July 1, 2014 through June 30, 2015

Job Orders Received.....	470
Job Openings Received.....	25,215
Job Referrals	7,162
Job Openings Filled	6,794

***Fill Rate** 27%

NOTE: North Carolina does not collect data on job orders filled. Information provided concerning the fill rate is based on job openings received and filled.

Prior Year Interstate Clearance Activity

PY 2014

July 1, 2014 through June 30, 2015

H-2a Job Orders Received	213
H-2a Job Openings.....	17,496
H-2a Employers	1,583
H-2a Referrals.....	505
Field Checks Conducted	60

2. Projected Program Year Agricultural Activity

PY 2015-2016

Job Orders Expected to be Received.....	500
Job Openings Expected to be Filled.....	8,000

Projected Interstate Clearance Activity

H-2a Job Orders Expected to be Received.....	225
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NOTE: The prior year accomplishments and the projected level of agricultural activity represents activity funded through the use of Wagner-Peyser resources only. Job openings received during the budget year will approximate the following, by percentage, in each of the three broad geographic areas of North Carolina.

Mountain	10%
Piedmont	10%
Coastal Plain	80%
Total	100%

Year after year, North Carolina continues to meet the MSFW Equity Performance Standards. All five of the Equity Service Indicators of Compliance and all seven of the Minimum Service Indicators, required by the

U.S. Department of Labor at 20 CFR 653.109, are met annually in the Migrant Indicators of Compliance statewide report. The agency is fully committed to providing high quality customer service to employers, MSFW applicants, partners, and the agricultural community to help meet the goals of this plan.

IV. Agricultural Plan Development, Clearance and Submittal Input from Agricultural Agencies

Comments, feedback, and suggestions will be requested from the following agencies:

N.C. Department of Labor Agricultural Safety and Health Bureau

N.C. Migrant Education

167 Grantee (Telamon Corporation)
Farm Bureau Federation of N.C.

N.C. Rural Economic Development Center

Governor's Council for Hispanic/Latino Affairs

N.C. Cooperative Extension Services
Legal Services of N.C., Farmworker Unit
Farmworker Advocacy Network (FAN)

N.C. Agromedicine institute

US Department of Labor, Wage and Hour Division

N.C. Department of Agriculture

Input from the Monitor Advocate

The North Carolina Monitor Advocate submits his recommendations concerning the North Carolina Department of Commerce's "DWS "2016 Agricultural Outreach Plan " in accordance with federal regulation section 20 CFR 653.107 (c) (1) (v).

DWS' Agricultural Field Services staff, DWS'/ MSFW Outreach staff, including statewide NC Works Management and Partnering staff, who may be deemed appropriate by DWS Upper Management, should be provided the below listed "MSFW and Agricultural Employer /Best Practices Training/ Resource References".

Our SWA's successful implementation of Wagner Peyser and WIOA regulations depends on all involved fulfilling concurrent responsibilities. Specifically, these concurrent responsibilities are multiple Employment and Training Services being offered to and provided for MSFWs, former MSFWs, and North Carolina employers who intend to hire both U.S. and legally authorized foreign nationals.

The DWS Monitor Advocate is available to provide daily ongoing clarification, advisement, and training by contacting me either by e-mail, office phone 919-814-0448, or cell 252-230-7205.

Note:

1. See the Attached DWS and N.C. Telamon “MOU”
2. <http://www.telamon.org/nfjp.aspx>
3. <https://www.dropbox.com/sh/198hkw13u9yo5s6/AABBDOon-AJF1KcYcDgl9JvRa?oref=e&n=466402049>

Agency’s Response to Monitor Advocate

The Monitor Advocate has provided valuable suggestions and they will be implemented for improving services.

Wagner-Peyser Assurances

The State Plan must include assurances that:	
1.	The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3));
2.	The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers;
3.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and
4.	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.

Adult Basic Education and Literacy Programs

(a) Alignment of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

North Carolina has aligned its content standards for adult education with NC Department of Public Instruction's state-adopted content standards.

North Carolina Adult Education Content Standards (NCAECS) represent a proactive effort by North Carolina adult educators to ensure rigor and consistency in program content and student outcomes for adult learners throughout the state. In developing these content standards, teams of state and local Adult Basic Skills (ABS) educators worked to write world-class standards customized for adult learners. NCAECS reflect sensible criteria for usefulness, intelligibility, rigor, and measurability. They focus on academics, contain a mix of skills and content, and represent a reasonable pattern of cumulative learning that is manageable. Also, NCAECS support instructors in developing learning opportunities that prepare adult learners for successful transition to higher education, vocational and career development, and effective involvement in their communities as individuals, parents, workers, and citizens.

The fundamental goal of statewide standards is to ensure high levels of achievement for all adult learners in North Carolina. The standards provide consistent content and performance measures for implementation in all programs funded by the North Carolina Community College System (NCCCS). The standards are valuable to the future of adult education throughout the nation. The value of statewide Adult Education Standards includes:

The process of developing these standards was highly participatory and encompassed active involvement and input from many adult educators across the state. The standards project began in 2007 with statewide implementation in 2011. The Appalachian State University Adult Basic Skills Professional Development Project (ABSPD) facilitated the development.

Phase 1, 2007: Teams of adult educators met to write the first draft of the reading and writing content standards and then continued to provide review, feedback, and comments for improvement. These teams consulted a variety of resources from other states and the standards were informed by those states' existing standards. The writing teams included local and state Adult Basic Skills educators from a variety of disciplines.

Phase 2, 2008-2009: Forums were held at three sites across the state for review and feedback. Each reviewer was given review forms and a draft copy of the standards document so that adult educators from their program could also complete reviews and mail them to ABSPD. The edits and suggestions received during this phase were integrated into a third draft. Additionally, teams of adult educators met to write the first draft of the mathematics and technology content standards. These team members continued to provide review, feedback and comments for improvement. In 2009, ABS educators reviewed the mathematics and technology content standards and provided feedback via an online survey.

Phase 3, 2010: Development of teaching activities to correspond to each benchmark was begun in January 2010. All Adult Basic Skills program and Community-based Literacy organization directors were invited to send a Certified Resource Specialist to Advance Institute in May to begin the piloting process for the NC ABE Reading and Writing Content Standards. The Certified Resource Specialists developed additional real-life applications and an implementation plan for their programs. Professional development for trainers was held in Fall 2010. Revisions were made and online and face-to-face training was designed.

Phase 4, 2011: Statewide implementation training began across the state. Instructor training continues through the *Applying Content Standards: GPS for Success* training offered by the North Carolina Community College System College and Career Readiness Department and the Adult Basic Skills Professional Development Project at Appalachian State University.

Phase 5, 2013-2014: The standards were revised and given a new name, *North Carolina Community College System Adult Education Standards, Part 1*. The standards are now aligned with College and Career Readiness Standards for Adult Education released by the Office of Career, Technical, and Adult Education (OCTAE), US Department of Education in April 2013. Subject matter experts examined the Common Core from the perspective of adult education and distilled the “core of the core” that is most important for our adult students. The CCR Standards’ goal is to help successfully prepare students for the demands of postsecondary education and workforce entry.

The North Carolina Adult Education Content Standards document now includes standards for grade level equivalencies from beginning level through adult secondary education. The standards are housed on the Adult Basic Skills Professional Development (ABSPD) website: <http://www.abspd.appstate.edu>. Implementation training, *Applying Content Standards: GPS for Success*, continues to be offered throughout the year by ABSPD staff.

DRAFT

(b) Local Adult Education and Literacy Activities

Describe how the State will, using the considerations specified in section

231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified State Plan must include at a minimum the scope, content, and organization of these local activities.

Per NC General Statute 115D-1, the North Carolina Community Colleges System (NCCCS) Office is designated as the primary lead agency for delivering workforce development training, adult literacy training, and adult education programs in the State. The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.

The North Carolina Community College System is composed of 58 local community colleges and is governed by the State Board of Community Colleges. The State Board has designated the College and Career Readiness section of the Programs and Student Services Division to administer the federal and state grant funds under the Workforce Innovation and Opportunity Act (WIOA), Title II-Adult Education and Family Literacy Act (AEFLA). The College and Career Readiness section provides leadership, oversight, professional development, policy guidance, monitoring, and evaluation of local community colleges and community-based organizations who receive funds from WIOA-AEFLA grant program. Annually, the North Carolina Community College System Office receives over \$54 million dollars in state funds and \$17 million dollars in federal funds for adult education and literacy activities in the state. The College and Career Readiness Section works closely with the System Office Finance and Operations Division to allocate these funds in accordance to federal and state laws.

In North Carolina, the WIOA-AEFLA program will provide adult education and literacy activities to individuals who meet one of the following definitions as describe in Section 203 of WIOA:

- **Eligible Individual**

The term "eligible individual" means an individual— (A) who has attained 16 years of age; (B) who is not enrolled or required to be enrolled in secondary school under State law; and (C) who-- (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner. (Section 203(4))

- **Basic Skills Deficient**

An individual— (A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. (Section 3(5))

- **English Language Learner**

The term "English language learner" when used with respect to an eligible individual means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and- (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language. *Section 203(7)*

Per Section 231(d), no funds will be made available to any local agency for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203 (1) of Title II of the Workforce Investment Act unless the programs, services, or activities are related to family literacy. Before providing services under this special rule, an eligible provider must attempt to coordinate with programs and services that are not assisted under this subtitle. If it is not possible to find collaborative partners who will provide programs, services, or activities for children, then programs may use adult education funds for this purpose.

Description of Adult Education and Literacy Activities

Per Section 202 of WIOA, North Carolina will provide funding to eligible providers to offer the following adult education and literacy activities:

Academic Instruction and Education Services

- Adult Basic Education (ABE) is a program of instruction designed to assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Adult Secondary Education (ASE) is a program of instruction designed to assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training. Adult Secondary Education includes the Adult High School (AHS) Diploma program and the High School Equivalency (HSE) Diploma program.
- English Language Acquisition (ELA) is a program of instruction assist immigrants and other individuals who are English language learners in-- (A) improving their-- (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
- Workplace Adult Education and Literacy Activities are offered in collaboration with an employer or employee organization at a workplace or an off-site location that are designed to provide adult education and literacy activities to improve the productivity of the workforce.
- Family Literacy programs provide activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: (a) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; (b) Interactive literacy activities between parents or family members and their children; (c) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and (d) An age-appropriate education to prepare children for success in school and life experiences.
- Basic Skills Plus is an integrated education and training program developed to facilitate transition for students in High School Equivalency or Adult High School programs. The Basic Skills Plus framework includes the essential elements of career pathways design and can be customized to meet local in-demand industry needs. The program must allow for students to be concurrently enrolled in occupational training, workplace preparation activities, and basic skills instruction

contextualized to the occupation. In addition, students must receive career and academic advising and assistance on transition to employment or higher levels of education.

- Correctional Education programs offer education services to criminal offenders in correctional institutions and for other institutionalized individuals. Allowable programming includes adult education and literacy activities; integrated education and training; career pathways; and transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Priority of services will be given to individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Career Pathways and Transition Models

North Carolina will build on a solid foundation of current programming to develop career pathways and transition models to address the three new requirements included in the definition of Adult Education and Literacy activities--- 1) Integrated Education and Training, 2) Workforce Preparation Activities, and 3) Integrated English Literacy and Civics Education.

Per Section 203 of WIOA, below is a description of these requirements:

- Integrated Education and Training provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Workplace Preparation Activities are designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
- Integrated English Literacy and Civics Education means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and must include Integrated Education and Training.

In order to meet the requirement that the adult education and literacy activities, workforce preparation activities, and workforce training be integrated, services must be provided concurrently and contextually such that the overall scope of instruction is linked to content standards and high-demand career clusters. The integrated education and training program will be developed into a career pathways model and include student support services to ensure completion and transition.

Below are some of the proposed activities to implement the new requirements:

- Scale Up Basic Skills Plus. Basic Skills Plus will be evaluated to determine success benchmarks, and factors impacting outreach, retention and completion. program. Results of the study will inform a technical assistance plan with the goal of operatizing the program in all regions.
- Develop Career Pathways and Transition Models. System Office staff will identify current curriculum resources and materials contextualized for in-demand career clusters and develop a process to disseminate to all service providers. Communities of Learning will be created to develop additional career contextualized materials especially targeted to lower levels of math, reading, writing and English language instruction. NCCCS will set aside a portion of state leadership funding for this development.

- Enhance Partnership with NCCCS Human Resources Development Program. North Carolina has a unique program administered at all 58 community colleges called Human Resources Development. The purpose of this program is to provide skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses address six core components: 1) assessment of an individual's assets and limitations; 2) development of a positive self-concept; 3) development of employability skills; 4) development of communication skills; 5) development of problem-solving skills; and 6) awareness of the impact of information technology in the workplace. Providers will use this resource as a means of providing employability skills to students enrolled in a basic skills program. Providers will also partner with the programs and services available at local NCWorks Career Centers (one-stops).
- Increase Services to Youth. Emphasize the need for more opportunities to get real world experience. Provide more transition programs between public school and community colleges that allow for this bridge. Identify and collaborate with new or existing youth service contract operators in order to increase services to disconnected, out-of-school youth and reconnect youth to education and jobs. States and local programs should coordinate to identify productive approaches for reaching and serving out-of-school youth and develop plans to strengthen educational services to them through partner programs.
- Engage Employers. Work with employers as well as in partnership with Vocational Rehabilitation and NCWorks Centers to provide work-based learning, apprenticeships, and internships. Adult educators will work to create stronger linkages with employers in partnership with other core programs.
- Enhance Accountability. Continue to document and monitor progress toward Educational Functioning Level (EFL) in order to encourage continuous improvement toward academic gains. WIOA-Title II providers will collect and report the common performance outcomes related to employment as part of the integrated data system shared by CORE programs.

Service Delivery

Per Section 231(b) of WIOA, NCCCS will require that each eligible provider receiving a grant or contract will utilize the WIOA Title II-AEFLA funding to establish or operate programs in accordance to North Carolina's Unified State Plan. Per Section 203(5) of WIOA, and eligible provider is an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include--

- (A) a local educational agency;
- (B) a community-based organization or faith-based organization;
- (C) a volunteer literacy organization;
- (D) an institution of higher education;
- (E) a public or private nonprofit agency;
- (F) a library;
- (G) a public housing authority;
- (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
- (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

Currently, there are 77 providers--- 58 community colleges and 19 community-based organizations. Additionally, there are 33 providers offering English Language and Civics Education.

WIOA-AEFLA Local Plan

Using the provisions set forth in section 232 of WIOA, each eligible provider desiring a grant or contract must submit an application packet to the North Carolina Community College System Office which is the designated lead agency to administer WIOA Title II-Adult Education and Family Literacy Act (AEFLA) federal funds. The application packet will be referred to as the WIOA-AEFLA Local Plan.

There will be one application for all WIOA-AEFLA funding sources. Eligible providers will complete the sections/questions that are applicable to their request. Per Section 231(e) of WIOA, the application will be designed to ensure programs include reference and connect the required 13 considerations listed below:

- (1) the degree to which the eligible provider would be responsive to-- (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals-- (i) who have low levels of literacy skills; or (ii) who are English language learners;
- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- (3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
- (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;
- (5) whether the eligible provider's program-- (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction;
- (6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
- (7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
- (8) whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
- (9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means;
- (10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social

service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

- (11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- (12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
- (13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Timeline and Submission Instructions

The North Carolina Community College System (NCCCS) Office will make available competitive, multiyear grants or contracts to eligible providers within the State to develop, implement, and improve adult education and literacy activities in North Carolina. The same grant or contract announcement and application processes are used for all eligible providers. Below is a chart that outlines the timelines for the Request for Application (RFA).

State Plan			
	Program Year	Implementation Type	Open RFA
Year 1	2016-2017	WIA to WIOA Transition	No
Year 2	2017-2018	WIOA-Full Implementation	Yes
Year 3	2018-2019	WIOA-Full Implementation - Continuation	No
Year 4	2019-2020	WIOA-Full Implementation - Continuation	No

Eligible providers applying for funds under WIOA-AEFLA must submit their application packet to its applicable local Workforce Development Boards prior to submission to NCCCS. This process requires eligible providers to— (1) Submit the application to the Local Board for its review for consistency with the local plan within the appropriate timeframe; and (2) Provide an opportunity for the Local Board to make recommendations to the eligible agency to promote alignment with the local plan. NCCCS will consider the results of the review by the local Board in determining the extent to which the application addresses the North Carolina’s Unified State Plan. NCCCS will provide a standard template for this process.

Review and Award Process

Applications will be reviewed by representatives from state and local core partners and evaluated based on the criteria detailed in the Request for Application template. To be recommended for funding, applications must earn a score of 80 or above on the evaluation criteria. Applications receiving 0 points on two or more criteria will not be considered regardless of their total points. Final recommendations for funding will be submitted to the State Board of Community Colleges for final approval.

(c) Corrections Education

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

Adult education and literacy activities;

Special education, as determined by the eligible agency;

Secondary school credit;

Integrated education and training;

Career pathways;

Concurrent enrollment;

Peer tutoring; and

Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

The North Carolina Community College System's correctional education program, called the Prisoner Education Program (PEP), is a statewide collaboration to provide education and training to selected inmates at Department of Adult Correction prisons, federal prisons, and local jails. The overarching goal is to reduce recidivism by increasing an inmate's chances of obtaining a job upon release. In addition, the PEP is designed to address the following: state workforce development needs, public safety needs, prison management needs, and inmate re-entry needs. To date, there is a Prison Education Program in all of the state's 56 facilities.

In 2015, NC's prisons admitted 38,000+ offenders. Slightly more than half of the offenders claimed to have a high school diploma or GED. When tested, however, inmates typically scored well below their claimed education levels. In addition, nearly half of all prison admissions for FY 2015, reported being unemployed prior to admission, with the typical inmate claiming to have been unemployed for 24 months prior to admission. A criminal conviction creates an additional barrier to employment and sometimes completely disqualifies an individual from employment in certain environments. In a society where technology and competition require employers to continuously reinvent the way they do business, employers need workers who know how to learn. Inmates comprise a large human capital pool, and it is imperative that this population be engaged or re-engaged in education and training. Prison education is the mechanism for accomplishing this before inmates return to the community.

In 2010, the Prisoner Education Program (PEP) went through a comprehensive legislative review. Given limited funding for PEP, the Department of Adult Correction was asked to develop a list, in priority order, of educational programming for PEP. Here is the list: 1) Basic Skills courses that enhance fundamental reading and writing skills; 2) Vocational training/re-entry preparation courses that provide vocational training that supports prison work assignments and provide offenders with specific marketable skills; and 3) Functional knowledge and skills courses that provide life skills related to community reintegration, family relationships, and workplace success. Based on this list, the Prisoner Education Program currently offers courses and programs in the area of adult education, high school equivalency, construction trades, employability skills, agriculture/natural resources, and business technology. Inmates also participate in specialized programming, such as Cognitive Behavioral Interventions (CBI), Department of Labor Apprenticeship, and Career Readiness Certificate (CRC). In addition, PEP programming provides important pre-employment training for Correction Enterprises, inmate construction crews, and prison work assignments such as cosmetology/barbering, food service, and custodial cleaning, leading to cost savings for the State.

Based on the priority list, WIOA-AEFLA funds will support the following programming: adult education and literacy activities (ABE, ASE, ELA, and family literacy), career pathways models, and transitions to re-entry initiatives and other post-release services with the goal of reducing recidivism. Eligible providers must meet the definition of a WIOA-AEFLA comprehensive program. Priority for services must be inmates likely to leave the correctional institution within 5 years of participation in the program. NCCCS is required to annually prepare and submit to the federal Department of Education, a report on the progress of students served with WIOA-AEFLA funding. As such, providers will be asked to submit a narrative report related to the programs and activities in there the Prisoner Education Program.

(d) Integrated English Literacy and Civics Education Program

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

North Carolina recognizes that foreign-educated professionals come with talents that are substantially underutilized and potentially offer the state in-demand skills in healthcare, IT, and STEM to name a few. Many challenges of these immigrant professionals include linguistic, civic, and economic barriers. The proper recognition of immigrant skills and credentials is of vital importance to our economy. North Carolina will promote targeted and effective interventions that can help educated immigrants find pathways to success. North Carolina will:

- Develop professional development to assist programs on establishing protocol for identifying and advising on meeting the immigrant students' immediate and long-term goals so that students can prepare for any training that may lead to employment.
- Develop a resource center for program providers on assisting professional immigrants.
- Develop and pilot mathematics for ELL to prepare learners to take standardized assessments for college entrance or professional credentials.

The North Carolina Integrated English Literacy and Civics Education program will prepare adult English language learners through the integration of basic literacy instruction, including mathematics, and English language skill building instruction while delivering the instruction concurrently and contextually. The Integrated English Literacy and Civics Education program will provide instruction on coursework, such as, employability skills, completing an online job application, resume writing, interviewing skills, and more. Eligible providers will seek out internal and external partners, such as the NC Works Online resources, so as to guide learners to actual job search resources and job training. External partners such as NCWorks to help instructors know about high-growth career areas and help learners gain the skills and experience for high demand occupations. Integrating the adult English language learner requires an array of collaborations and resources. Eligible providers will seek out collaborations with internal and external leadership which include higher education, career and technical staff, workforce development board representatives, local government officials, community leaders, and more. Employer engagement is also a critical component for career pathways and possibly bridge programming so that learners are guided to relevant, high demand occupations. Engaged employers can identify skills, credentials, and experience needed for the high demand occupations. Integrated English Literacy and Civics Education programs can, in turn, design lessons that address the skill areas and content knowledge for the occupation.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

The North Carolina Community College System will award two-year grants on a competitive basis to eligible providers. To ensure applicants understand the intent of the grant, we will provide regional trainings on sample models for IEL-CE programs. The overarching goal of the IEL-CE proposals must be prepare adults who are English language learners for, and place such adults in, unsubsidized employment in high demand industries and occupations that lead to self-sufficiency. Applicants must demonstrate an understanding of Integrated Education and Training, English language acquisition, contextualized instruction, workplace preparation activities and civics education and be able to outline how these components can be woven into a sequenced program of study and that has multiple entry and exit points. Plans will be reviewed and assessed by a team of English language instructors, administrators and career pathways partners. A rubric will be developed to evaluate 1) goals and objectives, 2) career pathways model, 3) description of required components 4) action item timeline 5) system for tracking gains and outcomes, 6) budget detailing how funds are used for allowable activities. Applicants must agree to set aside funds to attend regional meetings and engage in professional development specifically related to career contextualized instruction. Providers will be allowed to plan career pathways or bridge programs.

(e) State Leadership

Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Below is a description of how North Carolina will use the funds to carry out the required State Leadership activities under 223 of WIOA.

Currently, there are seven positions supported with State Leadership funds:

- Coordinator of Transitions
- Coordinator of Adult Basic Education
- Coordinator of Adult Secondary Education
- Coordinator of Services for Individuals with Disabilities
- Director of English Language Acquisition Programs
- Best Practices & Information Dissemination Analyst

There will be a review of current organizational structure to ensure we have staff and expertise aligned to the critical job functions needed to carry out State Leadership activities per section 223 WIOA.

Below are strategies that will be supported to meet the required State Leadership activities under WIOA.

Requirement #1

- (A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.**

As one of six core programs under WIOA, the WIOA-AEFLA providers will focus their alignment efforts around providing access to educational services for adult learners with low literacy skills by strengthening their literacy and numeracy skills as the foundation for workforce success. State Leadership funds will be used to provide technical and professional development training activities to providers and workforce partner agencies around the following topics: structured student referral system, integrated service delivery strategies, integrated education and training strategies, common

assessment tools, career advising, workforce preparation activities, transition services, career pathways, contextualized instruction that meets industry-specific needs, targeted services for individuals with disabilities, targeted services for English language learners, and strategies for marketing and branding programs and services.

Other alignment activities include, but not limited to the following: state/local workgroups, joint training events, and joint advisory board meetings.

Requirement #2

- (B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.**

NCCCS has an established high quality professional development program. The intent or goal of all training activities is to improve student success and program outcomes. This is accomplished by having a highly qualified, cross-functional staff at the state level who carryout critical job functions that support adult education and literacy activities. To assist the state-level staff with staff development, NCCCS formed a partnership with Appalachian State University - the Adult Basic Skills Professional Development Department (ABSPD). This partnership was initiated to provide a university research based platform to provide continual professional development. ABSPD provides a variety of face-to-face workshops and training materials that support North Carolina's Instructor Credentialing program and North Carolina Adult Education Content Standards.

To support professional development activities, NCCCS will also convene current and form new workgroups to develop strategic and operational plans to meet the new State Leadership requirements. The following are the names of these groups: Basic Skills State Leadership Advisory Board (current), Professional Development Advisory Committee (current), Basic Skills Focus Area Team (current), Core Program Alignment Workgroup (new), Integrated Education and Training/Career Pathways Workgroup (new), and Program Accountability Workgroup (new). These groups will meet quarterly and develop annual training needs. For the 2016-17 program year, the following training needs were identified as top priority:

- Career pathways models that target all instructional programs (ABE, ASE, and ELA)
- New Director's Training/ Leadership Training for senior program administrators
- WIOA Performance Measures and NRS Performance Targets
- Assessment and Test Administration
- Alignment strategies with Core Partners
- Expanding distance learning programming.

NCCCS Training Catalog

Research in adult education confirms that quality instruction has the greatest impact on positive student performance and outcomes. Adult education standards have become more rigorous. Whether providers are teaching an adult basic education class, a high school equivalency course, or providing appropriate ESL instruction, NCCCS prepares instructors for the instructional challenges of providing adult literacy. NCCCS established a credentialing system to train instructors utilizing evidence-based teaching methodologies. Embedded in this framework are the values, delivery, and literacy content that is unique

to adult education. Currently, the credentialing system has four certificates. A review of the credentialing process will be conducted to determine how it can facilitate completion.

CORE Instructional Certificate

This certificate is made up of seven courses which train instructors in research and evidence-based methodologies as well as learning philosophies and the frameworks which support them. The courses required are: 1) Applying the Content Standards, 2) Assessment to Instruction, 3) Evidence-based Math Instruction, 4) Evidence-based Reading Instruction, 5) Evidence-based Writing Instruction, 6) Keeping it Real at Work: Contextualized Instruction, and 7) Teaching Strategies Integrating Technology.

- Reading Specialty Certificate

STAR-The STAR training (Student Achievement in Reading) is a national-developed professional development program which helps instructors use the key elements of reading instruction to improve the reading skills of intermediate level adult learners.

- Adult Secondary Education Specialty Certificate

This certificate is comprised of courses in math, science, social studies, and language arts to prepare instructors to help students meet the more rigorous requirements for obtaining an Adult High School or High School Equivalency diploma. Each certificate consists of eight, six-hour courses with specialty certifications available in Math/Science, Social Studies/Language Arts, or General which may be customized.

- ESOL Specialty Certificate

This certificate is comprised of both online and face-to-face courses which address the knowledge required for second language acquisition, while providing instructors of adult English language learners with models of effective instruction and the support necessary to apply these skills in their daily practice.

The online courses provided through LINCS are: 1) Second Language Acquisition, 2) Teaching Emergent/Beginning Readers, 3) Formative Assessment, 4) Second Language Teaching/Lesson Planning, 5) ESL Methodology, and 5) Role of Culture in Teaching ELLs.

The face-to-face courses are: 1) Second Language Acquisition for Teachers of Adult ELLs, 2) Planning Instruction for ESL Beginners, 3) Formative Assessment for learning in Adult ESL, 4) Effective Lesson Planning for Adult ELLs, 5) Principles and Techniques of ESL Methodology, and 6) Integration of Culture and Language.

In addition to the credentialing program, NCCCS has two other professional training programs in their training catalog.

- SPOT Trainings

This designation indicates a “Strategically Placed Opportunity for Training (SPOT).” These trainings are designed and scheduled in response to a specific request or need identified in the field by a program provider. These trainings may be one of the CEU courses offered as part of a

certification, or they may be a workshop dealing with a particular topic such as lesson planning using the content standards.

- D.E.E.P. Leadership Training

NCCCS has developed a leadership program titled Developing Exceptional Educational Professionals (D.E.E.P.) which consists of five face-to-face session modules, various assignments, and is facilitated by state staff and other qualified professionals. The five modules are identified below: 1) Introduction to Deep/Change Leadership, 2) Program Leadership, 3) Program Accountability, 4) Program Management, and 5) Program Development and Improvement. NCCCS utilizes this training to build the capacity of local administrators to effectively lead adult literacy programs across the state. The core intent is to align the critical leadership functions with the changing needs of adult learners and adult education programs. This purpose is accomplished by establishing an effective collaborative environment where new directors can network and focus on positive student and program outcomes.

Requirement #3

(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including—

- (i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;**

NCCCS will create an online resource center to disseminate best practices in career pathways program design, contextualized instruction, instructional approaches for reading, writing, mathematics and English language acquisition, distance learning models and professional development. Workshops will be developed for all of the above topics.

- (ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and**

NCCCS will convene state level core partners meetings to facilitate partnerships at the local level. Cross functional team meetings at the NCCCS office will be established to ensure we leverage resources to assist students in transition.

- (iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.**

NCCCS will create workshops on the use of open-source materials and educational applications and platforms to facilitate the expansion of distance learning options. NCCCS will initiate major changes in the state data collection system to improve accuracy and efficiency in reporting.

Requirement #4

(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

NCCCS will revise the monitoring protocol to reflect compliance of new requirements. Additional monitoring of performance will be developed and programs will be trained on using data to improve performance.

Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

State Leadership funds will be used to support two permissible activities:

Serving Individuals with Disabilities

NCCCS is committed to providing effective instruction by well-trained instructors to meet the needs of adult learners with learning disabilities. The foundation of effective instruction consists of research-based instructional strategies and contextualized instruction, while integrating the North Carolina Adult Education Content Standards as the base of instruction. State Leadership funds will be used to support professional development and technical assistance to staff who work with this targeted population.

The goal of serving students with disabilities is to assist the students to become literate, obtain the necessary skills for employment and economic self-sufficiency, and to transition to postsecondary education and training through career pathways. In order to meet these goals, WIOA-AEFLA providers need support in assessment procedures, stakeholder collaboration, and technical assistance on developing career pathways.

The first consideration in the development and implementation of programs and services for students with learning disabilities is to be in compliance with the Federal Laws that govern community colleges in regards to disabilities. Educational programs at community colleges will follow the regulations of Section 504 of the Rehabilitation Act of 1973 and Americans with Disability Act (ADA) of 1990. Section 504 prohibits discrimination against people with disabilities by programs and activities receiving federal funds. ADA requires that people with disabilities not be excluded from participation, or be denied benefits, or be subjected to discrimination. Therefore, qualifying students are eligible to receive reasonable academic accommodations that relate to their disabilities through Disability Services located on each community college campus. State Leadership funds will be used to support local accommodations and assistive technology devices for instructional purposes.

To meet the eligibility requirements of WIOA-AEFLA, students must score a valid placement on either the CASAS or TABE which are both NRS approved assessments. Once students are enrolled in a program, they must demonstrate a level of academic progress. Students with learning disabilities often gain skills at a much slower rate than students without disabilities. Regardless, they should still demonstrate improvement from placement to post-test scores to determine if they are benefiting from the instructional program. State Leadership funds will be used to contract with subject matter experts to help programs better assess, track progress, and develop instructional plans for individuals with disabilities.

To maximize a student's performance gain, instructors need ongoing training on contextualized instruction and research-based interventions for teaching students with learning disabilities. Regional and localized training should be provided to instructors on strategies for teaching students with learning disabilities in reading, math, computers and vocational skills. State Leadership funds will be used to conduct site visits to assess program offerings, conduct professional development opportunities, and to train staff in effective instruction strategies which target individuals with disabilities.

WIOA-AEFLA providers also need technical assistance in developing employment strategies for students with learning disabilities. NCCCS will facilitate ongoing webinars for directors to showcase their effective programs and share program development procedures with other providers. Current models include Project SEARCH, Transitions Academy, and Career College.

WIOA-AEFLA providers need to engage in conversations on a regular basis on employment needs and outcomes of individuals with disabilities. These conversations should include all key stakeholders such as NCWorks, Vocational Rehabilitation, and employers to examine current and future job or labor markets, identify employment needs, and identify the training and skills needed to gain employment. Once these factors are identified, career pathways, apprenticeship opportunities, and employment exploration should

be developed in a way that utilize existing classes or resources on campuses. State Leadership funds will be used to support state, regional, and local partnership meetings.

Integrated Education and Training Models

State Leadership funds will be used to support the WIOA-AEFLA staff as they participate in the System Office's strategic plan titled Align4NCWorks, NCWorks Commission's Certified Career Pathways System, as well as other state and national models for career pathways. By leveraging the resources and subject matter experts associated with these initiatives, WIOA-AEFLA staff will have the tools and resources necessary to assist WIOA-AEFLA providers in their efforts to develop innovative education and training models, including career pathways. Below is an overview of these initiatives.

#Align4NCWorks focuses on key partnerships among community colleges, business/industry, workforce development boards, public schools and economic development entities. **The overarching aims are:**

- **Alignment** – Develop an integrated seamless system of education and workforce development programs, initiatives and resources. The system should be focused on the integration of business needs and worker preparation and include a comprehensive approach to career exploration, career development, education and job training that begins in middle school and continues throughout an individual's career path.
- **Responsiveness** – Create a workforce system that is responsive to the needs of the economy and that increases North Carolina's competitive advantage by further developing and enhancing career pathways that provide students the skills to create, make and build things and provide the basis for desirable, thriving careers for North Carolinians.
- **Engagement** – Develop and implement a coordinated and seamless approach to engage business and respond to business needs. Use that engagement to increase the education pipeline, competency-based credentials and work-based learning opportunities in critical career clusters and to better connect people to jobs and jobs to people.
- **Accountability** – Target statewide resources to enhance programs and enrollment in critical career cluster areas that compliment key targeted growth industries; integrate economic, workforce and community development functions; develop measures of success through conducting an annual review of metrics and a benchmarking of competitors; and measure and report on the effectiveness of North Carolina's workforce development system.

WIOA-AEFLA state and local staff will actively participate on workgroups, facilitate meetings, and take ownership in targeted objectives and action items to achieve the goals set forth in #Align4NCWorks strategic plan:

- Goal 1: Increase and sustain employer engagement as part of an integrated, customer-centered workforce system.
- Goal 2: Connect students to quality careers and employers to quality employees.
- Goal 3: Ensure education and training address and validate skill and competency needs and attainment.
- Goal 4: Expand work-based learning opportunities.
- Goal 5: Improve career awareness and mapping.
- Goal 6: Increase opportunities for college access while keeping education and training affordable.
- Goal 7: Promote demand-driven and data-informed decision making and evaluation to more effectively meet workforce customer needs and enhance system accountability.
- Goal 8: Strengthen the foundations of success for workforce development.

WIOA-AEFLA providers will use the framework of NCWorks Certified Career Pathways criteria to develop and implement career pathways. Because this is a voluntary system, providers will not be required to have their locally developed pathways certified. Below are the criteria for certified pathways:

- Demand-Driven and Data-Informed
- Employer Engagement
- Collaborative Partnerships
- Career Awareness
- Articulation and Coordination
- Work-Based Learning
- Contain Multiple Points of Entry and Exit
- Evaluation

Lastly, State Leadership funds will be used to contract with subject matter experts to provide professional development training activities on state and national models for career pathways.

(f) Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Using the federal monitoring tool, NCCCS has developed a series of questions to assess the quality of programs.

Module	State Review Protocol
Module 1	Review of NRS Annual Report
1.	Does the proportion of students served in ABE, ASE, and ESL appear reasonable based on the State’s needs?
2.	Does the data on student demographics (age, ethnicity, gender) raise any issues, for example lack of services to a particular group?
3.	Does the student outcome data on Table 4 indicate adequate performance compared to North Carolina’s NRS targets?
4.	Does the provider have a history of meeting its performance targets?
5.	Is the provider demonstrating continual improvements in its outcomes?
6.	Is the provider obtaining an adequate pre and posttest rate on Table 4B?
7.	Does the average number of instructional hours indicate that the program is of sufficient intensity and duration to produce learning gains?
8.	Are there irregularities in NRS data tables that need to be investigated during the State visit?
Module 2	<i>NRS Implementation - Local Questionnaire</i>
1.	Has the local provider adopted appropriate data collection policy and procedures to implement NRS?
	a. Are there data collection procedures for demographic, assessment, and attendance data, including pre-enrollment educational attainment and teacher experience (effective 7/1/2012)?
	b. Are there clear descriptions of staff roles and responsibilities for data collection?

Module	State Review Protocol
	c. Have fiscal resources been budgeted/expended appropriately?
	d. Have data reporting timelines been established?
	e. Have quality control procedures been established?
2.	Does the local provider have appropriate policy and procedures for student intake?
	a. Are staff aware and knowledgeable of 2012 NRS changes to cohort identification?
	b. Is the local program using the LEIS intake form?
	c. Are students informed if program will conduct student follow-up surveys?
	d. Does the local program require a confidentiality release form for goals that require follow-up?
3.	Is the local program following the State assessment policy?
	a. Are they using appropriate assessments?
	b. Is the pre and posttest administered according to State policy?
	c. Are staff who are administering assessments properly trained?
	d. Are appropriate test administration procedures being followed (timing of test, proper forms, use of locators, etc.)?
4.	Does the local provider monitor data quality by:
	a. Database error-checking function (e.g. missing data or out-of-range values)?
	b. Use of standardized intake forms and processes?
	c. Policy and procedures on inputting data on a timely and regular schedule?
5.	Has the local program provided the opportunity for staff development and training to support NRS implementation?
	▪ What percentage of the local grant is allocated to staff development and training related to the NRS?
6.	Has all staff involved in data collection been trained in following proper procedures, including the 2012 changes to the NRS?
7.	Are there clear roles and responsibilities outlined for each level of data collection?

Module 3	State Leadership
1.	Is there evidence that local staff participated in a process for communicating professional development needs to the State for the current year? Do locals believe that their input was used in creating professional development programs?
2.	How is staff development financed: State support, local budget, or negotiated administrative rate?
3.	To what extent are teachers and directors able to access State-sponsored training?
4.	Do local personnel believe that State-sponsored activities are positive and helpful?
5.	Can local programs describe changes and improvements that were made as a result of State-sponsored staff development activities?

Module 4	Funding Local Grants
1.	Are the activities observed in the program the same as those contained in the proposal?
2.	Are all the activities observed allowable uses of AEFLA funds?
3.	Is the intensity and duration of instruction offered by the program sufficient to provide meaningful learning gains?

Module	State Review Protocol
Module 5	Evaluation of Local Programs
1.	How are performance targets established at the local level?
2.	What kind of feedback is provided to staff about their performance? <ul style="list-style-type: none"> ▪ Is technical assistance provided?
3.	When was the local program last evaluated on site? <ul style="list-style-type: none"> ▪ Does the State issue a written report?
4.	What kind of corrective action, if any, was required? <ul style="list-style-type: none"> ▪ Does the State provide technical assistance?

Module 6	Financial Consideration
1.	Are activities proposed to be funded: <ul style="list-style-type: none"> a. Necessary and reasonable? b. Allowable?
2.	Have all required financial reports been submitted? <ul style="list-style-type: none"> a. If so, were the submissions timely? b. If not, what remains outstanding?
	Is an indirect cost charged to the grant over and above the administrative costs?
3.	Has the provider met the limitation on corrections spending as a percent of local grant funds? Has the grantee spent at least some AEFLA funds on corrections or institutionalized populations?
4.	If the local program is spending more than five percent for administration, did it negotiate a higher rate with the State?
5.	Are there any outstanding issues from prior monitoring reviews?
6.	What is the provider's staffing pattern for adult education? <ul style="list-style-type: none"> a. How are the positions funded? b. Is staffing adequate for the State's current adult education responsibilities? c. Does the State keep time and effort charts to account for payment for hours in adult education?
7.	Do local programs charge fees? If so, how do local programs report those fees to the State?
8.	How much program income is being reported and how is it being spent?

Module 7	Organizational Status
1.	What is the provider's organization structure? <ul style="list-style-type: none"> ▪ Where does adult education fit in the organization chart?
2.	Has the provider undergone (or is it considering undergoing) a reorganization? <ul style="list-style-type: none"> ▪ What opportunities and challenges does it present?

Module	State Review Protocol
3.	Is the provider's staffing level sufficient to carry out the responsibilities associated with administering the Federal grant?
4.	How are statewide policies developed? <ul style="list-style-type: none"> If an advisory body is used, who serves on it?
5.	How are State policies communicated to the staff?
6.	How is program information communicated to the public? <ul style="list-style-type: none"> How does the provider make performance data available to the public?

Module 8	Collaborations/WIA Partners
1.	Who represents adult education on the local Workforce Development Board?
2.	Is the provider actively involved in local Workforce Development Board activities? <ul style="list-style-type: none"> How has this involvement benefited the delivery of adult education services? Are joint training efforts conducted for NCWorks Career Center partners? What role did adult education providers play in developing local plans?
3.	Has the provider developed MOUs with WIOA core programs? <ul style="list-style-type: none"> Which partners and for what purpose?
4.	Does the provider have a presence at an NCWorks Career Center? <ul style="list-style-type: none"> Are the services co-located or made available through referral?
5.	If there is a referral process to and from an NCWorks Career Center, does it result in improved services to clients? <ul style="list-style-type: none"> Is it common practice to co-enroll students?

Module 8: English Literacy & Civics Education - Local Questionnaire	
1.	Do funded activities provide integrated programs of English language learning and civics education?
2.	Are the activities necessary and reasonable? Are they allowable costs?
3.	Do program operations fully meet the requirements of Section 231, for example, intensity and duration or using research-based practices, and well trained staff?

In addition to this self-assessment tool, NCCCS will use desk monitoring and a program improvement processes for its annual and ongoing evaluation process.

Desk Monitoring

On an annual and ongoing basis, NCCCS reviews each provider's performance and student outcomes, using data collected through the LEIS. Each provider is responsible for meeting the percentages set by the performance indicators and for meeting enrollment goals, which are a percentage of the target population. At both the state and provider levels, LEIS provides the capacity to analyze program performance, identify program improvement needs, assess the effectiveness of program design and plan appropriate staff development to better serve adult learners. Based on data, NCCCS will link performance to program improvement efforts and funding decisions.

Program Improvement Process

Using data from LEIS and required program improvement training, providers evaluate their programs and implement needed changes to improve program effectiveness. Recognizing that program improvement is impacted by many factors, NCCCS will support the following activities at the state and local level:

- New Director Orientation – provides new directors with information and resources needed to administer their programs and follow all federal and state guidelines.
- New Instructor Orientation – provides information and resources to new teachers to support their instruction.
- Assessment Trainers – provides a network of trained professionals to ensure the uniform administration and reporting of assessments used for determining federal level gains.
- Basic Skills Conference – a biennial conference where WIOA-AEFLA providers can share successes, learn about new programs and initiatives and network.
- Quality Data Matters – assists WIOA-AEFLA providers in data analysis and determining which program areas are strong and which may need improvement.
- National Reporting System – provides training on the fundamentals of the NRS. Trainings cover topics that include monitoring, data collection and use, types of data and measures, assessments, data quality, and related information. It includes guidance on how to use NRS data to address an evaluation or research topic that will inform practice and improve programs.

Certification and Assurances

Ault Basic Education and Literacy Programs

States must provide written and signed certifications that:		
1.	The plan is submitted by the State agency that is eligible to submit the plan;	
2.	The State agency has authority under State law to perform the functions of the State under the program;	
3.	The State legally may carry out each provision of the plan;	
4.	All provisions of the plan are consistent with State law;	
5.	A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	
8.	The plan is the basis for State operation and administration of the program;	
The State Plan must include assurances that:		
1.	The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions);	
2.	The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	
3.	The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; and	
4.	Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	

VI. Program-Specific Requirements for Core State Plan Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Vocational Rehabilitation

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

- (a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:**
- (1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;**
 - (2) the Designated State unit's response to the Council's input and recommendations; and**
 - (3) the Designated State unit's explanations for rejecting any of the Council's input or recommendations.**

Input and Recommendations from the North Carolina State Rehabilitation Council

In North Carolina, the VR program is authorized under two separate grants, one for the provision of VR services to the general population of individuals with disabilities, and one for VR services for the blind and visually impaired. These programs are administered by NC DHHS Divisions of Vocational Rehabilitation Services (DVRS) and Services for the Blind (DSB), with each having its own State Rehabilitation Council (SRC).

Division of Vocational Rehabilitation Services

For DVRS, SRC members provided input through various venues as follows:

- The Council's Executive Committee addresses State Plan development, implementation, and progress towards both Plan goals and SRC goals within the Goals, Priorities and Strategies section of the State Plan during meetings with the Division's director and staff. During the quarterly meetings, the full council also provides input for the VR portion of the Unified Plan (formerly the State Plan) and the comprehensive statewide needs assessment planning processes.
- The SRC Consumer Input and Public Outreach Committee monitor and jointly conduct with DVRS the VR client satisfaction survey. The Consumer Input and Public Outreach Committee also plans and conducts two town-hall style public forums per year. The location rotates to ensure statewide coverage and stakeholder inclusion. For the spring and fall of 2015, forums were respectively held in Elizabeth City and Sylva, North Carolina. Stakeholder input from these and prior-year sessions are incorporated the input into the Council's recommendations.
- The SRC's Policy and Rules Committee reviews and provides feedback on policy drafts regarding client services and other agency policies, including agency policies required for compliance with the Workforce Innovation and Opportunity Act. DVRS policy changes since the

implementation of the Workforce Innovation and Opportunity Act, July 1, 2014 include: the requirement to develop an individualized plan for employment for a VR client within 90 days of eligibility determination, with certain exceptions; clarification of the request for quote (RFQ) and purchasing process for durable medical equipment and non-medical equipment purchases, and equipment and vehicle repairs; invoice processing and sponsorship of prescription medication; sponsorship of vocational evaluations and community based assessments for work adjustment and supported employment services; client financial need survey requirements; sponsorship of individual placement and supports (IPS) model supported employment; adjustment to the supervisory approval required for case service authorizations of \$500 or less; sponsorship of post-secondary academic training; required verification of client identity and employment eligibility prior to the development of an individualized plan for employment; and revisions to the process for client self-employment evaluation and direction setting.

Other recommendations DVRS received from the North Carolina State Rehabilitation Council:

Recommendation 1: In support of their strategic plan pertaining to legislative advocacy, the Council recommended again this year for the Division to prepare for their distribution, customized reports for each NC legislative district featuring the beneficial return on investment that the VR program has on consumers and on the economy of each district within NC. The DVRS Planning and Evaluation unit will continue to support this request, revising the customized reports based on input and also added success stories to provide a human element to the data presented. The reports will be prepared and distributed to NC Legislators during the short session.

Recommendation 2: Whereas the Council recognizes that employment options are generally decreasing in rural NC, and since many consumers cannot relocate to more urban areas due to their dependence on natural supports, the Division's self-employment option should remain a well-supported service option within the Division. DVRS supports this recommendation and expects to continue refining its current processes, partnerships and policies during federal fiscal year 2015 to maintain this service as a viable option for individuals who are well-matched to this type of employment as determined through its evaluative processes.

Recommendation 3: The Council recommended for the quarterly full council meetings to contain a standing item for the Client Assistance Program to give an activity update. Further, the council recommended for a standardized set of questions and topic areas to be provided as a standard guideline to be used for regional director and/or a regional unit manager reports during quarterly meetings to allow managers to provide updates for local activities, developments and to express any concerns to the Council. DVRS has incorporated the recommended changes and will continue with these standing topics until the Council recommends further adjustments.

Recommendation 5: The Council recommended to continue to jointly conduct consumer input sessions to be held twice annually collecting input from various communities across the state and to strongly encourage staff attendance at such sessions whenever possible. DVRS will continue to actively support jointly conducted input sessions twice annually canvassing various communities across the state focusing on how the VR program is addressing consumers' VR needs through its service provision.

Recommendation 6: Whereas the Council is concerned about providing responsive services to consumers and realizes the Division's abilities in this area are impeded when high vacancy rates occur within the Division, the Council recommends that DVRS provide regular updates regarding key vacancies, including direct service positions such as counseling positions, so that the Council may advocate appropriately as included within the Council's current 2014-16 strategic plan. DVRS supports this recommendation and will continue to work with Council members to regularly provide updates through statewide and regional vacancy reports.

Recommendation 7: Whereas the SRC Consumer Input and Public Outreach Committee acknowledged decreasing response rates on client satisfaction self-administered written questionnaires, the Council recommends that DVRS shift half the funds expended on the written questionnaire to expanded use of the telephonic client satisfaction survey. Further, the Council recommends extending the survey to clients in active status and employing a weighted sampling method to maintain costs and better ensure representation across disability types, minority status, age, and gender. The Division supports this recommendation and will adjust its sampling practices, contracts, and purchase orders accordingly.

Division of Services for the Blind

The SRC for the DSB conducted two focus groups in Winston-Salem NC and in Wilmington, NC. The Council held two public hearings in Raleigh, NC and in Statesville, NC during federal fiscal year 2014 for the collection of information to be used in the development of the federal fiscal year 2015 State Plan. The SRC met on Thursday, June 12, 2014, and the State Plan was reviewed and approved by the Council for federal fiscal year 2015.

The Council asked for clarification to the transition programs that the DSB has with the 13 local education agencies and the services being provided to other transition aged consumers being served by Community Rehabilitation Counselors. Agency response: All 100 counties are being served with transition services, but in some locations, there are specific dedicated Rehabilitation Counselors serving this aged population while in other areas, our community Rehabilitation counselors provide these services. The Council approved the Division's Priorities and Goals for federal fiscal year 2015 without modifications.

The State Rehabilitation Council members conducted two focus groups in Winston-Salem NC and in Wilmington, NC. The Council held two public hearings in Raleigh, NC and in Statesville, NC during federal fiscal year 2014 for the collection of information to be used in the development of the federal fiscal year 2015 State Plan. The State Rehabilitation Council met on Thursday, June 12, 2014, and the State Plan was reviewed and approved by the Council for federal fiscal year 2015.

The Council asked for clarification to the transition programs that DSB has with the 13 local education agencies and the services being provided to other transition aged consumers being served by Community Rehabilitation Counselors. The response from DSB is that all 100 counties are being served with transition services, but in some locations, there are specific dedicated Rehabilitation Counselors serving this aged population while in other areas, our community Rehabilitation counselors provide these services.

The DSB State Rehabilitation Council approved the DSB VR Program's Priorities and Goals for federal fiscal year 2015 without modifications. DSB finalized their VR program's portion of the Plan, which was submitted and approved.

(b) Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

- (1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;**
- (2) the designated State unit will approve each proposed service before it is put into effect;**
and
- (3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.**

This attachment will not apply to the North Carolina VR Programs for the program years covered under the State Unified Plan.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

- (1) Federal, State, and local agencies and programs;**
- (2) State programs carried out under section 4 of the Assistive Technology Act of 1998;**
- (3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;**
- (4) Noneducational agencies serving out-of-school youth; and**
- (5) State use contracting programs.**

Division of Vocational Rehabilitation Services

DVRS extensively collaborates with and utilizes the services of federal, state, and local entities to achieve its mission on behalf of NC citizens with disabilities. DVRS routinely pursues improving its overall effectiveness through working relationships, partnerships, contracts and formal or informal agreements with entities at all of these levels. DVRS maintains written cooperative agreements with various federal, state, and local agencies. These include but are not limited to the Social Security Administration; the United States Office of Federal Contract Compliance Programs; the DHHS Division of Medical Assistance; Division of Services for Deaf and Hard of Hearing; Office of Long-Term Services and Supports; Division of Social Services; Division of Mental Health, Developmental Disabilities, and Substance Abuse; and numerous local school systems, hospitals, and physical medicine and rehabilitation centers. The Easter Seals / United Cerebral Palsy Society of North Carolina, the National Multiple Sclerosis Society, the American Heart Association, and the North Carolina Arthritis Foundation are examples of consumer and advocacy groups for individuals with disabilities with which the Division has maintained agreements to facilitate the maintenance of the highest feasible level of communication and coordination in the joint development and implementation of operational methods including, where applicable:

- Assisting consumers, their families, and advocates in accessing services from DVRS and from the other agencies and entities;
- Referral of individuals who have disabilities and especially those who have severe disabilities to DVRS for services;
- Referral by DVRS to other agencies or entities for the various supportive services and assistance available;
- Determination of the responsibility of each agency or entity in making referrals, in serving individuals jointly, and in identifying resources;
- Provision of educational information regarding the services, including equipment and assistive technology, available and eligibility criteria of the Division and of the other agency or entity;

- Joint training of staff in areas pertaining to services available and procedures of DVRS and the other agency or entity;
- Shared funding DVRS positions and program costs and the co-location of DVRS staff with staff from the other agency or entity where co-location would be effective and feasible;
- Developing means to promote greater awareness and greater utilization of the provisions of the Americans with Disabilities Act;
- Provision for the sharing of information between agencies as required by law or upon receipt of client permission and with regard to maintaining confidentiality;
- Establishing an evaluation system to determine levels of competency of paraprofessionals such as interpreters for the deaf who wish to serve as vendors for DVRS;
- Enhancing post-secondary training supports to assist in the transition to employment;
- Improving the public image of the employment capabilities of individuals in various disability groups;
- Assessing the effectiveness of the cooperative agreements;
- Jointly promoting improvement in the quality of life through comprehensive approaches to the improved health of consumers jointly served and through services to family members;
- Jointly promoting ethical research practices to develop improved medical and other disability related interventions;
- Promoting systems change through collaborative projects;
- Expanding services and community resources for unserved and underserved groups;
- Promotion of collaboration at the community office level offices between the Division and other agencies and entities;
- Through joint planning councils, providing joint input from the Division and from other agencies and entities for budgeting, service delivery, and policy changes for block grants, special demonstration projects, and other grants;
- Providing input regarding formulation of vocational services provided by other agencies and entities.

Additionally, DVRS local Vocational Rehabilitation, Independent Living Program and NC Assistive Technology Program staff work with the Centers for Independent Living (CILs) in North Carolina to coordinate services for specific individuals and also to address areas of broader systemic impact such as community education/awareness and outreach to various disability groups. The CILs are consumer-controlled, cross-disability, community-based non-residential, private non-profit organizations that provide programs and services for people with all types of disabilities and their families. The goal of CILs is to promote and support opportunities for people with disabilities to fully participate in an integrated community and search for the possibilities to live as they choose. These centers are funded through Title VII of the Rehabilitation Act of 1973, as amended. Information and referral, independent living skills training, advocacy, and peer counseling are the four core services each center provides. In addition to these core services, the centers may provide additional services which are tailored to serve individuals with disabilities in their service area.

The Statewide Independent Living Council (SILC) is an independent non-profit council (not an entity within a state agency) that is established under Section 705 of the Rehabilitation Act of 1973 as amended. The majority of its members are individuals with disabilities. The SILC is responsible for jointly

developing and endorsing the State Plan for Independent Living in conjunction with the designated state unit (DVRS and DSB). The duties of the SILC are to monitor, review, and evaluate the implementation of the State Plan for Independent Living. Further, the SILC is mandated to coordinate activities with the State Rehabilitation Council and other councils that address the needs of specific disability populations.

DVRS is also actively collaborating with the USDA-funded statewide AgrAbility program whose mission is to educate and assist NC farmers, ranchers, farmworkers and their family members who have disabilities to enable them to remain actively engaged in production agriculture. The collaborative involves NC Agricultural and Technical State University, NC State University Bio and Agricultural Engineering Department, East Carolina University Agromedicine Institute, NC Cooperative Extension, and the NC network of Centers for Independent Living.

Further, DVRS consumers benefit through the expertise and access to USDA programs, program funding and loans available through the NC Rural Center, which is represented through the Division's Small Business Advisory Committee (SBAC).

At this time, DVRS does not directly engage in formally established state use contracting program, where commodities or service determined to be of use to state agencies are purchased from community-based rehabilitation programs employing and training individuals with significant disabilities. DVRS does sponsor activities through several community rehabilitation programs that provide training services to DVRS consumers through contracts with entities such as the NC Department of Transportation for maintenance of facilities and distribution of safety campaign materials.

Division of Services for the Blind

DSB has established cooperative and collaborative working relationships with various federal, state and local agencies and organizations in our mission to help blind, visually impaired and deaf-blind citizens of North Carolina receive the most comprehensive and beneficial services and supports available to facilitate their vocational and independent living goals. Many of the agencies and organizations with whom DSB collaborates are carrying out activities under the Statewide Workforce Investment System.

DSB has a cooperative agreement with the DPI. The agreement with DPI establishes coordination for the provision of educational and transitional services to students with visual impairments.

DSB has a cooperative agreement with the University of North Carolina System (UNC). DSB partners with UNC's Department of Allied Sciences in support of the university's rehabilitation counseling program. This includes the programs on campuses of UNC-Chapel Hill, Winston-Salem State University, A&T State University, East Carolina University, and North Carolina Central University campuses. The Division provides clinical experiences for students in the program through DSB district offices and the residential rehabilitation facility. DSB and UNC mutually plan and schedule student assignments. The Division provides students training and supervision, mentoring, constructive feedback and formal evaluations. Students are also provided office and work space, use of computers and other office equipment and technology, and exposure to other professions in the field rehabilitation such as, orientation and mobility, low vision, social work and medical eye care. UNC provides DSB staff opportunities to participate in clinical education conferences and meetings. This collaborative relationship also creates potential employment opportunities for students upon the completion of their education.

DSB has informal collaborative relationships with other organizations and consumer and advocacy groups that are not carrying out activities under the Statewide Workforce Investment System such as the Governor Morehead School, NC Association of Blind Students, Governor Morehead School Alumni Association, NC Library for the Blind and Physically Handicapped, North Carolina Lions Inc., NC Association for Education and Rehabilitation of the Blind and Visually Impaired and Prevent Blindness NC. DSB and the organizations and groups collaborate in referrals for services and supports, sharing information and resources, sponsorship and participation in trainings and events, outreach and educating

the general public about blindness and vision loss and increasing the general public's awareness of the needs and abilities of individuals who have visual disabilities.

DSB is one of the designated state units (DSUs) that serve as a part of the NC Statewide Independent Living Council (NC SILC). NC SILC in collaboration with the DSUs develops three-year State Plans for Independent Living (SPILs). DSB actively engages with the SILC in the development of goals, objectives and measures to help meet the independent living needs of North Carolinians who have disabilities. These entities serve together on various work groups and committees such as governance, community based living, youth leadership forum, evaluation, civil rights and IL services and supports. The work groups and committees address matters and complete the tasks and activities required to achieve the goals and desired outcomes stated in the SPIL. A SILC member serves on the DSB State Rehabilitation Council.

Cooperative and collaborative relationships have been established between NC Centers for Independent Living (CILs) and DSB. Consumers are referred by and to each entity, relevant information is shared, CILs allows DSB the use of facilities for DSB to provide consumers community-based independent living skills training and in return DSB staff provides CIL staff in-service training pertaining to visual disabilities. DSB provides consumers individual advocacy skills training and refers to the CILs for systems change advocacy needs.

(d) Coordination with Education Officials

Describe:

- (1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.**
- (2) Information on the formal interagency agreement with the State educational agency with respect to:**
 - (A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;**
 - (B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;**
 - (C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;**
 - (D) procedures for outreach to and identification of students with disabilities who need transition services.**

Division of Vocational Rehabilitation Services

- (1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.**

The NC Division of Vocational Rehabilitation will revise and renew its state level memorandum of agreement (MOA) with DPI upon issuance of the final federal regulations on Title IV of WIOA. The purpose of the MOU is to outline a collaborative partnership between the two agencies to provide state level approval and support for enhanced transition services to students with disabilities. The revised MOA with DPI will also specify the manner in which Pre-Employment Transition Services (PETS) will be coordinated and provided within NC schools as well as how students with disabilities, including those who are potentially eligible for VR services, will be identified and served in compliance with federal regulations. The Program Specialist for Transition Services compiles an annual report for DPI, as requested according to our MOA, summarizing VR activity for the state fiscal year.

In addition to a state level MOA, the VR unit offices and local education agencies (LEA) customize a local Third Party Cooperative Agreement (TPCA) to outline how the agencies will work together to ensure that VR services are administered to students with disabilities. The TPCA stipulates administrative funding to support VR staff, outlines procedures for information sharing, and requires a process for referring students with disabilities to VR in order for the Division to carry out the VR process. DVRS TPCAs with 99 of the 115 LEAs in North Carolina contribute funding towards 202 positions including VR counselors, business relations representatives, vocational evaluators and additional VR support staff including casework assistants and casework technicians available to provide VR transition services in the local community. In areas where a TPCA has not been established, the local manager has designated a VR counselor to directly serve the students with disabilities in the local schools. Since 2003, DVRS has implemented strategies for serve transition-aged youth. Under WIOA and as the Title IV regulations are finalized, DVRS will be enhancing programs and services to transition-aged youth with increased focus on students with disabilities and PETS. New programs are intended to align the Division with federal requirements under the Workforce Innovation and Opportunity Act, namely PETS, as well as provide improved transition services to students while they are in high school. DVRS expects that NC public schools will see a value-add for investing in the VR partnership.

Plans for Coordination with Education Officials

DVRS plans to maintain and strengthen its programmatic relationships with school transition services through its continued active participation by the Division's Transition Program Specialist on the State Capacity Building Team for Transition. This team, including DPI leadership, DVRS, University Center for Development and Learning, Parent/Child Advocacy Agency, Career and Technical Education, and NC Community Colleges System representation was formed in recent years to develop statewide goals and provide better coordinated transition activities for students with disabilities to achieve better results with post-school outcomes, including obtaining employment or attending post-secondary education. Currently, NC's Capacity Building Plan is focused on improving student involvement in the individualized education program (IEP) process so that planning is more meaningful and associated with a student's post-school goals. The state is continuing to work on a Transition Toolkit for teachers and anticipates the development of toolkits for parents, students, and agencies that will be individualized at the local level. DPI consultants are providing transition training to LEAs to promote student-led IEPs, and NC DVRS plans to provide training to VR counselors and LEA representatives in the Spring of 2016 to focus on the role of the VR Counselor in the IEP process.

DVRS plans to continue collaboration with DPI leadership on technical assistance grants that focus on improving transition services and employment outcomes for transition-aged youth, including re-submission for the National Technical Assistance Center on Transition (NTACT) Intensive Technical Assistance grant.

Description of Policies and Procedures for Coordination with Education Officials

As the Title IV regulations are finalized, VR plans to increase transition service offerings to students with disabilities through partnerships with NC public schools. Some areas of program development and service enhancement being considered by DVRS are:

- Summer internships for students/youth with disabilities
- Increased utilization of On-the-Job Training (OJT) with students and youth
- Utilizing *Transition Navigators* to identify and serve students with disabilities who are potentially eligible and/or to provide VR PETS services to groups
- Increasing Project Search sites
- Hosting Self-Advocacy summer summits, camps, or school-based workshops
- Enhancing vocational evaluation tools and allocating increased vocational evaluation staff to serve students with disabilities in exploring career options
- Increasing work-based experiences for students with disabilities who require on-the-job supports, such as job coaching, by partnering in innovative ways with community rehabilitation programs.

DVRS plans to re-brand and revise marketing materials and communications about VR services to students with disabilities to highlight PETS offerings to both students and school personnel. This effort will include targeted marketing for youth disability groups whose incidence within DVRS is declining despite remaining steady or increasing within the public schools (e.g., students with learning disabilities). DVRS will revisit policies related to post-secondary training and learning disability eligibility to ensure that the needs of all eligible students with disabilities as well as those students for whom we are mandated to provide PETS are being met in terms of preparing students to obtain competitive integrated employment in such a way to promote advancement and ongoing career development.

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.

DVRS requires each local VR office with VR counseling staff serving on a local school transition services team to send an annual report to the school systems with which the Division has a TPCA. This report includes data about services and expenditures for students with disabilities provided by the Division, and addresses how VR staff members worked with school staff in transition planning for students with significant and most significant disabilities.

Development and Approval of Individualized Plan for Employment (IPE) for Transitioning Students

The Division's casework policies addressing the provision of transition services defines transition services as a coordinated set of activities for a student designed within an outcome-oriented process that

promotes movement from school to post-school activities, including post- secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Furthermore, DVRS policy states that the coordinated set of activities must be based upon the individual student's preferences and interests, and must include instruction, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional vocational evaluation. Finally, DVRS casework policies require that transition services must promote or facilitate the achievement of the employment outcome identified in the student's individualized plan for employment. In order to plan effectively for the transition needs of students with disabilities in collaboration with other agencies and organizations, DVRS rehabilitation counselors are expected to be active participants addressing the Individualized Education Plan (IEP) meeting transition issues when possible. Counselors are expected to participate both directly in IEP meetings and indirectly by other means in planning for the needs of VR consumers. A copy of the transition portion of the IEP is required to be maintained in the case record. Prior to developing the IPE, the VR counselor reviews the Individual Transition Plan (ITP) component for the Individual Education Plan and records any relevant ITP objectives as part of the IPE. The intent of this review is to coordinate educational programming and vocational programming for the benefit of the VR consumer. Additionally, the Division's policy stipulates that the development of the IPE with a student must be based on interests, aptitudes, capabilities, strengths and informed choice. The job choice on the IPE for a student in transition may indicate a family of jobs rather than a specific job code, for example, Health Care Worker, Office Work, and Protective Services such as police, firefighter, or security guard. DVRS policy does require career exploration to be provided and documented in order to determine a more specific goal, and this process and expectation has been further emphasized by recent policy revisions concerning development of the IPE within 90 days of the VR eligibility determination. Amended job choices, including amendments at closure, must be accompanied by documentation reflecting the process and services that had an impact on the final job choice, including job shadowing, job sampling, guidance and counseling. Moreover, DVRS casework policy stipulates that the development and approval of an individualized plan for employment must be completed as early as possible during the transition planning process but, at the latest, by the time each student determined to be eligible for VR services leaves the school setting. This includes students with disabilities who are eligible for VR services including eligible students served by the school under an IEP.

- (2) Information on the formal interagency agreement with the State educational agency with respect to:**
- (A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;**
 - (B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;**
 - (C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;**
 - (D) procedures for outreach to and identification of students with disabilities who need transition services.**

In order to ensure effective facilitation of the transition of students with disabilities from school to the receipt of VR services, DVRS maintains both a joint formal agreement with the Exceptional Children and Career Technical Education Divisions of DPI and also maintains 99 separately held TPCAs with local education agencies (LEA's) or school programs. The agreement with DPI will be revised upon issuance

of the final regulations for Title IV to account for new mandates concerning PETS, serving the “potentially eligible,” Section 511 impacts on contracted services between schools and programs operated under a subminimum wage certificate, and a number of other new requirements. Additionally, in that the agreement is not only with the Exceptional Children’s division of the SEA, but also the Career and Technical Education division, NC DVR hopes to leverage partnerships that create more opportunity for students with disabilities to advance along a career pathway and to participate in work-based experiences beginning in high school. Within the current formal interagency agreement between DVRS and DPI, mutual interagency responsibilities include:

- Mutual participation of appropriate personnel in the development of the transition component of the Individualized Education Program and the Individualized Plan for Employment for students with disabilities.
- Designation of an individual from Vocational Rehabilitation Services, Exceptional Children and Career Technical Education Divisions to serve as liaison with each other to represent the services of the two agencies.
- Exchange of information deemed pertinent and of mutual concern regarding service delivery.
- Interagency cooperation in transition planning for students with disabilities.
- A mutual system to be developed and maintained to ensure that appropriate referrals are made to each party.

(a) Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services

A description of DVRS responsibilities pertaining to this area

Within the current formal interagency agreement, the DVRS has responsibility to ensure the provision of an appropriate program of VR services to each perspective VR client by:

- Providing administrative, technical and consultative services when needed through local, regional and state VR services’ staff to local school administrative units serving students with disabilities in transition programs. DVRS’ Program Specialist for Transition Services and the state Program Consultant for Intellectual Disabilities and Secondary Education with DPI, cooperatively provide programmatic information, training and support to local school systems and to VR transition staff to maintain and enhance the quality of transition services for successful post-school outcomes for students with disabilities. The DVRS specialist provides regular technical support to schools by participating in and presenting at transition training institutes regarding transition services and adult service agencies. The DVRS specialist also visits and provides consultation and training to local schools with transition teachers, coordinators, job coaches, and other professionals.
- Screening students with disabilities referred to DVRS by the local school administrators to determine eligibility for VR services. Eligibility for VR services is based on the presence of a physical or mental impairment which for the individual constitutes a substantial impediment to employment. The student must require VR service to prepare for, secure, retain or regain employment. The determination of eligibility for VR services provided by DVRS is the sole responsibility of DVRS and is not delegated.
- Administering all aspects of the DVRS VR program services including the determination of eligibility, diagnostic and evaluation services, rehabilitation planning, transition services and the provision of a program of VR services. Some services are subject to the student’s financial eligibility and/or comparable benefits.

- Providing vocational assessment trial work and adjustment services to students with disabilities who have an identified need and meet eligibility requirements.
- Providing appropriate data to the Exceptional Children Division about the number of school age students served by DVRS, by disability, age, types of services provided and post-school employment outcome through annual reporting.
- Promoting the development of cooperative agreements between DVRS and local school administrative units that include the following components: Roles of each agency; Financial responsibilities; VR staffing and supervision by the DVRS; Procedures for outreach, referral, liaison staff between the parties, eligibility, delivery of services, dispute resolutions, sharing of appropriate client information and student involvement; Joint staff development and training; Services to students with disabilities who are not receiving special education services; Assurances of compliance with Individuals with Disabilities Education Act (P.L. 105-17), Carl Perkins Vocational and Applied Technology Act (P.L. 105-332), the Rehabilitation Act of 1973 as amended; and, with the local educational agency (LEA), provide and implement an ongoing evaluation of the cooperative efforts with a formal annual review of the proposed budget and any necessary interagency agreement updates.

A description of Exceptional Children Division's responsibilities pertaining to this area

Through the formal interagency agreement in place, the Exceptional Children Division of the DPI has the following responsibilities with respect to the provision of technical assistance and consultation with local educational agencies:

- Provide technical assistance to local school administrative units to ensure access for students with disabilities in appropriate Career and Technical Education Programs based on recommendations of the Individualized Education Program (IEP) Team.
- Assist local school administrative units in the planning, development and implementation of transition services for students with disabilities.
- Inform local school administrative units of services available from DVRS and promote referral generation.
- Promote the provision of psychological, vocational, therapeutic (e.g., speech-language, occupational and/or physical therapy services), assistive technology, and work adjustment services and educational assessment in collaboration with local educational agencies (i.e., school districts) for students with disabilities having an identified need.
- Promote the development of cooperative agreements between Vocational Rehabilitation Services and local school administrative units in keeping with 34 C.F.R. Section 361.38 Protection, Use, and Release of Personal Information.

A description of Career Technical Education Division's responsibilities pertaining to this area

Through the formal interagency agreement in place, the Career Technical Education Division of the NC DPI has the following responsibilities with respect to the provision of technical assistance and consultation with local educational agencies:

- Provide needed consultation to ensure the initiation of cooperative career/technical education and internship programs for students with disabilities involved in local school administrative units and other state agencies.
- Provide consultative services to local school administrative units and other state agencies and institutions to ensure initial placement and maintenance of eligible students with disabilities in Career and Technical Education Programs.

- Provide needed consultation to ensure the initiation of cooperative career/technical education and internship programs for students with disabilities involved in local school administrative units and other state agencies.
- Provide consultative services to local school administrative units and other state agencies and institutions to ensure initial placement and maintenance of eligible students with disabilities in Career and Technical Education Programs.
- Promote the provision of vocational/technical assessment services, career-decision making training, vocational instruction, and transition planning for students with disabilities in local school administrative units.
- Promote career/technical education counseling, cooperative work experience, internships and job placement of students with disabilities by local school administrative units.
- Assist local school administrative units in the planning, development, collection of data, and implementation of transition services for students with disabilities.

(b) Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs

The current interagency agreement between DVRS and the state education agency stipulates that transition planning for students with disabilities will be a cooperative effort. Furthermore, the agreements specifically require mutual participation of appropriate personnel in the development of the transition component of the Individualized Education Program and the Individualized Plan for Employment for students with disabilities. The sharing of Individual Education Plans (IEPs) and Individualized Plans for Employment (IPEs) at the local level is strongly encouraged. DVRS VR counselors are required to review a student's transition component of the IEP and incorporate, as appropriate, a description of relevant objectives in the IPE. Furthermore, a comprehensive evaluation will be completed by the State agency on each eligible individual, to the degree necessary, to determine the vocational goal and scope of VR services to be included in the IPE. The agreements state that the student with the disability is expected to fully participate in the development of the plan and any plan amendments. The agreements specify that the DVRS VR counselors will provide the individuals with information sufficient to make an informed choice among alternative goals, objectives, services, entities providing such services and methods to procure such services. Additionally, the agreement requires that the VR counselor is to review the IPE with the individual or his/her representative at least once each year.

(c) Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services

Summary of Roles and Responsibilities of DVRS under the current agreement:

- Provide a program of VR services to eligible individuals referred by the third party and to other individuals found eligible for services.
- Collaborative development of the transition component of the Individualized Education Program (IEP) and the Individualized Plan for Employment (IPE) for students with disabilities.
- Provide effective and appropriate supervision of the VR activities and VR staff assigned to provide the services.
- Provide administrative and consultative support, in the area of its program responsibilities, to the local education agency.
- Share statistical and fiscal reports to other parties as deemed mutually necessary to ensure open communication and good administrative practices.

- As part of the agreement, DVRS Rehabilitation Counselors will provide individuals with information sufficient to make an informed choice among alternative goals, objectives, services, entities providing such services and methods to procure such services. The counselor is to review the IPE with the individual or his/her representative at least once each year. The VR counselor will provide each eligible individual an IPE Handbook wherein there is an appeals process outlined. Information pertaining to the Client Assistance Program (CAP) is included in the handbook. The VR counselor agrees not to close an individual's record as having achieved a successful employment outcome until the person exits school and is determined that the individual has successfully completed the IPE.
- Conduct an annual survey of students in the school system.
- The VR counselor will place major emphasis on students who are juniors, seniors, or potential dropouts.
- Screen referrals from other sources within the school system to enable students with disabilities who do not have an Individual Educational Plan (IEP) to be considered for VR services.
- Mutually agree to utilize appropriate staff development personnel in the planning and implementation of joint inter-disciplinary team training and/or staff development for purposes of effectively providing transitional services to students with disabilities.
- Liaison personnel appropriate and qualified for the provision of transitional services, recommending needed changes and implementing the agreement will be appointed by the administrative units of the parties named in the agreement with the educational agencies.

Summary of financial responsibilities of each agency

The current interagency agreement between DVRS and Education Agencies including the NC Department of Public Instruction and Local Educational Agencies/School Boards stipulate the financial responsibilities of each party. Financial responsibilities of respective parties are described in more detail within the TCPAs between DVRS and the LEA's, since this satisfactorily addresses the need. Summary of financial responsibilities of DVRS under the agreements:

- Provide Federal funding in the amount of 78.7% of the agreed-upon annual budget depending on the availability of Federal funds and the program arrangements.
- Maintain accounts and supporting documents that will permit an accurate determination at any time of the status of State and Federal participation of expenditures incurred in operation of the rehabilitation program.
- Assume responsibility, within the limitation of resources, for the cost of services included in the student's Individualized Plan for Employment (IPE) according to DVRS' established policies and fee schedule.
- Within the limitations of available resources, provide case service funds necessary to the delivery of VR services
- Accept financial responsibility for the cost of DVRS' portion of cooperative training efforts and maintain proper accounts and records of these activities. Summary of financial responsibilities of the Educational Agency partners under the agreements:
- Parties entering into an agreement contribute to DVRS an annual cash amount of 21.3% of the agreed-upon annual budget. Whereas DVRS must provide funds equal to the State's share of planned expenditures as specified in the Federal Act. The local per centum match funds are to consist totally of non-Federal funds that have not or will not be used to match Federal funds other than Federal Vocational Rehabilitation funds used in this program.

- Any contribution of funds is made available for expenditure at the sole discretion of the DVRS. It is understood that such funds must be spent for rehabilitation services and for the administration of those services; that expenditures must be made under the approved agency State plan; and that expenditures must be made under the control and supervision of the DVRS.
- Provide all individuals determined eligible for VR services with those services that are its legal and traditional responsibility, e.g., assistive technology required and included in an individual's IEP, without cost to the DVRS. The cooperative program is utilized to provide services which represent new services or new patterns of services when compared to existing services.
- Provide and maintain adequate facilities and office space that is accessible to both staff and individuals with disabilities, private for individual counseling, with conditions that are conducive to confidentiality and counseling.
- Accept financial responsibility for the cost of their party's portion of cooperative training efforts and maintain proper accounts and records of these activities.

(d) Procedures for outreach to and identification of students with disabilities who need transition services

DVRS ensures that students with disabilities who are not receiving special education services have access to and can receive VR services, if appropriate, by ensuring outreach to and identification of these students. Outreach to these students occurs as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the VR program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals. DVRS VR counselors are required to contact persons in the schools responsible for coordinating services to students under the Individuals with Disabilities Education Act (IDEA) and 504 plans and are instructed to conduct high school surveys in order to identify eligible students with disabilities. The Program Specialist for Transition Services has put forth effort at the state level to formulate relationships with pertinent staff with DPI to ensure strong working knowledge of DVRS and to encourage staff development programs to include a VR component. The importance of completing outreach to students through non-traditional means to identify students is emphasized in the Division's casework policy. Furthermore, in order to generate appropriate referrals, DVRS counseling staff members are encouraged to contact other resource personnel within the local schools including social workers, school nurses, occupational, physical and speech therapists. One of the primary goals of the Division's provision of transition services is to work with youth with disabilities who are at risk of dropping out of school. Factors to consider for "potential dropout" referrals include: (a) verbal indications by the student of intent to leave school, (b) students with disabilities failing half of course work, and (c) students in danger of not receiving course credits due to excessive absences. DVRS will be revising policies as the Title IV regulations are finalized to further define the point at which PETS and transition services to eligible clients may begin in order to ensure that PETS services are available to students at the age at which the student is eligible to receive transition services in NC under IDEA. There are differences in available staff and in numbers of students with disabilities in LEAs and DVRS, which impacts the methods by which the Division with approach this goal, but the Division is committed to using innovative programs and methods to meet its mandates.

Other Evidence and Historical Information on Collaboration with Education Officials

Since 2003, the Division's Transition Specialist and a school counselor have served together with NC Department of Public Instruction representatives and others to form a statewide capacity building team to develop and provide coordinated transition activities for students with disabilities to achieve better results with post-school outcomes, including obtaining employment or attending post-secondary education. The Division's VR staff participates in an annual Exceptional Children's Conference and regularly scheduled cross training regarding the provision of services at the local level. Specialized cooperative training activities, workshops and conferences have existed over the years and will continue to occur periodically,

including both Vocational Rehabilitation staff and educators in conjunction with the requirements of the state's Comprehensive Plan.

DVRS remains active with several organizations serving transitioning youth. With a regular presence on our State Transition Team, grant efforts such as Reaching the Summit of Success, Post-Secondary Education Alliance, and NC Division of Career Development and Transition, DVRS is well represented in our state. DVRS will host transition training in Spring 2016 that will include presentations by many of our partnering agencies and will focus on policy changes and program development as a result of WIOA. Our Program Specialist for Transition Services continues to provide extensive outreach to our transition counselors and provides in service training as requested to ensure consistency, encourage creativity in service delivery, and to provide updated information. In addition to improving PETS offerings, the Division continues to expand Project Search in NC, with a total of nine (9) sites supported this year. Additionally, the Division continues to be a stakeholder in NC's College Supporting Transition, Access and Retention (STAR) program, which provides transition services to secondary students with learning and executive functioning disabilities as they transition to their early years of college. We look forward to continued innovation and partnerships that will improve the quality of transition services to transition-aged youth.

Division of Services for the Blind

DSB offers a wide variety of services to students with visual impairments or blindness in transition to the world of work. Each student served by the DSB VR program must have an Individualized Plan for Employment (IPE) approved by a qualified DSB rehabilitation counselor. The IPE incorporates transitional elements of the student's Individualized Education Plan (IEP), along with the student's plans for transitioning from secondary school to employment. DSB transition staff and VR counselors are expected to participate in student IEP meetings pertaining to transition matters. Local school systems provide students services that are within its legal responsibility and customary practice. These services are provided without cost to the Division. DSB provides transitional and supportive services that are not available through the local school systems. All costs for services for which a student is found eligible is paid for through DSB VR case service funds.

A formal cooperative agreement exists with the NC Department of Public Instruction, which consists of 115 local education agencies (LEA's), 128 charter schools, 1 regional school and 2 education entities. The emphasis of the Memorandum of Agreement with DPI is on students who are blind, deaf-blind, or visually impaired, being served by local education agencies (LEA's) and the schools who are of transition age (14 to 21) and who need VR services to become employed. This agreement acknowledges the role of DSB in providing these services and encourages local LEA's and schools to develop working relationships with the staff who cover their corresponding areas and encourages referring students, sharing information and facilitating joint involvement in IEP meetings. DSB shares information about the transition program and provides technical assistance and consultation to DPI, LEA's, and schools regarding accommodations and assistive technology that will help facilitate the education and VR of students who are blind, deaf-blind, or visually impaired.

DSB has agreements with twelve LEA's and one regional school across the state. These agreements designate cost sharing of transition staff positions (rehabilitation counselor and community employment specialist), the duties of these positions and the services to be provided by both parties in meeting the needs of transition age students. The school systems with whom DSB continues to have agreements are Brunswick County, Charlotte-Mecklenburg County, Cumberland County, Edgecombe County, Guilford County, New Hanover County, Onslow County, Pender County, Pitt County, Wake County Schools, Wilson County, Winston-Salem-Forsyth County Schools and the Governor Morehead School for the Blind.

While DSB's goal is that ultimately all eligible students will be served by specialized transition counselors through formal cooperative agreements with the schools, DPI and local LEA budgetary

restraints have prevented expansion of cost sharing for transition positions. Studies have demonstrated that students, who are blind, deaf-blind or visually impaired benefit from earlier identification and referral to the transition counselors and access to available services and supports. Such partnerships enable the counselor to develop stronger working relationships with the students, family and the school staff with greater knowledge of the available resources and supports within the school district. Opportunities to participate more fully in the student's individualized education planning process are also more readily available.

Transition students are served by DSB community VR counselors in schools where DSB does not have formal cooperative agreements with the LEA's. Vocational rehabilitation counselors develop and cultivate working relationships with school systems by educating them about the transition and vocational services available through DSB and providing technical assistance and consultation pertaining to the needs of and resources available to transition students.

Due to the growth of charter schools, private schools, and home-school organizations, DSB is reaching out to these entities to provide resources for any student who is blind, visually impaired, or deaf-blind. While most students do attend public schools due to the resources of specialized teachers for persons with visual impairments, DSB recognizes the importance to reach students enrolled in these programs.

Therefore, DSB will continue its outreach efforts and collaboration with school districts to develop and implement formal cooperative agreements and transition programs in other locations throughout the state.

DSB has also enlarged the transition rehabilitation services presently offered for students in North Carolina who are blind, deaf-blind, or visually impaired by adding specific Pre-Employment Transition Services (PETS): (1) Student Counseling on Transition/Higher Ed Training Opportunities- Required Student Workplace Readiness Training; (2) Student Self-Advocacy Training; (3) Student Job Exploration Counseling; (4) Student Job Exploration Counseling Materials; and Student Work Based Learning Experience Maintenance. These services are offered to all student program participants in secondary education.

(e) Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Division of Vocational Rehabilitation Services

Private non-profit providers of rehabilitation services are necessary and valuable partners in the delivery of the array of services needed by the individuals eligible for VR services within the state. DVRS routinely seeks out such partnerships especially in geographic areas where additional services and/or service provider choices need to be established. DVRS establishes and maintains contracts or agreements with over 120 non-profit VR service providers providing an array of services to DVRS consumers. Fifty six (56) private-non-profit VR service providers have established performance-based contracts with the Division, where the organizations are administered funds when an individual receiving services within their program has achieved designated goals or "milestones" on their way toward their ultimate goal of competitive employment. During federal fiscal years 2014 almost all supported employment and work adjustment services provided through community rehabilitation programs were transitioned from a fee for services hourly rate payment system to a milestone payment system. Details of this system and its implementation were developed in collaboration with the community rehabilitation provider community through representation via the CRP-DVRS steering subcommittee and through feedback solicitations made via web-based feedback mechanisms.

In federal fiscal year 2014, DVRS had established four (4) contracts with private non-profit service providers providing transitional employment services for the Division's consumers who are transitioning from facility-based settings to community-based settings; but in federal fiscal year 2015 there were three

(3) due to one of the contracts not being renewed A private non-profit service provider can enter into an agreement or contract with DVRS once it has gone through the Division's vendor approval process, by which a candidate service provider demonstrates its ability to provide services that meet established standards while fully compliant with all applicable state and Federal requirements. Site reviews are conducted to ensure that programs and services are accessible to individuals served by DVRS. Service rates are based largely on program costs, rates that have been established through researching regional market rates, or through competitive processes. Contracts are implemented through the Division's Center of Excellence Committee (COE), which is a committee established by the NC DHHS Office of Procurement and Contract Services. The committee's purpose is to identify and approve program needs, produce clear meaningful data, identify and approve outcomes, train and assist division/office program staff regarding the contractual procurement of services and reassessment of contract services. The COE includes senior management (director, section chiefs, budget officer) support and involvement. In addition to senior management, the COE includes subject matter experts in contracting, budgeting, programming, policy-making, and technology as applicable. The COE provides continuity to maintain a knowledge base about programs that can include evaluations of several contract services over long periods of time. This approach shifts the focus from contract processing to program management, ensuring that the scope of work for the service provider is tied to results.

Collaboration with the Lumbee Tribe and Eastern Band of Cherokee Indians

During federal fiscal year 2008, both the Lumbee Tribe and Eastern Band of Cherokee Indians became recipients of RSA's American Indian Vocational Rehabilitation Services (AIVRS) discretionary grants.

From July 2009 - June 2015, the program director for the Lumbee Tribal Vocational Rehabilitation program (LTVRS) became a participating member of the State Rehabilitation Council and had regularly attended quarterly meetings. The majority of the collaborative activity between LTVRS and DVRS occurred in the south central geographical region of the state, where the tribe is established. DVRS managers located within that region and LTVRS staff developed strategies for interagency referral and information sharing that assists with eligibility determinations and the development of individualized plans for employment for individuals within the covered population. Referrals are regularly made between both agencies. In order to strengthen and clarify the procedures and expectations of both agencies relating to casework, resource, and training collaboration, an interagency agreement was developed and implemented on September 28, 2009.

Much of the collaboration between the Eastern Band of Cherokee Indians (EBCI) and DVRS occurs through Vocational Opportunities of Cherokee, Inc., the community rehabilitation program that provides vocational evaluation, work adjustment, and other vocationally-oriented training services for individuals with disabilities who reside on the Cherokee Reservation (Qualla Boundary). DVRS contracts with Vocational Opportunities of Cherokee, Inc. (VOC) for the purchase of these services when it is appropriate for DVRS VR clients who are not members of the EBCI.

DVRS also employs rehabilitation counselors that serve as liaisons with the Cherokee Tribal Vocational Rehabilitation Program, which helps maintain communication channels. Recently, DVRS has worked closely with the Cherokee Tribal Vocational Rehabilitation program to effectively meet the VR needs of eligible individuals in their service area through a collaborative relationship. As of July 2015, the Executive Director of VOC/CTVRP was appointed to DVRS State Rehabilitation Council as the mandatory representative for the AIVRS. DVRS and the Eastern Band of Cherokee Indians updated their memorandum of agreement October 19, 2009.

Division of Services for the Blind

DSB purchases supported employment services, extended services, and community based work adjustment services from Community Rehabilitation Programs (CRP) for individuals who will require the assistance of a job coach to find a job, to learn the duties of the job, to develop acceptable work habits,

and to provide long term support to ensure the individual is able to retain the job if required by the individual. The CRP must meet certain requirements before services are purchased. The Contractor will maintain accreditation through the Commission on Accreditation of Rehabilitation Facilities (CARF), Council on Accreditation (COA), or other accreditation by a DSB approved national accrediting authority will be a vendor with the state of North Carolina and will accept payments for services provided through an outcome based program.

DSB has cooperative agreements with eight CRPs for the provision of long term follow up support services (extended services) to individuals who achieved their goal of employment assistance from the supported employment program. The CRP meets with the individual based on DSB's phasing system for long term follow up. The Contractor provides extended services and ongoing support services through individual contacts on the schedule as listed below. The contractor bills DSB for these contacts and follows the phases of DSB's extended services plan as follows:

Phase 1: Twice monthly contacts with the individual and employer for the first 6 months of extended services, unless a provision is put in place on the individual's original or amended IPE for off-site monitoring.

Phase 2: At the end of 6 months, the contractor, individual and employer will make determination as to the individual's stabilization on the job. If ongoing support is required by the individual to maintain employment, ongoing support of two monthly contacts can condition. If and when the individual is determined to be well stabilized in the employment situation, an offer will be made to the individual and employer that continued monitoring could be made once every six months. If this offer is accepted by the individual and employer, the contractor must continue to monitor in the phase 2 for no less than 24 months. The individual and employer must sign a waiver acknowledging their agreement to this action during this phase.

Phase 3: When the individual has successfully completed phase 2, the contractor may offer the individual and employer an opportunity to cease regular monitoring. If they chose to enter into phase 3, the individual is placed on an inactive list and monitoring would only be at the individual or employer's request. The individual and employer must sign a waiver agreeing to the conditions of phase 3. If the contractor is contacted by either the individual or employer, the contractor will make an on-site visit to determine what services are needed to re-stabilize the individual's job. If the contractor determines that more than minimal services are needed, then the contractor should refer the individual back to the DSB's Vocational Rehabilitation Program for possible case activation. However, if the contractor determines that the issues can be resolved with for example, short term training or educating of staff, the contractor can provide required services to the individual and/or employer.

DSB developed a community-based work adjustment services program with assistance from several community rehabilitation programs (CRP) for eligible individuals who require initial intervention to improve and increase productivity, attendance, punctuality, ability to interact appropriately with coworkers and supervisors, and work tolerance, yet do not require long-term support. CRP's across the state have developed specialized programs for these services that include situational assessments, job placement and job coaching services. Payments are made to the CRP's using an outcome based format, with increment payments made based on milestones.

DSB provides the Contractor with staff training, consultation and technical assistance, as appropriate. DSB's VR Counselor coordinates individual admissions and subsequent services with the contractor. Consistent with DSB policy, the referring VR Counselor provides the Contractor with the necessary documents. DSB participates in admissions, attends subsequent staffing, and provides individual rehabilitation counseling and other rehabilitation services to promote the individual's progress while enrolled with the Contractor. Individual records will reflect evidence of mutual effort and each party will keep the other informed regarding placement and follow-up activities.

The DSB Rehabilitation Program Specialist meets periodically with the CRP's personnel to provide assistance relative to standards compliance, fiscal accountability, quality of service, individual referrals, and the planning of program services for DSB individuals as identified in this contract.

(f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Division of Vocational Rehabilitation Services

The North Carolina Division of Vocational Services (DVRS) is developing a cooperative agreement with both NC Division of Mental Health, Developmental Disabilities, and Substance Abuse Services (DMHDDSAS) and NC Division of Medical Assistance (DMA) to ensure that individuals with the most significant disabilities have equal access to VR and best practice employment services. The relationship among the divisions continues to improve services for both individuals with mental illness and substance abuse disorders and individuals with developmental disabilities has been enhanced over the past several years through changes in personnel at DMHDDSAS as well as a change in their focus towards a recovery oriented system of care which incorporates employment as a goal for consumers. Due to continuously changing staff, ongoing efforts are required to maintain an effective working relationship between both divisions.

NC DHHS reached an agreement with the US Department of Justice to address the needs of persons with severe mental illness living in adult care homes or were at risk of residing in an adult care home. This agreement became known as Transitions to Community Living Initiative (TCLI). TCLI resolves to address the needs of those who would like to live independently within their community versus an institutional setting by utilizing evidence based practices. DVRS, DMHDDSAS, and DMA are partnering to implement the Individual Placement and Support (IPS) model of supported employment in this state. In 2012 DMHDDSAS received a four year grant from Dartmouth Supported Employment Center to implement IPS SE. A fifth research site was added in July 2015. Outside of the five research sites is a statewide network of employment providers who are also partnering with clinical behavioral health providers to implement this program. During federal fiscal year 2015, the state's IPS team leaders attended the annual meeting of the Johnson & Johnson/Dartmouth IPS Learning Community meeting in San Francisco, CA along with representatives from the other 17 states, Alameda County, CA, the District of Columbia, and three international countries to learn more about and discuss implementation of the IPS model of SE. DMHDDSAS has also developed a state definition for supported employment and long term vocational support using the IPS model of supported employment as well as increased the hourly rate to meet the needs of the providers. North Carolina's definition calls for the inclusion of Peer Support Services as a mandatory service available to individuals with services paid through funds from the local management entity. Through this definition, if an individual with mental health disabilities chooses DVRS as their supported employment provider and the person is served through the Local Management Entity/Managed Care Organization (LME/MCO) system, they will be able to receive long term vocational supports (LTVS). Each VR office will have a liaison specifically for those CRP agencies providing IPS model of SE.

In response to the statewide need for adequate funding of IPS supported employment services, DVRS developed a milestone-based contract for the pilot sites. Currently, three IPS contracts have been developed. For those providers who have a contract with DVRS to provide supported employment

services and also provide IPS model services, the standard supported employment milestones can be accessed until further IPS model contracts are implemented.

Through long term collaborative efforts between DVRS and the community rehabilitation program (CRP) providers developing ways in which consumers can be better served through supported employment, the LME/MCOs, will have a dedicated and experienced system of providers to rely on as this state moves forward in developing and funding employment services within the state.

Another partnership NCDVRS has with DMHDDSAS is educating the LME/MCO, VR field staff, and IPS contracted providers concerning the IPS model of supported employment (SE) Representatives from both DVRS and DMHDDSAS are assisting with education and collaboration among all entities to help with implementation throughout the state. LME/MCO systems have increased the number of contracted SE providers as this model becomes more familiar and systems change to include this model.

The established CRP-DVRS steering committee continues to review the provision of supported employment services in North Carolina to ensure that funding is optimally utilized so that adequate funding will be available for ongoing extended services. The steering committee continues to address the issues that surround long term support funding such as inconsistencies in the levels of disability-type funding and shortages as well as looks at other best practices that can be incorporated into the NC service delivery system. Further, DVRS partnered with DMHDDSAS to utilize the expertise of national experts through the State Employment Leadership Network (SELN) a project funded through the North Carolina Council on Developmental Disabilities (NCCDD). The SELN provides technical assistance to implement best practices for employment and systems change where necessary to maximize resources for services. NCCDD will suspend its funding of the SELN at the end of this federal fiscal year. 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.

NC DMHDDSAS has partnered with DVRS to implement an ODEP grant for technical assistance. The goals of this grant was to assist NC in establishing an employment first policy, implement a plan for employer engagement, and develop a unified workforce plan. Executive leadership from DVRS met with other executive leaders from DMHDDSAS, DMA, the Department of Commerce, NCCCS, and DPI to develop the initial objectives and plan for an employment first initiative. DVRS mounted the employer engagement work group that focused on the use of technology, specifically iPads to address barriers to employment. A national subject matter expert met with select DVR and CRP staff who learned to use the iPad and related apps as well as how to speak with employers on meeting their business needs.

The DVRS Program Specialist for Statewide Community Rehabilitation Programs and six (6) Regional Community Rehabilitation Specialists provide oversight for CRP's to verify that supported employment services provided by the Division will include a transition period in which extended services will be provided jointly by DVRS to assess the individual's performance within their job choice and their individual adjustment and success in their position. This time allows any observed issues to be resolved and an extension of the stabilization phase if necessary.

The continued growth of the statewide network of supported employment service providers has resulted from collaboration between the Division of Vocational Rehabilitation Services and entities such as the North Carolina Association of Rehabilitation Facilities, the North Carolina International 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.

The North Carolina Association of Rehabilitation Facilities (NCARF) and NCAPSE have been heavily involved in the continued development of supported employment services, specifically for persons with intellectual and developmental disabilities. DVRS, NCARF, and NCAPSE have collaborated on training events and the development of new supported employment programs across the state as well as new service models. Community rehabilitation programs, which include facility-based and free-standing programs, provide the majority of supported employment services for persons with the most significant disabilities. New community-based options are expanding through collaboration with NCCCS, the Post-Secondary Education Alliance, DMHDDSA, and with the addition of contracting private providers. Brain Injury Support Services continue to operate within the state in Goldsboro, Greenville, Winston Salem, Raleigh, and Charlotte areas with an interest in expanding to underserved areas of the state. DVRS has recently released a Request for Applications to solicit proposals from providers to provide brain injury services, particularly in areas of the state that are underserved. Selected providers are in negotiations to modify existing models for brain injury services with DVRS and will add at least one additional location for the next federal fiscal year that is currently not served. In addition, transitional employment continues to be an option for psychological rehabilitation (PSR) programs to provide if the PSR program is certified through the International Center for Clubhouse Development (ICCD). Options are being explored to expand the transitional employment service to community rehabilitation programs that do not have ICCD certification.

NCCDD has sponsored funding for several new initiatives entitled *Reaching for the Summit of Success*, *Emergency Preparedness for Individuals with Intellectual and Developmental Disabilities*, and *Learning and Earning After High School*, all of which DVRS will or has been a collaborative partner. NCCDD awarded the Summit of Success grant to the Institute for Community Inclusion (ICI), University of Massachusetts to expand employment opportunities around the state and incorporate stakeholders' input through regional summits. Summits have been held in Charlotte, Raleigh and Wilmington in 2014, and a conference is in the final planning stages. Additionally, NCCDD has created a workgroup entitled the Stakeholders Employment Group (SEG) which enlist persons with disabilities to take part in planning and development of employment initiatives. VR program staff are represented as full members of NCCDD and are engaged in committee work dealing with community capacity building around employment initiatives funded by or in development for funding by the NCCDD.

Finally, DVRS maintains active membership on several statewide advisory boards, including on the NC Brain Injury Statewide Advisory Council and the Mental Health Planning Council. Established through legislative mandate in the 2003 General Assembly, the NC Brain Injury Advisory Council's mission is to review the current definition of traumatic brain injuries, promote interagency collaboration among state agencies serving this population, study the needs of persons with traumatic brain injuries and their families, make recommendations regarding a comprehensive service system for this population, and promote and implement injury prevention strategies across the state. The Mental Health Planning Council meets quarterly to review the annual Mental Health Block Grant Plan and to submit to the state any recommendations of the Council for modifications to the plans. The Planning Council also serves as an advocate for adults with a serious mental illness, children with a severe emotional disturbance, and other individuals with mental illnesses or emotional problems; and monitors, reviews, and evaluates the adequacy of mental health services within the state.

In addition, DVRS represents the agency on the "Governor's Working Group on Service Members, Veterans, and their Families," which is a collaborative monthly meeting that serves as a resource clearinghouse for addressing issues of returning veterans from Iraq and Afghanistan and other service members. Outreach efforts between DVRS, the Veterans Administration, and other military operations have occurred to ensure that veterans and their family members are aware of services available to them through DVRS.

An agreement between DVRS and Veterans Administration's Vocational Rehabilitation Program was implemented in late 2014, which is intended to maximize mutual services for Veterans and ensure a more streamlined referrals process between the two agencies.

Division of Services for the Blind

DSB utilizes an outcome based method of purchasing supported employment services from private non-profit community rehabilitation programs (CRP) for eligible individuals who are determined to have the most significant disabilities and are in need of supported employment. The CRP must meet three requirements: (1) the CRP must be certified by a nationally recognized certification program such as CARF, COA, or Council on Quality Leadership (CQL); (2) the CRP must be a vendor of the state; and (3) the CRP must be willing to accept DSB's milestone payment system. There are five milestones with incentives throughout the entire supported employment process. The five milestones are: (1) Assessment and Planning; (2) Job Development; (3) Job Placement; (4) Stabilization; and (5) Successful Employment. Incentives are provided the employer provides health insurance coverage at little or no cost to the individual, and the individual is eligible to be covered at the time of case closure.

The Community Rehabilitation Program provides documentation in the form of a record of service hours provided and case notes from the job coaches to the DSB VR Counselors with each invoice for payment of the milestones. DSB continues to contract for extended services and currently has agreements with CRPs to provide this important service. These services are paid through state funds without use of Title VI funding.

Section (g) Coordination with Employers

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

(1) VR services; and

(2) transition services, including pre-employment transition services, for students and youth with disabilities.

Coordination with Employers: General Overview

DVRS currently utilizes a dual customer approach by providing services to both businesses and individuals with disabilities. The Division emphasizes the definition and marketing of business services to ensure the dual customer approach is recognized and implemented. Business services include recruitment, hiring, consultation on Section 503 compliance, sensitivity/diversity training, accessibility consultation, internships, On-the-Job Training (OJT), education on tax incentives, and follow-up and job retention services. NC DVR continues to market business services by employing 67 business relations representatives (BRR) that serve as employment specialists across the state. These individuals are often have education and experience in a business-related field, such as human resources and marketing, so that DVRS is equipped with personnel who understand the needs of employers. In addition to providing individualized job seeker services, the business relations representatives connect with local industry through participation in networking events and working relationships with workforce system partners. The performance of business relations representatives is measured, in part, by assessing relationships with business as evidenced by direct and indirect placements of eligible jobseekers with disabilities. DVRS believes that relationships with employers is the essence of creating positive connections between jobseekers and business, and that providing follow-up and technical assistance to business fosters these relationships so that they can have a sustainable impact on the supporting individuals with disabilities in finding, maintaining, and advancing in employment.

(1) Provision of VR Services through Coordination with Employers

DVRS services to adults intersects with business services in the areas of vocational evaluation and career development, job seeker preparation, and job development and job placement of individuals with disabilities who are ready to work. DVRS staff continue to be trained in the dual customer approach and employment outcomes to identify these intersection points between the VR services that DVRS provides to jobseekers and those services provided to employers. The unique role of the business relations representatives highlights this intersection well.

DVRS staff plan to expand the role of employers in vocational evaluation and career development services. DVRS will be enhancing policies around internships and on-the-job training (OJT) services so that the service procedures are consistent with employer practices while still preparing the individual for competitive employment. DVRS plans to work towards a service definition that is complementary to other internship and OJT programs available in the state through our workforce system partners.

DVRS staff, including business relations representatives, will continue to develop relationships with business based on the individual placement needs of eligible individuals with disabilities who are placement-ready. Employers will be engaged in the individual preparation of job seekers with disabilities by involving them in Employment Marking Skills training classes as well as Job Clubs. Employers participate in job interview preparation of job seekers in addition to information-sharing with job seekers about employer expectations in general and within their specific industry.

DVRS plans to increase the quantity and improve the quality of business partnerships in the future with the expectation that an increased number and depth in business relationships will result in increased opportunities to assist individuals with disabilities with vocational evaluation and career development, job seeker preparation, and job development and job placement. We plan to identify methods for capturing information on employment relationships within our case management system in order to map out the presence of business partnerships and identify opportunities for growth and means for leveraging peer-to-peer marketing of VR business services.

(2) Provision of Transition Services through Coordination with Employers

While youth and students with disabilities have access to the same VR services as adults, there are some VR services reserved for or targeted to transition-aged youth for the purposes of assisting them with leaving high school and preparing for competitive employment. The Division plans to focus on program development in the coming year in order to meet the 15% required spending allocation for Pre-Employment Transition Services (PETS) to students with disabilities. A number of areas of program development are focused on increased engagement with employers in order to implement PETS. These include: summer internships for students and youth with disabilities including on-the-job supports, increased utilization of OJT for students and youth, and increasing the number of Project Search sites.

DVRS plans to enhance its current internship policies to expand the service to a larger group of students with disabilities, including possibly, those who are college-bound or currently enrolled in college training. The goal is to create enriching work experiences for students that expose them to work options, allow them to develop high expectations around their capacity for competitive employment, and build a resume that will enable young people with disabilities to compete for quality jobs. DVRS plans to also enhance internship opportunities for individuals with disabilities by developing employer-based internship programs with businesses who recognize the value of building up workers. Internship opportunities for youth will be short-term, occur in conjunction with the student's educational requirements or during the student's school breaks, and may involve paid training and engage internship training supports such as job coaching.

DVRS will work on enhancing OJT utilization for students and youth with disabilities as well by engaging business in the development of young talent. DVRS plans to streamline OJT processes, revise policies so that they are complementary to similar OJT programs, and improve marketing and tracking

materials and processes so that the materials are engaging to both student/youth participants and potential business as well as easy to complete and accessible.

DVRS will continue to explore unique business partnerships that benefit the unique training and recruitment needs of students and youth with disabilities, including those with the most significant disabilities. DVRS plans to continue partnering on Project Search sites where there is a need and willingness by community partners. This model places business in the middle of the training and employment of young people by hosting student interns at the business and seeking placement opportunities within the business where they may exist. Project Search host businesses can not only support the students enrolled in projects on their site, but can also be business advocates for people with disabilities in their industries.

DVRS will continue to explore unique training, career development, and placement opportunities with NC businesses that may result from greater collaborations with the NC Department of Public Instruction, local education agencies, the NC Community Colleges System, and Title I youth services providers.

Similarly, DSB will reach out to employers in their geographic areas and statewide to make contact on behalf of the agency to ensure that area employers are aware of what DSB-VR has to offer regarding their employment needs. 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.

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.

(h) Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

- (1) the State Medicaid plan under title XIX of the Social Security Act;**
- (2) the State agency responsible for providing services for individuals with developmental disabilities; and**
- (3) the State agency responsible for providing mental health services.**

Division of Vocational Rehabilitation Services

DVRS is partnering with DMHDDSAS and other divisions and departments in developing competitive, integrated employment opportunities by collaboration efforts with the U.S. Department of Labor, Office of Disability Employment Policy (ODEP) grant. Subject matter experts in policy, technology and other areas were availed to DVRS and DMHDDSAS to explore employer engagement tactics as well as policy development and workforce development.

The ODEP grant was for one year, ending FFY 2016. DMHDDSAS has applied for an extension of this grant so further work can be done on these three areas. DVRS collaborated with the North Carolina Assistive Technology Program (NCATP) to purchase iPads to train DVRS and community rehabilitation program (CRP) field staff in the use of technology to overcome specific barriers to employment. Staff

learned different software applications (apps) as well as different ways to communicate to employers during job development. A team member from the Employment and Program Development Section will present at the National TASH Conference in Portland, Oregon in December 2015 where NC's project with the iPads will be highlighted.

NCCDD recently decided not to renew funding for membership to the State Employment Leadership Network (SELN); therefore efforts are ongoing at this time to attempt to secure funding from within partnering divisions. The SELN has provided technical assistance with the recent planning and development of NC's waiver amendments as well as conducting on-site system reviews for development of NC's collaborative employment plan. Additionally, they have been working with the division in planning of referral protocol for waiver recipients from improving Local Management Entity/Managed Care Organizations (LME/MCO).

DVRS is implementing a new milestone contract for traumatic brain injuries beginning October 1, 2015 that will offer services in Charlotte, Winston-Salem, Raleigh, Greenville, and Wilmington. DVRS will re-issue another Request for Applications (RFA) to provide brain injury services in early 2016 in order to prepare new contracts by October 1, 2016.

Staff from the Employment and Program Development Section continues to represent DVRS at the Governor's Working Group on Veterans, Service Members and their Families. DVRS is actively engaged with other resource groups to promote DVRS as a resource for veterans and service members and their families.

DVRS is also partnering with DMHDDSAS in implementing individual placement and support supported employment (IPS SE) throughout the state. Currently, there are 31 IPS SE programs throughout the state. 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. DVRS also works with DMHDDSAS to inform providers and beneficiaries on the impact of employment on federal and state benefits.

Division of Services for the Blind

DSB is making every effort to collaborate with agencies within DHHS including our sister agencies, the Division of Vocational Rehabilitation Services (DVRs) and Division of Services for the Deaf and Hard of Hearing (DSDHH). DSB and DVRS have jointly purchased and developed a customized version of the Libera System 7 Electronic Case Management System, which has greatly increased DSB reporting and monitoring capabilities while also enabling DSB to better serve VR program clients on an everyday basis. With DSDHH, DSB has continued collaboration on a grant-funded effort to deliver state of the art assistive technology equipment and assistive technology training to those that are Deaf-Blind. In combination with these efforts, we have reached out to NCTracks, the recently developed multi-payer Medicaid Management Information System for North Carolina, to make sure that DSB is sponsoring all approved medical cost services at the appropriate pricing tier. This has taken a combined effort with DVRS, the Controller's Office, Information Technology Services and the NCTracks team to make sure this information is shared accurately and is up to date at all times.

DSB has also reached out to NCCDD and DMHDDSAS to begin discussions regarding how our agencies might work together to better serve the needs of North Carolinians with multiple disabilities.

(i) Comprehensive System of Personnel Development

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified

State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

- (A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:**
- (i) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;**
 - (ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and**
 - (iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.**

Vocational Rehabilitation Agency Combined Response

DVRS and DSB utilize the state human resource and payroll system called Building Enterprise Access for North Carolina's Core Operations (BEACON), which was fully implemented in 2008. Reports on staff positions and vacancies pertaining to the Unified Plan are customized from this system. Data on the number of VR program participants are provided through the BEAM case management and service payment system.

The table below shows the number of personnel employed in the provision of VR services in relation to the number of individuals served, broken down by personnel category. In total, the ratio of VR counselors to individuals served is 59,524 served / 373 total counselor positions or 160:1 for DVRS and 3,442 served / 49 total counselor positions or 70:1 for DSB.

Number of personnel who are employed in the provision of VR services in relation to the number of individuals served, and vacancies by personnel category

Job Title	Total positions	Positions per Client Served	Vacancies			
			FY 2013	FY 2014	FY 2015	Total Over Next 5 Years
DVRS						
Rehabilitation Counselor I	200	298	30	29	18	128
Rehabilitation Counselor II	114	522	11	18	4	55
Rehabilitation Counselor in Charge	59	1,009	3	6	5	23
Rehabilitation Admin Counselor I	3	19,841				0
Rehabilitation Admin Counselor II	14	4,252				0
Rehabilitation Admin Counselor III	14	4,252				0
Vocational Evaluator II	43	1,384	4	8	2	23
HR Placement Specialist	67	888	3	14	3	33
Human Services Coordinator I	16	3,720	2	2	1	8
Human Services Coordinator II	9	6,614	3	2		13
Rehabilitation Casework Tech	110	541	5	12	14	52
Total	649	92	61	91	47	332
DSB						
Rehabilitation Counselor I	26	132	4	6	2	20
Rehabilitation Counselor II	20	172		1	1	5
Rehabilitation Counselor in Charge	3	1,147				0
Rehabilitation Admin Counselor I	3	1,147			1	5
Vocational Evaluator II	1	3,442				0
HR Placement Specialist	7	492		2		10
Human Services Coordinator I	5	688	1		1	5
Human Services Coordinator III	4	861			3	15
Rehabilitation Casework Tech	3.5	983			1	5
Total	72.5	47	5	9	9	38

*Individuals Served = 59,524 for the DVRS VR Program and 3,442 for DSB (source: FY 2015 RSA-113)

Currently, 100% of VR Program Staff meet the education standards for qualified rehabilitation counselor. Individuals who will meet the definition of “qualified rehabilitation counselor” are being recruited for all current vacancies and are hired whenever possible.

Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

- (i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
- (ii) the number of students enrolled at each of those institutions, broken down by type of program; and
- (iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Vocational Rehabilitation Agency Response

DVRS and DSB work closely with all of North Carolina's Rehabilitation Counseling university programs of study through advisory board participation, internships, the Recruitment and Retention Committee, and partnerships in conferences and trainings. The chart below includes information obtained from each Rehabilitation Counseling university program, as well as from the Staff Development section's database.

Institutions and Type of Program, Students Enrolled in the Program, Total Number of Students Graduating During Prior Year with Certification or Certification for Licensure, and Number Employed by VR & Their Corresponding Personnel Categories

Institutions and Type of Program	Students Enrolled	Total Graduates from prior year w/ credentials	DVRS Hired/ Personnel Category
NC A & T Technical State Univ. - Human Resources Rehab Counseling Master's Program.	109	7	2
East Carolina University-Rehab. Counseling Master's Program	50	14	2
East Carolina University-Vocational Evaluation Master's Program	2	0	2
East Carolina University Substance Abuse Counseling Program	41	27	0
Winston Salem State University - Rehabilitation Counseling Master's Program	62	16	2
University of NC-Chapel Hill -Rehab. Counseling & Psychology Master's Program	40	14	1
Total	304	78	9

DSB has developed a relationship with four North Carolina universities who currently offer graduate degrees in rehabilitation counseling studies. These include East Carolina University (ECU), A&T State University, Winston-Salem State University (WSSU), and the University of North Carolina at Chapel Hill (UNC-CH). AT&T State and the WSSU programs are historically black universities and were established with the assistance of Rehabilitation Services Administration (RSA) grant and school funding. Stipends and financial aid assistance are offered to candidates in these programs. Classes began in fall, 2003 and continue to this date. Division representatives serve on the steering committee at each university. The universities and DSB plan to continue partnering to provide internships for students as needed. Winston-Salem State University received funding in 2002 to offer a bachelor degree in rehabilitation studies, and coursework continues. The master degree program in rehabilitation studies is designed in coordination with the undergraduate program to encourage these graduates to pursue a master degree. North Carolina A&T State University has used the structure in existing master degree programs in guidance and counseling to build the rehabilitation counseling master degree program. UNC has received an RSA grant to provide a master's degree in psychiatric disabilities and is currently offering four course as part of their master's program.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

Vocational Rehabilitation Agency Combined Response

DVRS implemented a paid internship program in January of 2005. This program was coordinated from our Staff Development section with the support of management, Human Resources, and counselors across North Carolina. Due to budget restrictions, this program became an unpaid internship program. This change in the program did have impact in the initial involvement of students, but participation is improving overall. The benefit of hiring interns into vacant positions is that we have a sense of the person's strengths and weaknesses prior to being hired. The 24-month probationary period that every new employee undergoes does allow the Division better assess a proper job match. If the person is not successful during this time, the person is released from the job during probationary status. This is not viewed the same as a dismissal. It is considered an extension of the hiring process and not disciplinary action. A majority of our interns hired by DVRS have been from the two Historically Black Universities in our state; NC Agricultural & Technical State University and Winston-Salem State University.

DVRS personnel participate in the university Rehabilitation Counseling program advisory boards within the state. The type of personnel representing DVRS within these advisory boards varies; however the Division is well represented and our role well respected within these programs. Our partnerships with these institutions are fortified through our staff enrolled in many of these programs, which include the historically black schools. Further, the unit offices are encouraged to participate in partnering local career fairs at the partnering universities and colleges. Marketing displays and brochures have been provided to every unit office so that marketing materials remain available for the unit offices' activities.

A broader perspective on retention includes a comprehensive, timely and effective onboarding/orientation program that is in progress. The Division recognizes that getting off to the right start can make the difference in retaining an employee. A comprehensive overview of the Division—its mission, staff, organizational structure, processes and relevant information—can ensure a good start. The Staff Development section is working with an advisory board that includes different job classifications throughout the agency to structure an onboarding program that will be effective for all levels of employees. The program will not begin with the first day of employment; it will begin as part of the hiring process and will extend throughout the career of each employee. An onboarding program helps a person feel that the agency is prepared to help new employees gain information necessary for their job at the right time. The intent is not to flood a new employee with so much information that it becomes useless. The program will be presented largely in an on-line tutorial or distance learning format, enabling employees to be at different places within the process at one time.

DSB has offered unpaid internship positions for students in their last semester of a master level degree program in rehabilitation counseling. Offering internships educates students about the needs of individuals who are blind or visually impaired and strengthens the pool of candidates for possible employment with DSB.

Nationwide recruitment is now done by posting positions in NeoGov, an Internet Human Resources Application Provider for Government Agencies. NeoGov has eliminated the need for numerous individual contacts to advertise available positions and has expanded the available applicant pool. A section on DSB's website labeled, "Career Opportunities" links browsers to NeoGov listings. Plans have also begun to begin to alert the universities with Rehabilitation Counseling Programs to openings as posted to further encourage qualified applicants.

Among senior management and area supervisors, DSB has 2 staff members with more than 25 years of service and one vacancy. The need for succession planning was identified and steps have been taken through cross-training for all staff and training opportunities for those hoping to lead. DSB utilizes NC DHHS leadership training as a point of entrance for pre-supervisory training. DSB conducts leadership/pre-supervisory training in an effort to begin to identify staff interested in management opportunities.

DSB uses affirmative action to ensure the employment and advancement in employment of qualified individuals with disabilities. On an annual basis, DSB conducts a workforce analysis of its representation of persons with disabilities, of persons of different ethnic groups and of males and females in different personnel classifications and occupational categories. Those classifications and occupational categories in which persons with disabilities and minority groups are under-represented are identified, and goals are established to increase representation in DSB's workforce.

During their first year of employment, all rehabilitation counselors are required to complete developmental training in casework requirements and documentation. The chiefs of rehabilitation and the REA and district rehabilitation supervisors provide this training in small groups to directly address agency policies and procedures for professional casework practices. After 1 year of employment, rehabilitation counselors who meet the standard for qualified Rehabilitation Counselor may request promotion to rehabilitation counselor II. Evaluation procedures for this promotion consist of a written and oral examination of casework policies and procedures, caseload review and audit, and review of contact with caseload eligible individuals to assess quality and satisfaction of services. The Chief of Rehabilitation Field Services administers and reviews all aspects of the examination process. Counselors are also required to participate in a week-long adjustment to blindness training which is organized by the rehabilitation center teacher staff and management to increase knowledge regarding working with those with a visual impairment or blindness.

3. Personnel Standards.

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

- A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and**
- B. the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.**

Vocational Rehabilitation Agency Combined Response

While DVRS and DSB modeled their counselor personnel standard after the CRCC, the Divisions also initiated its own comprehensive standard with more specific listing of degrees that it will accept. Effective October 1, 2008, this standard-related requirement for a Rehabilitation Counselor hire included:

- Master's degree in Rehabilitation Counseling;
- Master's degree in a closely related field such as Counseling, Social Work, Psychology, Special Education, Communication Disorders, Human Services;
- Current certification as a Certified Rehabilitation Counselor or Licensed Professional Counselor;
- Current enrollment in a qualifying master's degree program AND graduation occurs prior to the date of hire.

As of December 21, 2009, all employees in the Rehabilitation Counselor I and Rehabilitation Counselor II roles met the CSPD mandate. DHHS has not at this time changed its policies regarding minimum requirements for the VR counselor position but is investigating whether lowering the educational standard for VR counselors to the minimum credentialing specified in the Workforce Innovation and Opportunity Act is necessary and beneficial to VR clients. Currently, employees that do not meet the minimum education requirements serve in trainee status and not function as a Rehabilitation Counselor, and must progress toward attaining the necessary requirements outlined in a Memorandum of Agreement within the specified timeframe. If the employee does not meet the specified requirements or they are not progressing at an acceptable rate, the employee is separated during their probationary status period.

The VR program currently averages around 10 qualified applicants for each vacancy, which is primarily attributable to the current economic climate. This means that recruitment for Rehabilitation Counselor I and Rehabilitation Counselor II positions have not been as challenging as in years past. DVRS does find it more challenging to find individuals prepared to serve a Deaf and Hard of Hearing caseload, but these vacancies have not been impossible to fill.

4. Staff Development

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

- (a) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and**
- (b) procedures for the acquisition and dissemination to designated state unit professionals and paraprofessionals significant knowledge from research and other sources.**

Vocational Rehabilitation Agency Combined Response

DVRS continues to put forth a concerted effort to train staff in job development and placement. During 2015 an additional 82 staff participated in the in a comprehensive Dual Customer Approach training initiative. Training sessions were made available to all new hires without wait lists or alternates. Now that everyone across the state has received the training during the initial Dual Customer Approach training, the number of participants is dropping. That participation reflects the number of new hires. This training provides meaningful techniques to assist all employees that work with a VR Unit Office to assist in the process of developing relationships with employers. The strategy has had great success in increasing successful employment outcomes. The premise is that for job development and placement to be successful, the Division must consider the needs of both the consumer and employer. Additional training opportunities occurred for 60 NC DVRS staff during the past year in relation to job development by attending the 2014 Workforce Development Conference.

DVRS also places emphasis on vocational assessments. This is reflective in its maintenance of 45 Vocational Evaluators and 3 Vocational Evaluation Specialists. As a result, DVRS does not typically utilize contractual services for assessing consumers. We also strive to provide excellent training for those serving in the vocational evaluator positions. Each year, the Staff Development Department supports participating in East Carolina University's Evaluator Summer Institute. However, as of Summer 2012 it was determined that the ECU Vocational Evaluation Program would not be continued. The Human Resources Director, Assistant Human Resources Director and 2 Rehabilitation Specialists (during the medical absence of the Chief of Staff Development), meet with the main instructor of the Summer Institute to develop a program that would provide ongoing education for the current Vocational Evaluators and Vocational Evaluation Specialist. Planning is on-going.

Another professional development program that is available to all VR and IL staff who provide evaluation, Assistive Technology equipment and Assistive Technology services for the consumers they are serving is the NC Assistive Technology Program (NCATP). NCATP has twenty staff serving the state of North Carolina, which includes the Director, Funding Specialist, AT Information and Referral Specialist, Intake Coordinator, 2 Processing Assistants, 4 Speech Language Pathologists(SLP) and 10 Assistive Technology Consultants. The 10 AT Consultants and 4 SLPs provide direct one-on-one services in the AT Centers. Their annual Assistive Technology Expo is regularly attended by Division staff, but was recently canceled 2 years ago due program budget limitations. However, during 2012 the NCATP Expo joined forces with the North Carolina Rehabilitation Association for “*The Great Conference*”. The resulting conference was well attended and supported by the North Carolina Division of Vocational Rehabilitation Services. Feedback from attendees was positive regarding the value of the conference and the collaboration between both organizations.

The 2014 North Carolina Rehabilitation Association Conference and NCATP Expo called “*The Great Conference*” hosted 374 participants and an additional 30 students participating in poster sessions. North Carolina Vocational Rehabilitation and Independent Living program staff represented 196 out of 374 of those attending. Staff benefit from the networking and learning that occurs at this annual conference. Various topics such as ethics for rehabilitation staff, effectively serving specialty populations, and assistive technology solution updates are featured at these training events.

DVRS continues the use of the Bulletin Board on its Intranet for the dissemination of information between staff. General information pertaining to conferences, trainings, research, articles, and relevant rehabilitation information is shared there. Different forums also exist on this Bulletin Board for discussion among staff in specific positions; such as for Counselors, Vocational Evaluators, Business Relations Representatives, etc.

DVRS sponsored the attendance of 419 staff in conferences this past fiscal year. These conferences included the NC Summer and Winter School for Alcohol and Drug Studies, ECU Summer Vocational Evaluator Institute, Autism Society Conference, Spring Transition Conference, NCAPSE Annual Conference, NC Workforce Development Conference, NC Exceptional Children’s Conference and the already mentioned, the collaboration of NCRA and NCATP Expo conference called “*The Great Conference*”.

Other Individual training requests included: “Everything You Wanted to Know About Drugs, But Were Afraid to Ask”; “Rehabilitation of Racial and Ethnic Minorities with Behavioral Addictions”; “Vocational Evaluators Work Adjustment Association”; “Substance Abuse & Personality Disorders”; “Mental Health Ethics Training”; “Addictions Training”; “NC Business Leadership Network”; “Navigate”; “Dementia Care”; “Co-Occurring Substance Abuse”; “Clinical Supervision Training”; “Former Offenders: Helping You Help Them”; “Depression and Suicide Among Elderly”; “Women of Color and HIV Community Forum”; “Customer Service Works: Addictions and Criminals”; “Helping and Mentoring”; ARC of North Carolina Conference; Autism-Asperger’s Syndrome Training; 28th Annual Substance Abuse Services State of the Art; Way 2 Work Summit; NC Division of Career Development and Transition Training, and “Neurobiology and Addition.”

“Embracing Performance Management” training was offered to all managers at the Statewide Manager’s Meeting in September 2015. Currently, 22 unit offices have participated in the training. Customized trainings included: “Change Leadership”; “Accountability”; “Performance Coaching”; “Best Practices Roundtable Discussions,” and “Generations at Work with the Team Approach.”

Other initiative trainings that continue to occur yearly are: “Dual Customer Approach/Employment Outcomes Professionals”; “Performance Management for Supervisors and Employees” and six on-line health and safety trainings.

A major training initiative that will be implemented this year was "Passport to Productivity" Onboarding program. Onboarding is an ongoing developmental process to acclimate new and transfer employees to NC Vocational Rehabilitation Services. Onboarding is an important strategic program managers can use to establish a positive path early in a new employee's career. NC Vocational Rehabilitation Services is committed to providing new employees with the support and resources during their transition.

New managers receive training in various courses including: "Performance Management Training for Supervisors"; "Equal Employment Opportunity Institute"; "Managing Effective Performance"; "Results-Based Interactions"; "Supporting Leadership Development"; "Leadership Facilitating Change"; "Drug-Free Workplace and Employee Assistance Program," and "Human Resources Skills." Additional attendance for the NC Office of State Personnel's Certified Public Manager's Program was offered for more experienced managers. Additional trainings are provided at the Annual Statewide Manager's Meeting, most recently in September 2015 where the theme was "Embracing Performance Management."

DSB has an ongoing comprehensive system for personnel development that provides all staff classifications with appropriate job-related training. Staff members complete Learning Request Forms yearly to identify specific training needs. The Program Specialist for Staff Development analyzes the learning requests, and then plans specific training activities to meet the identified needs. As a result of these requests, training has been provided in an array of training events with relevant curriculum and skills acquisition experiences. DSB has developed and presented intensive training sessions this year.

DSB staff attended trainings many of which were developed as in-service trainings included: Administrative Professionals Certificate Training; Assistive Technology; BEAM-System 7 Training-All Staff Statewide; Best Practices for DSB's New Rehabilitation Counselors; Business Service Representative Training; Community Collaboration and Training Forum; CPR Training; CFNC.ORG Training Sessions; 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

A library of rehabilitation resources is maintained in the state office. The Staff Development Program Specialist continually reviews available materials for the library, identifies and purchases current information relevant to VR and to vision-related topics. Areas specifically addressed in the learning requests are targeted in this search of materials. These books and materials are available in regular and adapted format, and can be checked out from the library by any staff member across the state. Equipment is purchased and maintained to enhance training programs, presentations, and small group work.

DSB requires professional skills in customer service and business relationship development to enhance employment opportunities. Training materials are extensively researched and drawn from a rich spectrum of resources, including vocational rehabilitation, sales, customer service, business, marketing, workforce development, job development, SSA, RSA, EEOC, ODEP, ADA National Network, and Technical Assistance and Continuing Education (TACE) Centers. Attention is given to knowledge translation: a process which includes knowledge dissemination of evidence-based and best practices derived from the results of rigorous research. The Program Specialist for Employment Services provides comprehensive training on these subjects to all newly hired VRCs and VR staff responsible for job development and placement. Follow-up training and one-on-one coaching is available to staff not meeting performance objectives.

DSB has maintained the authority granted by the Commission on Rehabilitation Counselor Certification to provide Certified Rehabilitation Counselor Credits (CRC) for all certified rehabilitation counselors. The agency also has the authority to grant Continuing Educational Units (CEU) by the International Association for Continuing Education and Training (IACET).

DSB partnered with Mississippi State University Research and Training Center Vision Specialist Certificate Program to train staff in the specific area of vision. DSB had one person graduate from this program in August 2012 and nine graduated in 2011. DSB began a Transition Certificate program with Winston-Salem State University and 2 staff began this program, but it has presently been suspended by the University. We are in touch with WSSU and will again offer this opportunity to staff as it presents itself. DSB is also researching additional resources for transition training.

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 systems in transition program development. The program specialist is responsible for maintaining a good relationship with DPI to ensure continued communication at the state level that will enhance the availability of services to students in their local school systems. DPI's consultant for vision impairment serves on DSB's state rehabilitation council.

5. Personnel to Address Individual Communication Needs

Describe how the designated state unit has personnel or obtains the services of other individuals who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Vocational Rehabilitation Agency Combined Response

DVRS counselors have the responsibility for determining the individual's preferred language and providing a qualified foreign language interpreter/translator at the earliest possible opportunity, before or after the initial contact with the Division. This translation service is provided at no cost to the person with Limited English Proficiency (LEP). A specific budget (budget code 1292) is designated solely for the provision of this service. The interpreters/translators for all languages must be qualified and trained with demonstrated proficiency in both English and the native language of the client. The Membership Directory of the Carolina Association of Translators and Interpreters at <http://www.catiweb.org/> is presently used; however, it is not required that all qualified interpreters/translators be listed in this directory.

All fundamental VR and IL forms are available in Spanish for individuals with Limited English Proficiency (LEP). The DVRS public website is also in Spanish for the section regarding VR Services to Consumers.

During federal fiscal year 2015, DVRS employed 14 counselors proficient in American Sign Language with caseloads specifically serving deaf and hard of hearing individuals. There were also 10 technicians, 3 Business Relations Representatives, 2 Human Service Coordinators, a program specialist, and 2 Assistive Technology consultants for the deaf who support these counselors and the consumers being served. Approximately 15 interpreting agencies and over 125 independent licensed interpreters contract with the Division and are paid out of this budget. The Division acknowledges communication as a vitally important aspect of the rehabilitation process from start to culmination and remains committed to the provision of services that enable individuals who have specific communication needs to participate in their rehabilitation program. Further, these interpreting and translation services have been identified as essential for quality and success in the delivery of VR services.

DSB has personnel and obtains the services of other individuals who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with applicants or eligible individuals.

The capability to produce Braille is available in all seven district office locations. Information can also be produced in large print for distribution as needed in the district offices with use of existing computer equipment. Mass production of Braille and large print material is done by the specialized communications unit located at DSB's state office to support DSB's employees who are blind or visually impaired. Information is put on tape for those who prefer this mode of communication by district office staff. Information is also shared using e-communications (e-mail, disks, etc.), and each office has a computer with speech access for staff who use this mode of communication. DSB has placed the policy and procedures manual on DSB's website. The website currently contains information about all of DSB's programs, frequently used forms, links to resources, the local office locations, and the staff directory.

DSB has a specialized program for persons who have both vision and hearing loss. The program consists of 5 specialists to serve the district offices and a statewide program specialist who manages the activities of this program. Each member of this program is skilled in use of sign language to enhance communication. The consultants work very closely with rehabilitation counselors on all cases where individuals have any degree of both vision and hearing loss. They provide information regarding specialized needs of these individuals, the availability of resources, and the arrangement of appropriate communication. This collaboration ensures the individual has the opportunity for maximum participation in a rehabilitation program of services that will lead to successful employment. DSB maintains a list of approved interpreters and dedicated funding for interpreting services through DHHS resources.

North Carolina has a large Hispanic/Latino population, with an increasing number of Spanish-speaking individuals. DSB has worked with other organizations to provide outreach information about available services. The rehabilitation program handbook and the brochure, "Having Trouble with Your Vision", have been printed in Spanish for distribution. Software has been purchased in several offices that will translate appointment letters and individual plans for employment (IPE) into Spanish. A list of qualified interpreters is maintained in each office, and these can be hired as required to enhance communication. When necessary, all offices have access to a state-contracted service for interpreting services available through use of a telephone. When an applicant or eligible individual meets with a staff member, the Telelanguage service is contacted, and they obtain a language specific interpreter by telephone. Through use of a speakerphone, the interpreter translates the conversations into a language that the individual and staff understand. Initial feedback from use of this program is that it is efficient and constructive to effective communication.

Also, DSB purchased Rosetta Stone-Spanish and made the program available to all staff in the agency. DSB has had 26 staff engage in the program since its inception. However, secondary to technical difficulties with the program, DSB is presently seeking an alternative that will be more accessible to all users.

6. Coordination of Personnel Development under the Individuals with Disabilities Education Improvement Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Vocational Rehabilitation Agency Combined Response

North Carolina's Secondary Education and Transition Services team consisting of members from DVRS, NC Department of Public Instruction representatives, parents and university representatives, developed a

state transition plan which includes a goal to accomplish a system of personnel development in support of the Individuals with Disabilities Education Improvement Act (IDEIA) and the Rehabilitation Act for collaboration to increase transition services to students with disabilities.

The NC Secondary Education and Transition Services planning team began a planning process during SFY 2011 with the purpose to execute the original transition training objective identified in the state plan. The purpose of the resulting Transition Capacity Building Summit is to replicate the state planning process at the local level which will facilitate training and team building for the local school systems and cooperative VR offices that attend. The training conference will be a combination of lecture sessions and group work activities, centered on building capacity for participating local community level transition teams to implement *transition-focused education*. Each team will be the local school system exceptional children's division transition staff and the cooperative VR office. The planning tool focuses on assisting state teams to review and plan their strategies for increasing capacity within their community. The framework of transition-focused education provides a structure for educational planning that is outcome-oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders, particularly students and their families. The transition capacity building professional development training summit was completed February 24 -25, 2011. DPI was the major sponsor of local grants to LEAs to attend the Transition Training Summit allowing 8 local education agency teams to attend from across the state lead by the school system Exceptional Children's department. The 8 school systems from around the state received a grant to invite and sponsor local partners to participate in the local transition team. The Summit concentrated on Student-Focused Transition Planning through Interagency Collaboration. The 8 school systems selected by DPI were challenged to develop an action plan for improving the provision of transition services systemically in their school system and receive technical assistance as needed from the Exceptional Children's Division (ECD) to enhance and implement the LEAs Continuous Improvement Performance Plans (CIPP). DVRS was instrumental in planning and providing presenters for the summit. The State planning team has a continuous goal to include other LEAs in additional summits. At any point that this planning summit is not available, serious consideration will be given to the re-instatement of the single-day Interagency Collaboration Sessions in local VR Units for continued collaboration and exchange of needs and services between DVRS and local school systems.

DSB works with DPI to ensure all students who are blind or visually impaired have access to VR services while attending public school. 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. The specialized programs are located in the following school systems: Cumberland County Schools, Mecklenburg County Schools, Pitt County Schools, Wilson County Schools, Edgecombe County Schools, Wake County Schools, Guilford County Schools, Winston-Salem/Forsyth County Schools, New Hanover County Schools, Pender County Schools, Onslow County Schools, Brunswick County Schools, and the Governor Morehead School for the Blind. Each program consists of a Rehabilitation Counselor and a Community Employment Specialist who are trained to work with students during their transition from school to work.

All Rehabilitation Counselors have received training on IDEA. Rehabilitation counselors in the district offices develop relationships with school systems and with teachers who serve students with blindness or visual impairments in their coverage area. They participate as members of the school's individualized education program (IEP) team as a provider of transition services for students who are blind or who are visually impaired. Consultation is provided to all rehabilitation counselors who include students on their caseload. The program specialist and the specialized transition counselors are available to advise counselors in areas such as participation on the IEP team and location of specialized resources for students as they transition from school to work.

DSB provides additional specialized services for students, such as the summer youth programs at the Rehabilitation Center for the Blind. One program called “SAVVY” (Summer Adjustment to Blindness Vital to Visually Impaired Youth) World Of Work provides career exploration, paid internships with job coaching, interviewing skills and counseling provided by DSB staff. One program “SAVVY” Youth in Transition provides a classroom setting and field trips to develop skills and confidence for greater independence, specific life skills, basic living skills, social development, vocational and study skills and independent living. Another program called “SAVVY” College Prep provides “college survival skills,” such as independent study habits and maximum use of any assistive technology.

In addition, DSB often provides Youth Mini Centers in the communities throughout the state in coordination with the VR transition program staff and the independent living rehabilitation staff for those students who cannot attend one of the Center programs. These programs focus on direct requests of the youth in that area and may include local recreational offerings, activities of daily living instruction, O&M, assistive technology evaluation and training, banking, college tours and much more.

A rehabilitation program specialist is assigned to coordinate transition services to ensure all students have access to DSB’s VR services while in high school. The school systems with transition programs renew their cooperative agreements for funding and the transition program specialist coordinates the involvement of the local DSB staff, the school staff, and DSB’s financial officers to ensure these agreements are complete and accurate.

(j) Statewide Assessment

- a. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:**
 - i. with the most significant disabilities, including their need for supported employment services;**
 - ii. who are minorities;**
 - iii. who have been unserved or underserved by the VR program;**
 - iv. who have been served through other components of the statewide workforce development system; and**
 - v. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.**
- b. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and**
- c. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.**

Division of Vocational Rehabilitation Services

To address the mandated requirements, the data collection and analysis portion of the DVRS CSNA focused on surveys with consumers and VR staff and other stakeholders. These data were supplemented with data on the demographics of people with disabilities, employment and labor statistics, other components of the North Carolina’s Workforce Development System, and community rehabilitation programs.

The survey data presented in this report includes two sets of surveys: one set of surveys was conducted from mid-August through mid-September 2013 specifically for the purpose of the CSNA. These surveys were sent electronically to VR consumers, VR staff members, and also to leaders of consumer advocacy groups and WDB Directors, who served as key informants. The self-administered electronic questionnaire was delivered using the NC DHHS online survey data collection tool, called SurveyMax II. The survey responses, which were mostly free-text because the survey consisted mainly of open-ended questions, were first coded and analyzed using IBM SPSS Text Analytics for Surveys, with the results reviewed a second time for validation.

Other survey data incorporated into the CSNA report were collected for other program development, planning, and evaluation purposes that were applicable to the CSNA. These include (a) the results of our ongoing VR consumer satisfaction surveys and (b) the results from surveys of VR staff and Community Rehabilitation Programs (CRPs) conducted to address the need to establish, develop or improve community rehabilitation programs within the state through a change from an hourly-rate fee-for-service payment system to a milestone-based payment system. This section provides an overview of the surveys conducted specifically for the CSNA.

DVRS VR Consumer CSNA Survey

Approximately 5,000 VR Program consumers with active or recently closed cases and known email addresses received electronic surveys asking them to: (a) Identify their most important, second-most important, and third-most important VR needs for getting a job and keeping a job; (b) Rate the ability of the VR Program to help them with each of these needs; and (c) Let DVRS know what they think the VR Program could do to help with each of these needs.

There were also questions for the VR consumer to let us know whether they were currently working and if there was anything else we could do to help them. In total, 867 VR consumers responded to the survey, of which 684 (79%) provided responses that identified one or more specific needs. The remaining 21% were responses indicating the client didn't know or didn't have any needs, or were off-target in that the response didn't address the question that was asked. The level of participation was comparable to that of the VR consumer satisfaction survey, and similarly self-selection and the ability to access an electronic survey resulted in respondents who were generally somewhat older, were more often women, were more often not of a minority race or ethnicity, and were more often clients with physical disability or chronic medical condition rather than a cognitive or psychosocial disability.

- Individuals of Hispanic or minority racial background accounted 38.5% of survey respondents and 52% of eligible VR consumers served.
- Survey respondents were older, with a median age at application of 43; whereas the median age of all eligible consumers with open VR cases was 34. The proportion of survey respondents who were transition age youth was about 18%, which is less than half that of the population of eligible consumers, which is 38%, and the proportion of respondents ages 55 and older was 19%, or more than double that of the general population of VR consumers, which is about 9%.
- Women with disabilities accounted for 57% of the survey respondents, and 45% of the total population of eligible VR consumers.
- Individuals with a cognitive or psychosocial impairment account for 42% of the survey respondents but 69% of the total population of eligible VR consumers.
- The proportion of respondents with significant or most significant disabilities (86%) was close to that of the total population of eligible VR consumers (84%).

DVRS VR Staff CSNA Survey

DVRS staff members received electronic surveys consisting of two parts that respectively addressed the objectives of (a) assessing the needs of individuals with disabilities, including those with significant and most significant disabilities, and their need for supported employment services, and (b) the needs of individuals with disabilities who have been unserved or underserved by the VR program. These sets of questions were intended to meet only two of the 34 CFR §361.29 requirements, although several responses overlapped with the other report requirements in that they addressed the need to collaborate with other Workforce Investment Act agencies and establish, develop, or improve community rehabilitation programs. The survey was presented in two sections. The first part of the survey requested that respondents: Identify the most critical, second-most critical, and third-most critical needs toward becoming employed or continuing employment for people with disabilities in North Carolina, and for each: (a) Rate how DVRS responds to that need; (b) Identify the major gaps/barriers DVRS experiences when fulfilling this need; and (c) Recommend a solution for DVRS to overcome these barriers.

The second component of the survey requested that the respondents identify special populations of people with disabilities in North Carolina they considered to be unserved or underserved, the specific VR needs of these populations, and what DVRS can do to increase outreach to these unserved or underserved populations.

Surveys were completed by 370 VR staff members representing all aspects of service provision, including various levels of management, direct service staff, rehabilitation specialists and consultants, and support staff.

DVRS Staff Survey Respondents by Role

<i>DVRS Staff Role</i>	<i>Count</i>	<i>Percent</i>
Managers (Regional Directors, Assistant Regional Directors, Unit Managers)	27	7.3%
Casework Supervisors (Asst. Unit Managers, Counselors in Charge)	33	8.9%
Rehabilitation Counselors (RC-1 and RC-2)	137	37.0%
Rehabilitation Specialists and Consultants*	75	20.3%
Casework Technicians and Assistants	37	10.0%
Administrative Support (Office Assistants and Lead Office Assistants)	45	12.2%
Other VR Staff (State Office and Vocational Facility staff members)	16	4.3%
Total	370	100.0%

* Includes Rehabilitation Engineers, Vocational Evaluators, Benefits Counselors, Employment Specialists, State Office Program Specialists, CRP Specialists, Quality Development Specialists, Rehabilitation Education Specialists, and the DVRS Small Business Specialist and Medical Consultant.

Advocacy Organization Key Informant Survey

Electronic surveys were sent to disability advocacy organization leaders with a request to forward to their staff members as they felt appropriate. The survey consisted of two main components that respectively addressed the objectives of assessing the needs of individuals with significant and most significant disabilities, including their need for supported employment services and the needs of individuals with disabilities who have been unserved or underserved by the VR program. The first part of the survey requested that respondents: Identify the most critical, second-most critical, and third-most critical needs toward becoming employed or continuing employment for people with disabilities in North Carolina, and for each: (a) Rate how DVRS responds to that need; (b) Identify the major gaps/barriers DVRS experiences when fulfilling this need; and (c) Recommend a solution for DVRS to overcome these barriers.

The second component of the survey requested that the respondents identify special populations of people with disabilities in North Carolina they considered to be unserved or underserved, the specific VR needs of these populations, and what DVRS can do to increase outreach to these unserved or underserved populations. A total of 22 survey responses were received representing members of the following agencies and organizations: Information Technology Accessibility Working Group at NC State University; North Carolina Psychological Association; Disability Resource Center; Disability Rights, North Carolina; North Carolina Association of Peer Specialists (NCAPS); North Carolina Mental Health Consumers' Organization; National Alliance on Mental Illness, North Carolina; Cardinal Innovations Healthcare Solutions; NC DHHS - Division of Mental Health/Developmental Disabilities/Substance Abuse.

Members from these organizations advocate for employment, community involvement, and accessibility on behalf of: Individuals who are blind and visually impaired; Adults with intellectual and developmental disabilities; Adults with mental illness and substance abuse disorders, and their families; All people with disabilities, including those with the most significant disabilities.

Workforce Development Board Director Survey

Electronic surveys were sent to the Board Directors of each of North Carolina's 23 Local WDBs to assess the VR needs of individuals with disabilities served through other components of the statewide Workforce Development System (other than the VR program), as identified by such individuals and personnel assisting such individuals through other components of the statewide Workforce Development System. Five of the 23 Board Directors agreed to serve as key informants by participating in the survey.

The survey instrument was structured similarly to that sent to advocacy organizations in that it consisted of two main components with the first part asking the Board Director to identify the most critical, second-most critical, and third-most critical needs toward becoming employed or continuing employment for people with disabilities in North Carolina, and for each: (a) Rate how well they thought their component of the NC Workforce Development System responded to that need; (b) Identify the major gaps/barriers the NC Workforce Development System experiences when fulfilling this need; and (c) Identify what their component of the NC Workforce Development System could do to better address these barriers.

The second component of the survey requested that the Board Directors (a) Identify challenges the NC Workforce Development System as a whole faces when fulfilling the needs of people with disabilities;(b) Identify what they thought could be done to overcome these challenges; and (c) Identify what they thought DVRS and the State Rehabilitation Council could do to help in overcoming these challenges.

Summary of the Findings Regarding the VR Needs of People with Disabilities

This section provides a summary of the findings regarding the VR needs of North Carolinians with disabilities. These data were achieved through the surveys with consumers, VR staff, and other stakeholders who served as key informants. The findings from the surveys are supplemented with secondary data from multiple sources. A more detailed account of the survey data collection process and findings is presented in complete report.

The most critical needs of VR consumers are related to employment services, such as job search and placement assistance, and that physical and mental restoration services and training services needs are often antecedents to job placement and retention. The need for these services is embedded in the context of two overlapping environments: (a) A labor market environment consisting of various employment-related factors, including labor market demand-side factors, such as the availability of jobs, wages, benefits, and career progression, which may be influential on supply-side factors, such as the VR Consumer's motivation to work and the type and level of training the VR client will require; and (b) A supportive environment that provides the needs for various types of support services, most notably transportation, but also assistance with meeting basic needs such as housing and utilities, work clothes, childcare, and other support services. Some of these services can be sponsored through the VR Program,

but other community resources may also provide these services until the VR consumer achieves economic stability.

Results of the VR Consumer CSNA Survey of Vocational Rehabilitation Needs

The most frequently mentioned needs of individuals with disabilities, as identified by VR consumers, are listed in the table below. Job search and placement assistance, including workplace accommodations and help with job applications and interviewing skills, ranks first as having the most responses, followed by training services; transportation; physical and mental restoration services, including medication and medical supplies and equipment; on-the-job supports, such as peer mentors and job coaches; and other supports, such as help with housing, utilities, childcare, and work clothes and shoes.

Major Categories of Need Identified by VR Consumers on the CSNA Survey

<i>Category of Need*</i>	<i>Total Responses (Total = 684)</i>		<i>Most Critical Need</i>		<i>2nd Most Critical Need</i>		<i>3rd Most Critical Need</i>	
	<i>Count</i>	<i>% Total</i>	<i>Count</i>	<i>% Total</i>	<i>Count</i>	<i>% Total</i>	<i>Count</i>	<i>% Total</i>
Job search & placement assistance	287	42.0%	214	74.6%	50	17.4%	23	8.0%
Training	175	25.6%	128	73.1%	36	20.6%	11	6.3%
Transportation	136	19.9%	76	55.9%	44	32.4%	16	11.8%
Physical and mental restoration, including medication and medical equipment	107	15.6%	65	60.7%	33	30.8%	9	8.4%
On-the-job supports	34	5.0%	17	50.0%	12	35.3%	5	14.7%
Other support services	32	4.7%	13	40.6%	13	40.6%	6	18.8%

*Multiple needs can be identified from a single open-ended response.

Results of the VR Staff CSNA Survey of Client Vocational Rehabilitation Needs

The most frequently mentioned needs of individuals with disabilities, as identified by VR staff members, are listed in the table below. Transportation ranks first as having the most responses, followed by employer and community awareness, training services, VR counseling and guidance, including benefits counseling, access to healthcare, including mental healthcare, and the overall labor market and economy, which has disproportionately impacted many rural areas in North Carolina. The number and percent of responses for each category is provided in the table below.

Major Categories of Need Identified through the VR Staff CSNA Survey

Category of Need*	Total Responses (Total = 370)		Most Critical Need		2 nd Most Critical Need		3 rd Most Critical Need	
	Count	% Total	Count	% Total	Count	% Total	Count	% Total
Transportation	206	55.7%	94	45.6%	67	32.5%	45	21.8%
Employer / community education & awareness	169	45.7%	83	49.1%	52	30.8%	34	20.1%
Training services	95	25.7%	36	37.9%	33	34.7%	26	27.4%
VR counseling & guidance	94	25.4%	49	52.1%	14	14.9%	31	33.0%
Access to healthcare	91	24.6%	25	27.5%	36	39.6%	30	33.0%
Labor market & economy	89	24.1%	23	25.8%	48	53.9%	18	20.2%

*Multiple needs can be identified from a single open-ended response.

Transportation Services

This category was the most frequently mentioned, with 206 (56%) of the 370 VR staff members indicating this need. Of the 206 responses identifying this need, 94 (45.6%) identified it as the most critical need, 67 (32.5%) identified it as the second most critical, and 45 (21.9%) as the third most critical VR-related need for North Carolinians with disabilities. Responses in this category address the need for transportation, especially with regard to accessibility and lack of public transportation availability in rural areas and when work shifts are not regular, and also with regard to the cost of private transportation, including the costs of maintaining a vehicle and insurance.

Major service gaps or barriers DVRS experienced when fulfilling this need were:

- **Public transportation services:** Lack of funding and no public transportation in rural areas. Many NC cities do not have public transportation available, and those that do, do not serve rural areas. In cities that do have transportation, the system only operates on a fixed schedule and doesn't meet the needs of consumers that have to work weekends or the night shift. Work locations may not be close to bus routes.
- **Private transportation services:** There is a lack of private providers willing to provide transportation at a reasonable rate, and consumers do not have the money to pay someone to drive them to and from work.
- **Personal transportation:** Many VR consumers don't have a license and/or vehicles, and have no family member or friend to provide transportation. They have lost their license due to previous substance dependence, cannot obtain a license due to their disabling condition, cannot drive due to their condition, and/or cannot drive due to the side-effects of necessary medications. Some VR consumers who are able to drive cannot afford to because they are on limited income (SSI, SSDI, etc.) or have not had income due to their condition.
- **Vehicle modifications:** The current policy regarding agency contribution toward the cost of vehicles for modification purposes is the major barrier to someone who needs to purchase a modified vehicle.
- **VR policy isn't adjusted for geographical differences:** Tighter policy controls on transportation costs/payment which disregard individual geographical needs. When cases are looked at for compliance and fiscal management it is with a critical eye toward this and other types of maintenance expenses which may or may not occur in other geographical or economic conditions/situations.

- VR sponsorship of transportation is a short-term solution: DVRS is not presently set up to provide ongoing transportation services for individuals after they have been employed. Sponsored transportation is meant as a short-term solution.
- VR sponsorship of transportation is a time-consuming process, and sometimes unreliable: Even when we can justify sponsorship of public or private transportation services, often the process is time consuming and the provider unreliable, thus creating a major delay in requested and agreed upon services.

Recommended solutions for DVRS to overcome a lack of transportation as a barrier to employment for people with disabilities included:

- Increase vendorships with private transportation companies: Engage in more vendorships with private transportation companies to assist in helping employees with disabilities get to/from work.
- Promote small business opportunities for consumers: Encourage clients who are interested in small business to invest in transportation to become VR vendors. Help consumers that are able to start their own business in supplying transportation services in those rural areas that are underserved. We could use state vehicles and pay consumers as drivers, and consumers could also be employed to do maintenance and repairs on the cars -- the process could be used for training clients.
- Collaborate with local transit authorities: The local areas will have to develop affordable transportation, so work closely with the local transit authority staff. Partner with local transportation authorities to provide free or reduced fares to people with identified disabilities to and from work, and to provide services at nights and on weekends. Advocate on behalf of people with disabilities regarding the need for accessible transportation. DVRS can serve on a task force or community forum to address concerns pertaining to transportation, and inform their counties of potential grants or express concerns pertaining to transportation for people with disabilities and see how the community can come up with a solution.
- VR Policy Changes: Separate transportation costs for clients from the general 'maintenance' category. This could be a more flexible expense that truly reflects a regional or local need. Make the policies specific and eliminate the gray areas so that they are consistently applied. Increase funding to expand the purchase of vehicles for modification purposes.
- Speed-Up the Process: Reduce time to approve special transportation requests.

The Need for Community and Employer Education and Employer Willingness to Hire and Accommodate Workers with Disabilities

One of the major themes for this question related to the issue of public and employer perceptions of VR and people with disabilities, and specifically with regard to their willingness to work with our agency and hire our consumers. Of the 370 VR staff members who responded to the survey, 169 (46%) indicated this need. Of these, 83 (49%) identified it as the most critical need, 52 (31%) identified it as the second most critical, and 34 (20%) as the third most critical VR-related need for North Carolinians with disabilities.

Responses in this category relate to employer attitudes towards people with disabilities, and their willingness to hire people with disabilities, including job creation, job carving and making accommodations. Responses in this category also address larger societal and cultural myths and stereotypes about people with disabilities. VR staff members identified a need for public awareness and education regarding employment for people with disabilities; business relations; and the dual-customer approach

Major service gaps or barriers DVRS experiences when fulfilling this need were:

- Negative perceptions towards people with disabilities: Based on experiences of VR staff, they observe that public and employer perceptions of individuals with disabilities were a major barrier. This included VR consumers with an obvious disability who can't get past human resources because it is assumed that individual can't perform the required functions of the position based on physical appearance. Other reasons included that people are not familiar with, therefore not comfortable around individuals with disabilities. This barrier of negative attitudes and perceptions is described in terms of *misinformation, myths, stigma* and *discrimination*, and also *risk* -- that employers feel that it's a risk to hire someone with a disability because the person may become a liability to their business. The issue of risk was said to be more applicable to smaller employers that were resistant to taking chances or making accommodations. The preference for an employee without a disability was also said to relate to higher job competition in areas where unemployment was higher, in which there were many applicants for one job opening, placing our consumers at a considerable disadvantage.
- Limited VR resources for dual customer approach, and employer outreach and education: VR staff members wrote that implementation of the dual customer approach, and other employer outreach and education efforts were limited by VR resources, including limited use of social media. Staff members wrote that the business relations representatives were essential to their efforts, but that their catchment areas were too large, and that they could not do it all themselves. VR staff wrote that they needed more assistance with the employer outreach and did not have enough time to market VR and services to employers as they should. They also wrote they needed more leadership for this function in DVRS, best practices in its implementation, and more effective management and teamwork in many offices to effectively use the resources they have. Currently, there is no outreach plan, unit offices have little or no funds for advertising to employers, and that the materials they do have are out-of-date. This sentiment wasn't across the board, as some staff members noted that some counselors are actively building relationships with employers and educating them, but that it was not being consistently done by everyone.

Recommended solutions for DVRS to reduce negative public and employer perceptions and attitudes toward people with disabilities, and increase employers' willingness to hire our consumer included:

- Having an outreach plan and expanding the outreach and disability awareness and education for employers and the community. Recommendations included educating policymakers, and increasing involvement with business associations, chambers of commerce, workforce boards, and other organizations;
- Marketing VR to employers through traditional and newer channels of communication, including social media; and
- Increasing outreach capacity through counselors and business relations representatives, including in-person and electronic networking activities. The means of increasing outreach capacity included paperwork reduction and increasing the number of counselors and casework technicians to reduce caseload size and allow counselors more time for outreach activities, in addition to increasing the number and availability of business relations representatives.

The Need for More Jobs and Higher Paying Jobs in a Changing Economy

Closely related to the need for employers to be willing to hire individuals with disabilities is the need for a better labor economy, with more job openings, full-time work, and higher wages. Of the 370 VR staff members who responded to the survey, 89 (24%) indicated this need. Of these, 23 (26%) identified it as the most critical need, 48 (54%) identified it as the second most critical, and 18 (20%) as the third most critical VR-related need for North Carolinians with disabilities.

Responses in this category relate to a lagging economy and shortage of jobs, particularly in rural areas, and that the jobs that are available are often part-time or low-wage positions. The imbalance between labor-market supply and demand allows employers to be more selective in their hiring, often bypassing VR consumers, and especially those with criminal backgrounds.

Major service gaps or barriers DVRS experiences when fulfilling this need were related to high unemployment and changes in the types of jobs that are available, which is often unfavorable for VR consumers with work limitation. VR staff members also reported that employers can be more selective in their hiring, and may be resistant to taking the time or assess the costs for job carving, on-the-job training, job coaches, or additional healthcare coverage. A common theme was that many of these factors were due to economic conditions.

Recommended solutions for DVRS to increase employment opportunities for our consumers in the face of a declining job market for low-skill workers and workers with employment limitations or who require accommodations:

- Employer incentives and advocacy for workforce development, including employer education on the value of hiring workers with disabilities and incentives, such as subsidized insurance, that would motivate employers to hire VR consumers and tax breaks that would attract new businesses to NC.
- Increased networking, outreach and business relations to make the connections between employers and VR consumers receiving job search assistance and placement services.

The Need for Job Skills Training and Education for VR Consumers

Of the 370 VR staff members who responded to the survey, 95 (26%) indicated job skills training and education were an unmet need. Of these, 36 (38%) identified it as the most critical need, 33 (35%) identified it as the second most critical, and 26 (27%) as the third most critical VR-related need for North Carolinians with disabilities. Responses in this category are specific to vocational or job skills training and academic education, and do not include interpersonal or soft skills training, or employability training on how to self-market and search for jobs, which are included the category for job search and placement assistance.

Major service gaps or barriers DVRS experiences when fulfilling this need most generally in terms of:

- Lack of resources: funding, staff, and programs within DVRS to assist individuals with obtaining the necessary skills to transition into employment.
- Procedural barriers, mainly policies on transferrable work skills, the vendor approval process, and the approval process for training services, which was described as “layered.”
- The short-term measure of a successful outcome rather than a focus on career employment.
- Client motivation to participate in training programs.

Recommended solutions for DVRS to increase or improve training services included:

- Increase collaboration with community colleges and have a VR representative on campus.
- Expand training programs, including those administered through WorkSource East and WorkSource West.
- Sponsor GED completion for adult high-school dropouts, and provide assistance with mileage to for clients to travel to GED/HSD sites, and also assistance with loan of computer/laptop or assistance with onsite computers at VR offices for consumers to access training.
- Help consumers identify resources for training or companies that are willing to provide training.

- Review vendor approval policies and evaluate the criteria for vendor approval, especially schools or training sites.
- Develop business relationships with employers and provide incentives for on-the-job training and internships.

The Need for Access to Healthcare and Mental Health Services

Of the 370 VR staff members who responded to the survey, 91 (25%) indicated that access to healthcare and mental health services, including dental care and VR sponsored restoration was a critical need. Of these, 25 (27%) identified it as the most critical need, 36 (40%) identified it as the second most critical, and 30 (33%) as the third most critical VR-related need for North Carolinians with disabilities. Responses in this category refer to medical and mental health treatment, including medications and treatment for substance abuse.

Major service gaps or barriers DVRS experiences when fulfilling this need most generally in terms of:

- Lack of resources, mainly community resources and the NC mental health system.
- The trend of employers hiring part-time workers to avoid having to provide medical insurance.
- VR policies and focus, which include limitations on the provision of restorative services, although staff members also reported an increased emphasis on placement over restoration.

Recommended solutions for DVRS to increase access to healthcare and mental healthcare services:

- VR staff training on restoration policies.
- Tele-psychiatry for lower cost mental health services.
- Advocacy.
- VR staff awareness about companies that assist with prescriptions, grant writing, and the newer processes/eligibility requirements for certain services through social services and local management entities.
- Increased collaboration with providers and the development of new programs.

The Need for Counseling and Guidance, Including Benefits Counseling

Of the 370 VR staff members who responded to the survey, 94 (25%) indicated that counseling and guidance, including motivational counseling and benefits counseling was one of the three most critical VR-related needs. Of these, 49 (52%) identified it as the most critical need, 14 (15%) identified it as the second most critical, and 31 (33%) as the third most critical VR-related need for North Carolinians with disabilities. Responses in this category refer to counseling and guidance by our VR counselors, including career counseling with referrals to other appropriate services, and also to the need for benefits counseling and motivational counseling to increase client motivation to return to work. Responses concerning client awareness of available services and willingness to return to work are also included in this category. Client motivation, awareness, self-esteem, cooperation, and work-willingness were most typically addressed as the need, gap or barrier to employment to which increasing VRs capacity for benefits counseling, VR counseling and guidance, including motivational counseling, and referrals to other appropriate was presented as a solution.

Major service gaps or barriers DVRS experiences when fulfilling this need most generally in terms of: (a) consumers' needs for VR services, but lack of motivation to become employed, some of which is driven by disincentives to work, including the potential loss of SSI, SSDI or other public benefits; and (b) the lack of resources, including time, additional counselor positions, and expertise required for better counseling and guidance. The lack of resources was said to be in part due to counselor vacancies, lack of

support staff, and attention to non-counseling related activities, such as focusing on meeting performance measures and processing paperwork.

Recommended solutions for DVRS to increase its capacity for counseling and guidance and help further motivate consumers to enter or reenter the workforce, particularly those receiving SSI or SSDI benefits included increasing VR counseling capacity through: (a) smaller caseloads; (b) paperwork reduction; (c) a decreased focus on performance measures and increase attention to holistic counseling; (d) hiring additional counselors and support staff; and increasing the quality of VR counselors through training and higher salaries. These were said to attract and retain high quality counselors and allow the counselors more one-on-one time with the consumer to provide counseling and guidance, including motivational counseling. The most frequently mentioned solution for increasing client motivation for our consumers receiving public benefits, such as SSI or SSDI, was to increase benefits counseling services.

Results of the Advocacy Key Informant CSNA Survey Regarding VR Needs

In response to the question of what were the critical needs toward becoming employed or continuing employment for people with disabilities in North Carolina, the major categories of responses were:

The Need for Employer Willingness to Hire and Retain Workers with Disabilities

This category had the most frequent responses, with 18 (82%) of 22 advocates indicating this need as the most critical (33%), second most critical (45%), or third most critical (22%) employment-related need for North Carolinians with disabilities. This category includes responses related to employer willingness to address physical and perceived obstacles; disadvantageous job competition between people with and without disabilities, especially in areas or during periods of higher unemployment; and social stigma or negatively biased attitudes towards people with disabilities by employers and peer employees without disabilities, including a response related to the “double whammy” of people with a disability having a criminal background.

The Need for Job Supports, Including Long-Term Supports

This category had the second-most frequent number of responses, with 8 (36%) of 22 advocates indicating the need for additional job coaching and job supports, including peer supports was the most critical (62.5%), second most critical (25%), or third most critical (12.5%) VR-related need for North Carolinians with disabilities.

The Need for Transportation Services

This category also had the second-most frequent number of responses with 8 (36%) of 22 advocates indicating this need as the most critical (75%), second most critical (12.5%), or third most critical (12.5%) VR-related need for North Carolinians with disabilities. Responses in this category address the need for transportation, especially with regard to accessibility and lack of public transportation availability in rural areas, and when work shifts are not regular.

The Need for Staff Development and More Empathy for VR Consumers by Providers

This category was discretely identifiable with 3 (14%) of 22 advocates indicating a need for sensitivity and empathy among service providers, such as clinicians, and particularly with regard to consumers with addiction disorders. There was one response each (33%) as this being most, second most, or third most critical VR-related need for North Carolinians with disabilities.

Workforce Development Board Director Survey of VR Needs for People with Disabilities

WDB Directors were asked to identify the critical needs of people with disabilities in North Carolina toward becoming employed or continuing employment. The major categories of need, the average rating regarding how well the WDBs respond to these needs, the barriers they face, and proposed solutions are summarized in the table below.

Workforce Development Board Director Key Informant Responses

VR Need	Rating*	Barriers	Solutions
Client Training and Job Skills Development	3.4	The system doesn't specialize in serving folks with disabilities.	Training for staff in the different types of disabilities.
		Getting employers who allow flexible working schedules.	Continue to market our services to employers.
		Lack of partnerships with Vocational Rehabilitation to serve people with disabilities.	One Stop Center staff can refer customers to VR. Continue to build rapport with our other Workforce partners. Bridge the gap with employers.
		Clients may not be aware of the other services available (WIA).	VR can present information about One Stop Centers (NCWorks Career Centers) and WIA programs to customers.
More employers to hire and accommodate people with disabilities	3.0	Lack of funding to educate business on the hidden workforce available.	Continued partnerships with agencies that specialize in providing services for those with disabilities
		Lack of employer knowledge of available accommodations that can be made.	Train our staff, educate employers, and promote hiring of individuals with disabilities to employers.
Transportation and other Support Services	3.3	Insufficient public transportation.	Provide more assistance with transportation besides public transportation.
		Lack of funding for support services.	Provide funding.
		Lack of coordination of services.	Coordinate resources and have a coordinated plan.
Training and resources related to Assistive Technology for One-Stop Centers	3.0	Lack of funding and training.	Have funding to purchase, build infrastructure, and install technology that assist individuals with disabilities

* Ratings are from the Workforce Development Board's response to these needs on a 5-point scale, with 5 being "excellent." Ratings between 3 and 4 indicate "average."

Minorities and Other Underserved Populations of Individuals with Disabilities

This portion of the CSNA is an assessment of minorities and other populations of North Carolinians with disabilities that identified as unserved or underserved by the VR Program. The first subsection provides a comparison between eligible VR consumers served in federal fiscal year 2013 and the population of North Carolinians with disabilities, as identified through the 2012 American Community Survey (ACS). The second subsection identifies unserved and underserved populations through surveys with VR staff members and advocacy group key informants. The findings of the latter reveal some of the limitations inherent in the ACS data. Specifically, with ACS data, the population of people with mental illness, which was identified as an underserved population by 76% of VR staff members, is not discernible from the population of people with intellectual disabilities, which, comparatively, was identified as an underserved population by 15% of VR staff members. Based on the wording of the disability questions on the ACS, which do not address interpersonal and behavioral impairments, including difficulty coping,

the population of people with behavioral health issues may be significantly underreported in the ACS data.

Another limitation of the ACS data in defining the population frame for VR consumers is that the ACS questionnaire does not include any questions regarding criminal history, which was identified in the CSNA surveys as a key data point in defining barriers to employment and an underserved VR client population. The findings of the CSNA surveys, in this regard, are supported by VR client data: 22% of eligible VR clients eligible for services during the triennial CSNA period have a record of criminal conviction or a recent arrest with charges pending, 18% of eligible VR clients served over the past five years have a prior record with the NC Division of Adult Correction and Juvenile Justice, meaning they were convicted of a violation of North Carolina law, with sentences ranging from probation served in the community to incarceration in one of the state's prison facilities; and 7.5% were on probation or parole at the time they apply for VR services.

DVRS and State Disability Demographics from the 2012 ACS

This section provides comparisons between the NC population of individuals with disabilities, as defined on the 2012 ACS and eligible VR consumers served October 1, 2012 through September 30, 2013. The data from the ACS was obtained via the Cornell University Employment and Disability Institute (Retrieved from www.disabilitystatistics.org). The ACS defines four broad categories of disability from a "yes" response to the following questions:

- **Hearing Disability** (asked of all ages): *Is this person deaf or does he/she have serious difficulty hearing?*
- **Visual Disability** (asked of all ages): *Is this person blind or does he/she have serious difficulty seeing even when wearing glasses?*
- **Cognitive Disability** (asked of persons ages 5 or older): *Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions?*
- **Ambulatory Disability** (asked of persons ages 5 or older): *Does this person have serious difficulty walking or climbing stairs?*

Additionally, there are two separate questions that identify self-care and independent living disabilities. The category, *Any Disability*, includes a "yes" response to one or more individual disability types.

In developing comparable categories from the RSA-911 impairment codes, Hearing Disability included impairment codes 03-08; Visual Disability included impairment codes 01, 02, and 08; Cognitive Disability included impairment codes 09 and 17-19; and Ambulatory Disability included impairment codes 13-16. A significant limitation of this crosswalk is that it is somewhat of a forced fit of the RSA-911 impairment categories. There is also a loss of granularity, such as with a lack of distinction between mental illness and intellectual disabilities.

Comparison of VR Consumers and the NC Population by Age and Disability

The following table shows a comparison of the 2013 American Community Survey (ACS) estimated population of North Carolinians with disabilities and eligible VR clients served during federal fiscal year 2013 by age group and disability type, and the percent of the state's population of individuals with disabilities served by the VR Program in federal fiscal year 2013, which is sometimes referred to as a population penetration rate.

In North Carolina, the estimated prevalence of disability increases with age, as was found in the 2010 CSNA. For 16 to 20 year-olds, prevalence is 5.8%, and among people ages 21-64 the prevalence rate is 12.0%. These rates are lower than were reported in the 2010 CSNA, but this is due to changes in the wording of ACS questionnaire items and not a reduction in the actual prevalence of disability.

Among 16-20 year-olds, the population penetration rate is 28.5% overall, and 34.6% for youth with cognitive disabilities, which is a large VR consumer population segment, accounting for 18% of all VR clients. The population penetration rate is less than 1% for youth with visual disabilities, though this may be due to services available through other programs, including the NC DHHS VR Program offered through DSB. The penetration rate is 6.5% for youth with hearing disabilities, which may suggest additional efforts could be made to serve this population, although services provided through the North Carolina School for the Deaf, and DSDHH may also be available.

In the population of working age adults, ages 21-64, the penetration rate is much lower: 6.9% for any disability, and less than 5% for each of the individual disabilities types except cognitive disabilities, which was 12.2%, when including adults with psychosocial disabilities. Individuals with cognitive and psychosocial disabilities account for nearly 71% of all adult VR consumers. Although the population penetration rate was considerably lower for adults with other types of disabilities, this does not necessarily indicate that these groups are underserved. Excepting CRP services, most other direct cost services sponsored by the North Carolina VR Program are subject to a financial needs test, and so the program is more tailored toward providing CRP services for individuals with cognitive and psychosocial impairments, and restoration and training to only the subgroup of people with physical and sensory impairments who are financially eligible for such services. Additionally, many people with physical disabilities find jobs for themselves independent of the VR Program. Other factors, such as a criminal history, which is more prevalent among VR consumers with cognitive and psychosocial disabilities, create additional barriers to employment.

DVRS VR Consumers and ACS Population Estimates by Age and Disability Type

Age Group ¹	Disability Type ²	Estimated Population of North Carolinians with Disabilities (ACS 2013)				NC VR Clients Eligible for Services with Cases in Service, federal fiscal year 2013		Percent of NC Population Served by VR in federal fiscal year 2013
		Prevalence		Count	% Total	Count	% Total	
		Rate	MoE ³					
Ages 16-20	Any Disability	5.8%	0.65%	39,400	100.0%	11,224	100.0%	28.5%
	Visual	1.1%	3.29%	7,100	18.0%	45	0.4%	0.6%
	Hearing	0.6%	3.29%	3,800	9.6%	248	2.2%	6.5%
	Ambulatory	0.8%	3.29%	5,200	13.2%	1,008	9.0%	19.4%
	Cognitive	4.5%	0.58%	30,500	77.4%	10,543	93.9%	34.6%
Ages 21-64	Any Disability	12.0%	0.31%	680,800	100.0%	47,216	100.0%	6.9%
	Visual	2.3%	0.14%	127,500	18.7%	428	0.9%	0.3%
	Hearing	2.3%	0.15%	130,500	19.2%	2,325	4.9%	1.8%
	Ambulatory	6.7%	0.24%	379,900	55.8%	17,044	36.1%	4.5%
	Cognitive	4.8%	0.21%	273,800	40.2%	33,346	70.6%	12.2%

¹ VR client age on 9/30/2013.

² Individuals can have more than more disability type.

³ Margin of Error (MoE) is a measure of the degree of sampling variability at the 90% confidence level. This means that there is a 90% certainty that the actual value is between the reported rate plus or minus the margin of error. Smaller population estimates are less precise and will have a higher margin of error.

Comparison of DVRS VR Consumers and the NC Population by Minority Background and Disability

The following table shows a comparison of the 2013 ACS estimated population of North Carolinians with disabilities and eligible VR clients served during federal fiscal year 2013 by minority race and ethnicity, and disability type, and the population penetration rate or percent of the state's population of individuals with disabilities served by the VR Program in federal fiscal year 2013.

In federal fiscal year 2013 about 52% of all eligible VR consumers were of a minority race or ethnicity, and 90% of minorities were Black or African American. The prevalence of disability among African Americans, ages 16-64, is estimated at 13.9%. The penetration rate for the population of African Americans with disabilities is 14.7% for any disability; 27.7% for cognitive disabilities; 7.9% for ambulatory disabilities; and 3.9% for hearing disabilities.

Comparatively, the prevalence of disability among American Indians is the highest at 15.7%, and the penetration rate for this population is lower than for African Americans, with 9.6% for any disability; 16.2% for cognitive disabilities; 5.0% for ambulatory disabilities; and 2.7% for hearing disabilities.

The prevalence rates for Hispanics and Asians are considerably lower than for African Americans and American Indians, at 5% and 3.8%, respectively. The reason for this was explored in the 2010 CSNA, which identified US nativity as a factor associated with higher prevalence of disability. However, although the prevalence rates are low, the penetration rates for these populations are also very low. For Hispanics, the penetration rate is 6.4% for any disability; 11.3% for cognitive disabilities; 4.2% for ambulatory disabilities; and 2.1% for hearing disabilities. For Asians, the penetration rate is 5.1% for any disability; 12.5% for cognitive disabilities; 4.4% for ambulatory disabilities; and 4.6% for hearing disabilities. VR Staff members identified non-English speaking populations, including Hispanics and Asians, as unserved, and these data identify these groups as having the lowest population penetration rates.

DVRS VR Consumers and ACS Population Estimates by Minority Race and Disability Type

Race or Ethnicity ¹	Disability Type ²	Estimated Population of North Carolinians with Disabilities Ages 16-64 (ACS 2013)				NC VR Clients Eligible for Services with Cases in Service, federal fiscal year 2013		Percent of NC Population Served by VR in federal fiscal year 2013
		Prevalence		Count	% Total	Count	% Total	
		Rate	MoE ³					
Black or African American	Any Disability	13.9%	0.68%	192,800	100.0%	28,345	100.0%	14.7%
	Visual	2.9%	0.33%	40,300	20.9%	276.0	1.0%	0.7%
	Hearing	1.8%	3.29%	24,300	12.6%	938.00	3.3%	3.9%
	Ambulatory	7.7%	0.52%	106,300	55.1%	8,428	29.7%	7.9%
	Cognitive	5.7%	0.45%	78,200	40.6%	21,665	76.4%	27.7%
American Indian or Alaskan Native	Any Disability	15.7%	3.07%	11,500	100.0%	1,106	100.0%	9.6%
	Visual	3.5%	1.55%	2,600	22.6%	6	0.5%	0.2%
	Hearing	2.7%	1.38%	2,000	17.4%	53	4.8%	2.7%
	Ambulatory	10.2%	2.56%	7,500	65.2%	376	34.0%	5.0%
	Cognitive	6.6%	2.10%	4,900	42.6%	793	71.7%	16.2%
Asian	Any Disability	3.8%	1.09%	6,100	100.0%	314	100.0%	5.1%
	Visual	1.1%	3.29%	1,800	29.5%	2	0.6%	0.1%
	Hearing	0.4%	3.29%	700	11.5%	32	10.2%	4.6%
	Ambulatory	1.6%	3.29%	2,600	42.6%	114	36.3%	4.4%
	Cognitive	1.0%	3.29%	1,700	27.9%	212	67.5%	12.5%
Hispanic or Latino	Any Disability	5.0%	0.69%	26,100	100.0%	1,679	100.0%	6.4%
	Visual	1.0%	3.29%	5,200	19.9%	18	1.1%	0.3%
	Hearing	1.2%	3.29%	6,100	23.4%	126	7.5%	2.1%
	Ambulatory	2.0%	3.29%	10,300	39.5%	429	25.6%	4.2%
	Cognitive	2.2%	0.46%	11,200	42.9%	1,267	75.5%	11.3%

¹ Individuals can have more than one race and individuals of Hispanic or Latino ethnicity can be of any race.

² Individuals can have more than more disability type.

³ Margin of Error (MoE) is a measure of the degree of sampling variability at the 90% confidence level. This means that there is a 90% certainty that the actual value is between the reported rate plus or minus the margin of error. Smaller population estimates are less precise and will have a higher margin of error.

DVRS Staff Survey Part 2: Identifying Underserved Populations

Of the 370 VR staff members that completed the survey, 320 (86.5%) identified one or more specific populations of individuals with disabilities that were unserved or underserved, including 9 (2.4%) staff members who indicated that all populations of individuals with disabilities were underserved. The remainder included 16 (4.3%) that indicated that there weren't any underserved populations and 34 (9.1%) that either didn't answer the question or responded that they didn't know or were unsure. The following section shows the specific populations of North Carolinians with disabilities that staff members identified as underserved.

People with Mental Illness

Of the 370 staff respondents, 76 (21%) identified individuals with mental illness as an underserved population. This category includes mental illness, in general, and also individuals where mental illness is concurrent with another disabling condition, such as substance abuse disorder, or particular demographic characteristics, such as being of younger or older age, having low income or being homeless, and having a criminal background.

The three most frequently mentioned **VR needs** specific to this population were identified as follows:

- **Mental Health Services:** 40 (53%) of the 74 VR staff members who identified people with mental illness as an underserved population indicated the need for additional mental health services. The NC mental health system was said to be both fragmented and limited, and clients may not receive ongoing treatment needed for stable employment. Mental healthcare is not always available for the client, and timeliness of services was said to be an issue: It can take months to get an appointment with another agency. Responses in this category included a need for community-based, outpatient care that is more comprehensive and affordable, with continuity of care, including medications and counseling from licensed professionals. This includes mental health evaluations by medical professionals; psychotherapy, as appropriate; and long-term monitoring and medication management to stabilize them so they can work and have productive lives.
- **Support Services:** 22 (29%) of the 74 VR staff members who identified people with mental illness as an underserved population indicated the need for additional support services, including support to their families and employers. Staff members indicated that this population often has basic needs that are unmet including housing, transportation, and food, but also that there was a need for long-term vocational supports.
- **Willingness of Employers to Hire and Make Accommodations:** 19 (26%) of the 74 VR staff members who identified people with mental illness as an underserved population indicated the need for overcoming the stigma of mental illness for employers. Responses in this category related stated a need for "open-mindedness" among employers, regarding their willingness to hire and flexibility in scheduling and other workplace accommodations. As one respondent put it, "too many employers see them as just "crazy." Also included in these responses was the need for better trained client advocates and job coaches to help with job placement and to educate employers.
- Other:
 - **Outreach:** The VR programs would receive additional appropriate referrals if they were aware of the many broad disabilities that can receive assistance through this employment program and not think narrowly of VR as a service for individuals with sensory or physical disabilities. Expanded educational efforts to referral sources serving individuals with more less evident disabilities such as psycho-social and medical disabilities that limit work activities. Further, language used with the general public needs to be easily

understood as they often do not understand language such as impairment, impediment, limitations to employment, and chronic conditions.

Individuals with Cognitive Impairments and Developmental Disabilities

Of the 370 staff respondents, 55 (14.9%) identified people with cognitive impairments and developmental disabilities as an underserved population. This population was identified more often from casework supervisors (30.3%) than from VR managers, counselors, and specialists and consultants (group average = 16.9%). For the purpose of classification, this population includes people with autism and brain injuries, including individuals who are high functioning but still in need of support.

The **VR needs** specific to this population were fairly diverse, and inclusive of most every service provided or sponsored by the VR Program. This is likely because, as a few staff members indicated, the needs of this population “varied according to the nature of the disability,” and were highly individualized: “one size does not fit all.” The most frequently mentioned **VR needs** specific to this population are identified as follows:

- **Education, training, job coaching and related supports:** The need for training and training-related supports was the most common need mentioned: The needs in that category include traditional education, but also other types of training, including job skills development, work adjustment training services, and specialized cognitive training and interpersonal skills training.
- **Supported Employment and increased CRP service capacity:** Respondents wrote there was a need to continue existing programs and increase service capacity through additional programs.
- **Employment Services, job availability and employer willingness to hire and make accommodations:** Responses in this category related to the need for job placement services, the lack of availability of jobs for this population, the need to educate employers and have employers willing to hire and make accommodations for individuals with cognitive impairments and developmental disabilities, including autism and those resulting from brain injuries.
- **Training for VR and CRP Staff, and more individual attention:** There were a few responses that indicated a need for additional training and specialization for VR and CRP staff. This category also includes the related need of more individual attention.

Offenders

Of the 370 staff respondents, 36 (9.7%) of the 3 identified people with disabilities and criminal records, particularly those with felony convictions, inmates, and individuals on probation or parole as an underserved population. Descriptions of this population included concurrence with mental illness and substance abuse disorder, but were not limited to these populations. The distribution of the staff members that identified this population is shown in the table below, which indicates that the perception that ex-offenders and inmates were an underserved population was considerably less frequent among VR managers, supervisors, and counselors than VR staff members in other roles.

The most frequently mentioned **VR needs** specific to this population were identified as follows:

- **Willingness of Employers to Hire:** 17 (47%) of the 36 VR staff members who identified people with disabilities and a criminal background as an underserved population indicated the need to find employers willing to hire them, regardless of their criminal history, which may require additional employment services, including additional job search assistance and selective placements.
- **Training and job readiness:** 13 (36%) of the 36 VR staff members who identified people with disabilities and a criminal background as an underserved population indicated the need for job skills training, education, and other skills development, including the need to develop interviewing and social skills.

- Other needs: Single responses indicating a need for case management assistance, peer supports, transition services, and support systems.

People with Substance Abuse Disorder

Of the 370 staff respondents, 27 (7.3%) identified people with a substance abuse disorder as an underserved population.

The specific needs of this population were not neatly identified because they were most frequently mentioned in concurrence with the needs of other the populations, such as individuals with mental illness, consumers that were homeless, those with a criminal backgrounds, or some combination of these. The most frequently mentioned **VR needs** that seemed most specific to this population were identified as follows:

- Treatment and relapse prevention services: These services include placing a priority on treatment first so that the client can pass a drug screening test, with mention of recovery houses and Narcotics Anonymous and Alcohol Anonymous meetings, counseling and relapse prevention.
- Support services: These include all types of support services provided through the VR program, including transportation services.
- Employment services and employer willingness to hire and provide accommodations: Examples of responses include:

Ethnic Minorities

Particularly Hispanics/Latinos, Immigrants and Non-English Speaking Consumers: Of the 370 staff survey respondents, 26 (7.0%) identified people with disabilities of minority backgrounds as underserved, 24 of which identified Hispanic or Latino non-English speaking individuals, although other racial and ethnic minorities, including individuals of Hmong, American Indian, and Muslim backgrounds were also mentioned in four of the responses. Examples of responses include:

The most frequently mentioned **VR needs** specific to this population were identified as follows:

- Language Communications: 13 (57%) of the 23 responses identified language communications, and the need for interpreter services or bilingual VR staff as the specific need for this population:
- Outreach Services: 4 (17.4%) of the 23 respondents responded that a cultural barrier existed and that there is not enough outreach to these populations. This relates to language communications in that one respondent wrote that it was the reason this population was overlooked.
- Other Needs: single responses indicating basic education, interviewing skills, transportation, and loss to follow-up due to seasonal work.

Advocacy Key Informant Survey Part 2:

Of the 22 respondents, 16 (73%) identified one or more populations of people with disabilities they considered to be unserved or underserved in North Carolina.

People with Mental Illness

Five respondents identified individuals with mental illness as an underserved population. The specific **VR needs** of this population were identified as follows:

- Job supports on a regular basis.
- Training on how to do task from start to finish; how to evaluate when task is done properly; how to receive judgment and criticism and redirection.

- Higher learning or high school/GED completion, job skills training, résumé writing, interview skills.
- Clear expectations, by VR, Community Rehabilitation Programs, other government agencies, parents, teachers, and employers. Then, a supportive philosophy, with accompanying policies, practices and funding.

People with Intellectual and Developmental Disabilities

Five respondents identified people with intellectual and developmental disabilities as an underserved population. The specific **VR needs** of this population were identified as follows:

- As with people with mental illness, clear expectations from VR, other involved agencies, parents, schools, and employers.
- Cost-effective, perhaps group services for those who with limited skills and the potential to work independently.
- Educating employers to help them understand that physical disabilities don't limit other abilities.
- Employment resources and training to find jobs that interest them.

Other groups identified in single responses

- *People with brain injury: This population is challenging to service because of multiple needs and issues. These individuals often need job coach opportunities and help finding the right job match.*
- *People with autism: This population needs pre-vocational skills training, and training on how to find and keep a job, including proper workplace behaviors.*
- *People with substance abuse disorder: This population needs for providers to learn the most up-to-date treatment issues for this population*
- *High school students with disabilities: This population needs VR services while in school, and more VR training before the student becomes an adult.*
- *People with disabilities who qualify for Medicaid or state funded services: This population includes the uninsured working poor. Such individuals may need more education to be able to apply for jobs that can be more rewarding. Individuals in this category who are ex-offenders may need to be able to clean up criminal records at times. They need counselors who will believe in their aptitude and connect them with resources.*

The VR Needs of Individuals with Disabilities Served through other Components of the Statewide Workforce Development System

State and Local Improvements Needed for Workforce Development System Integration and Accountability

This section is named after the title of a complete evaluation of North Carolina's entire workforce development system, which was published in March 2012 by the North Carolina General Assembly Program Evaluation Division. NC DHHS and DVRS participated in the evaluation at various stages. The full document is accessible online through the North Carolina General Assembly website: http://www.ncga.state.nc.us/PED/Reports/documents/Workforce/WFD_Report.pdf.

The summary of the report's findings are that state and local program coordination of workforce programs have failed to create an integrated, effective workforce development system. Among its findings, the report notes that the services offered at local NCWorks sites and level of integration varies across the state, and that the centers do not apply information technology to the extent available, and that

despite investments in a data system to track participants, there are no statewide performance measures for the workforce development system. The recommendations were that the NC General Assembly should streamline the workforce development system, enhance accountability, strengthen the NCWorks system (One-Stop Centers), require increased use of technology, and create a legislative oversight committee to oversee the reforms. These changes would benefit all job seekers, of which individuals with disabilities are a disadvantaged subgroup. The recommendation toward increased use of technology was said to be particularly applicable to North Carolinians with disabilities in making services more accessible. For example, in the report (p.25), a Workforce Solutions administrator explained that NCWorks were conceptualized as a physical location but that remote access could facilitate the virtual presence of specialized staff that do not need to be at NCWorks full time for customers with disabilities, thereby avoiding the need for a return visit on a day when staff is on site.

North Carolina Common Follow-up System

An important recommendation of the above reference Workforce Development System evaluation report was to improve the NC Common Follow-up System (CFS), which is currently undergoing implementation. Most recently, DVRS had the opportunity to test the NC Tower, a portal to an application that provides longitudinal information on labor market participation and earnings for individuals participating in a CFS program, such as the VR program. The testing, however, was limited to academic institutions, though it expected to be expanded to other programs during the next CSNA cycle.

The NC CFS is a database of the educational and employment outcomes of participants in publicly supported educational, employment, and training programs. The CFS was first developed in 1992 to longitudinally track the progress of workforce program participants, and has since been used to fulfill much of the collection, calculation, and reporting of performance and accountability measures for workforce training programs operated throughout the state, as mandated under the Workforce Investment Act of 1998.

North Carolina's workforce development system was streamlined to some extent in 2011 through a consolidation of many services delivered through Workforce Investment Act, Trade Adjustment Assistance, and Wagner-Peyser Act programs that are now administered through the NC Department of Commerce in collaboration with NC DHHS, the NC Community College System, the NC Department of Public Instruction, the NC Department of Public Safety, and other partner agencies.

State legislation passed in 2012 further reformed the NC workforce development system by expanding the oversight authority of the NC Commission on Workforce Development (the state Workforce Investment Board) to develop and evaluate performance measures for all workforce programs in the state, including the VR Program. Part of this legislation requires the Department of Commerce to enhance the Common Follow-up System and work in collaboration with the State Commission on Workforce Development to utilize data from the Common Follow-up System in the development of performance measures for North Carolina's Workforce Development System. These efforts are still in their preliminary stages and will be covered in more detail in the 2016 Comprehensive Statewide Needs Assessment.

The two tables show below include the number of VR Program consumers eligible for services with open and the number and proportion that were also served by at least one of the nine other participating entities that contribute to the Common Follow-up System. Data for the first table are released on an annual basis and provide the year-to-year change or trend. The second table shows the unduplicated total number of VR Program consumers and those served by at least one other participating entity over a five-year span to provide a big picture summary.

The first table shows a net 6.5% increase in the number of individuals served by the VR Program during an annual state fiscal cycle (SFY), from 57,473 in SFY 2009-10 to 61,207 in 2010-11. This increase is due to case accumulation and not to an increase in applications or newly active cases. To the contrary,

there was a 5.4% net decrease in number of applications during this period, from 25,513 in SFY 2009-10 to 24,143 in 2011-12; and a 7.5% net decrease in newly signed individual plans for employment, from 14,620 in SFY 2009-10 to 13,528 in SFY 2011-12. With regard to change in the number of individuals served by the VR program and at least one other Common Follow-up System reporting entity, the percent of individuals served only by the VR Program declined from 62.7% in SFY 2009-10 to 59.7% in SFY 2011-12.

Over the past three state fiscal years (2010-2012), the proportion of VR consumers served by other workforce training programs has remained relatively consistent, with a three-year average of 60.8%: an average of 34.6% were served by one other agency or program; 16.9% by two other agencies or programs; and 9.3% by three or more other agencies or programs. Although there was a 6.5% net increase in the number of unduplicated individuals served by the VR program, from 57,473 in state fiscal year 2009-2010 to 61,207 in 2011-2012. The net increase in the number served by NC VR plus two other programs was 8.2%, from 9,809 in state fiscal year 2009-2010 to 10,600 in 2011-2012, and the net increase in the number served by three or more other programs was more than three times (204.5%), from 3,425 in state fiscal year 2009-2010 to 10,430 in 2011-2012. We also notice that during this three years period there was a net decrease in the number served by only one other program in addition to NC VR services and it was 32.3%, from 22,781 in state fiscal year 2009-2010 to 15,421 in 2011-2012. These double digit increases in multi-agency or multi-program participation may suggest a need for increased interagency collaboration towards identifying the service needs of participants.

VR Program Consumers Served by Other Agencies in the NC CFS: 2010, 2011 & 2012

	SFY 2009-2010		SFY 2010-2011		SFY 2011-2012		Net Change (%)
	Count	%	Count	%	Count	%	
Total Unduplicated VR Consumers Eligible for Services	57,473	100	60,421	100	61,207	100	6.5
Number of Agencies Providing Services							
NC VR Program only	21,458	37.3	24,001	39.7	24,696	40.3	15.1
NC VR + 1 other agency	22,781	39.6	23,594	39.0	15,421	25.2	-32.3
NC VR + 2 other agencies	9,809	17.1	9,832	16.3	10,600	17.3	8.1
NC VR + 3 or more other agencies	3,425	6.0	2,994	5.0	10,430	17.0	204.5
Individuals Served by Each Agency							
NCWorks Career Center	13,691	23.8	10,492	17.4	11,174	18.3	-18.4
Dept. of Public Safety, Division of Adult Correction	5,636	9.8	5,456	9.0	5,456	8.9	-3.2
Dept. of Labor	17	<0.1	10	<0.1	<10	<0.1	N/A
Dept. of Public Instruction	5,629	9.8	5,106	8.5	4,678	7.6	-16.9
Dept. of Health and Human Services, Division of Services for the Blind	64	0.1	76	0.1	67	0.1	4.7
Dept. of Health and Human Services, Division of Social Services	6,975	12.1	7,481	12.4	8,401	13.7	20.4
Dept. of Commerce, Division of Workforce Solutions	18,014	31.3	17,639	29.2	18,686	30.5	3.7
NC Community College System	14,023	24.4	14,545	24.1	14,700	24.0	4.8
University of North Carolina Constituent Universities	991	1.7	953	1.6	856	1.4	-13.6

Source: NC Department of Commerce, Labor and Economic Analysis Division

As the second table shows, of the nearly 118,714 individuals served by the VR program, in an eligible case status, 82% were provided services or participated in a program provided through another CFS agency. Nearly 1 in 5 VR consumers was served through the Division of Adult Corrections, which is slightly more than those in DPI. More than half of VR Consumers are served through DWS, and just under half receive services through the NCWorks Career Center System, and just under half were enrolled in the NC Community College System. The need for collaboration in service provision is suggested by the volume of our VR consumers served through one or more of these other agencies.

DVRS VR Consumers Served by Other Agencies in the NC CFS: 5-Year Total

Individuals Served by Each Agency, SFY 2007-2012			Number of Agencies Providing Service		
Agency	Individuals	Percent	Number of Agencies	Individuals	Percent
Dept. of Public Safety, Division of Adult Corrections	21,341	18.0%	NC VR Program only	21,311	18.0%
Dept. of Labor	157	0.1%	NC VR + 1 other agency	34,856	29.4%
Dept. of Public Instruction	20,106	16.9%	NC VR + 2 other agencies	33,487	28.2%
DHHS, Division of Services for the Blind	280	0.2%	NC VR + 3 or more other agencies	29,060	24.5%
DHHS, Division of Social Services	33,812	28.5%	Total Unique Individuals	118,714	100.0%
Dept. of Commerce, Division of Workforce Solutions	64,127	54.0%	Individuals Receiving Services through the NCWorks Career Center System	54,210	45.7%
NC Community Colleges	54,073	45.5%			
UNC Constituent Universities	3,247	2.7%			

Source: NC Department of Commerce, Labor and Economic Analysis Division

Challenges the NC Workforce Development System on Whole Experiences When Fulfilling the Needs of Individuals with Disabilities

This section reprints the second component of the survey of Workforce Board Directors. The three survey items were:

- (a) Identify challenges the NC Workforce Development System as a whole faces when fulfilling the needs of people with disabilities;
- (b) Identify what they thought could be done to overcome these challenges;
- (c) Identify what they thought DVRS and the State Rehabilitation Council could do to help in overcoming these challenges.

Challenges and Solutions for the Workforce Development System

Challenges	Possible Solutions	What can VR and the SRC do?
Need more employers that are hiring, and overcoming employers' fears and concerns, along with the social stigma, that inhibits employers from hiring people with disabilities.	Continue to market our services. We need to re-educate employers on the advantages of hiring individuals with disabilities and ensure business outreach is conducted.	More staff and get more employers involved. Have more job developers working with employers. Increasing advertisements and media regarding the advantages and incentives for employers to hire people with disabilities, and build partnerships and train staff in the One Stop Centers.
Lack of education, awareness, funding, and a coordinated plan.	More coordination among state agencies.	Increase collaboration, education and outreach.
There is such a large range of disabilities that we could encounter and without being specialists or trained to identify and handle these disabilities; One Stop Career Centers are under-skilled at handling these situations. They may not even be able to identify that a client has a barrier to be able to refer to other agencies for support.	Have the state require training on disabilities for One Stop Career Center managers and staff members.	DVRS and the State Rehabilitation council could provide the training for One Stop Career Centers.

Assessing the Need to Establish, Develop, or Improve CRPs

The Community Rehabilitation Programs (CRPs) directly provide, or facilitate the provision of one or more VR services to individuals with disabilities as one of their major functions. The purpose of these services is to enable those individuals to maximize their opportunities for employment. DVRS extends its services for people with disabilities through partnerships with the CRPs. The CRPs provide one or more of the following services to people with disabilities to help them prepare for and obtain employment: community-based assessment, vocational evaluation, work-adjustment training, supported employment, and job coaching. Toward the start of federal fiscal year 2015, DVRS held contracts or memoranda of agreement with over 135 CRPs across the state. For an organization to become a CRP with DVRS, the organization must be accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF), the Council on Accreditation (COA), or the Council on Quality Leadership (COL) in the area of service provision and adhere to criteria set forth in rules by the Division. CRPs are periodically reviewed by DVRS Regional CRP Specialists, which are located throughout the state. The DVRS directly administers two community rehabilitation programs WorkSource East in Goldsboro and WorkSource West in Morganton.

In federal fiscal year 2015, more than 7,800 VR participants received services from a CRP, of which approximately 39% received supported employment (SE) services. Of those provided CRP services that year, 2,804 achieved their employment objectives in the same year, including 1,110 individuals that were placed in employment in an integrated setting with supports, while many others continued to progress towards employment.

The mandated 34 CFR §361.29 requirement that the CSNA include an assessment of the need to establish, develop or improve Community Rehabilitation Programs (CRPs) is not satisfied by an individual, isolated activity. Rather, DVRS hold regularly scheduled DVRS/CRP Steering Committee meetings expressly for this purpose. 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. The overall goal of the committee is to help ensure the delivery of quality services with informed choice by our consumers. The committee's goals and recommendations along with the Division Director's feedback are posted on the DVRS public web site.

Examples of activities carried out during the past three years included:

- Review and ongoing revisions to rules and standards, including qualifications standards for CRP staff providing or supervising direct services to consumer, which were developed to address the need for service quality and uniformity.
- The development of a new evaluation instrument to assist with monitoring the quality of services being provided by CRPs, and also address the need for service quality and uniformity.
- The development of a website specific to CRP resources, such as vendor applications and rules and standards, which now includes a description of the process for becoming an approved vendor. This was done to address the need to communicate this information and make it more accessible to the public. The website with this information is:
<http://www.ncdhhs.gov/dvrs/employ/rehab.htm>.
- An evaluation of fair rates and methods of compensation for CRPs and supporting activities such as transportation services provided to consumers, which addressed the need for fiscal responsibility in providing these services efficiently, yet fairly.
- The development of effective collaborative efforts with the NC DHHS-Division of Mental Health, Developmental Disabilities and Substance Abuse Services (DMHDDSAS) to provide consistent funding for extended supported employment addressed the need for VR Program participants to receive follow-along services, even after their case was successfully closed.
- Information provided by CRPs and the steering committee was assimilated to help identify innovative activities and expansion projects using ARRA funding, including the maintenance of the CRP infrastructure during periods of high unemployment.

Milestone System

The most impactful changes with regard to the need to establish, develop or improve Community Rehabilitation Programs have so far resulted from a structured service delivery model that replaced the VR purchase of hourly-rate fee-for-services for work adjustment and supported employment with contracted outcome-based milestone system. Although some CRP services were already being purchased on performance-based contracts, most were not. The need for a milestone system arose from a combination of inconsistent or incomplete placement records for some providers; billing irregularities; feedback from VR staff on surveys pertaining to CRP services, the documentation and level of accountability required, and constraints on the resources required for monitoring and processing authorizations for hourly rate services. Having a milestone system was to address these issues: reduce billing irregularities, paperwork, and the need for documentation and monitoring, and to hold CRPs accountable for VR consumer outcomes.

Implementation of a milestone payment for work adjustment and supported employment job development and placement services was first initiated October 2012, following stakeholder input, internal cost analyses, and an evaluation of how other state VR programs had successfully implemented similar milestone payment systems.

Once the job development milestone was in place, a sample of 62 VR counselors who used CRP services were surveyed on their level of understanding of VR policy as it pertained to the CRP services. Of the 62 respondents, 23 (37%) indicated that they have excellent understanding while 36 (58%) indicated they had a good understanding, and 3 (5%) indicated an average understanding. In this survey, the counselors were asked about their current training needs as related to different CRP services categories, and about 24% indicated that they need training in policy and procedures; 21% said that they need training in follow-along services; and 19% wanted to have training in job development. Individual responses also indicated that DVRS should have more qualified staff working with the CRP so they can stay abreast of changes and the need for their services, and that there was a communication gap between the CRP and DVRS. Regarding their relationship with the CRPs in their catchment area 40% indicated that they have “excellent” relationship with the CRPs while 48% rated “good” relationship. This study resulted in the greater clarification of policies, a practice that carried over to the full implementation of the milestone system.

The complete milestone payment system for SE and work adjustment services was developed collaboratively with CRPs through the CRP Steering Committee and became effective November 1, 2013. As applicable, there are payments at the point of intake; for supplemental evaluation; job development and retention; training and stabilization; and successful case closure after at least 90 days employment. Evaluations of the new milestone payment system as it pertains to the need to establish, develop, or improve community rehabilitation programs will continue through the next CSNA cycle.

Individual Placement and Supports (IPS)

Another recent initiative is the Individual Placements and Supports (IPS) model of supported employment for individuals with serious mental illness (SMI), serious persistent mental illness (SPMI) and co-occurring disorders. Research into this model began in July 2012 and initiated discussions to become a part of Dartmouth Psychiatric Research Center’s IPS learning collaborative. In August 2012, the *Transitions to Community Living* (TCL), the US Department of Justice (DOJ) Settlement Agreement with North Carolina, further established that people with SMI must be provided evidenced-based practice Supported Employment services. The Dartmouth research on IPS shows that implementing IPS to fidelity doubles the number of people in competitive employment at a rate of up to 60%, and the initiative is expected to provide NC additional resources to help overcome some of the barriers to employment for individuals with SMI and increase their participation in the labor market. The between DVRS and DMHDDSAS for collaboration for its implementation began in July 2013.

DMHDDSAS is the agency responsible for LTVS, which provides assistance with maintaining a job for participants, age 16 and over, who no longer need the intense level of Supported Employment Services. LTVS are provided because of specific needs of the consumer, including medical and behavioral needs, and supports regarding the social or environmental issues that are a part of successful employment.

North Carolina’s state definition of supported employment (SE) is now based on the SE-IPS model, and SE/Behavioral Health providers that have since signed contracts with their LME/MCO will be providing the IPS model of evidence-based SE as part of the TCL/DOJ initiative. These include the more than 130 VR supported employment providers throughout North Carolina.

There will be an ongoing assessment of the impact of the IPS model, and all sites providing evidence-based SE will be evaluated with a research-based fidelity measure, and will receive a rating and quality improvement report, not duplicative of monitoring; meaning that for the next needs assessment, VR will know the level of fidelity each site as implemented to guide further training, technical assistance, and quality improvement measures, and will be able to quantify the number of CRPs providing evidence-based supported employment to people with serious- or severe and persistent mental illness.

Division of Services for the Blind

DSB is a DHHS division. DSB's mission is to enable people who are blind, visually impaired or deaf blind to reach their goals of independence and employment. Eligible individuals are served in all 100 counties of North Carolina. DSB is the designated state unit recognized by the Rehabilitation Services Administration (RSA) to deliver VR services to individuals who have significant visual disabilities. Consistent with the mandates of the Rehabilitation Act of 1973, DSB conducts a comprehensive statewide needs assessment (CSNA) every three years. The State Rehabilitation Council collaborated with DSB in the completion of the DSB 2013 CSNA. The Division contracted the services of the University of North Carolina at Chapel Hill, the Department of Allied Health Sciences, and the Division of Rehabilitation Counseling & Psychology to conduct the assessment that was completed on October 31, 2013. The following research questions were addressed.

- Who are the unserved and underserved groups of individuals that are blind or visually impaired in North Carolina who do not receive the services they need from DSB?
- What are the VR service needs of minorities with visual disabilities?
- What are the VR needs of individuals with visual disabilities, particularly the vocational rehabilitation services needs of individuals with the most significant visual disabilities, including their need for supported employment services?
- What are the vocational rehabilitation service needs of individuals with visual disabilities served through other components of the statewide workforce investment system?
- What is the need to establish, develop or improve community rehabilitation programs within the state?

Methodology

Strategies identified in the VR Needs Assessment Guide (Shell, 2010), were used, including a review and analysis of archival data and literature consisting of the following sources.

- 2012 DSB Annual Report
- NC DSB's 2011 federal fiscal year State Plan
- Customer Satisfaction Survey Results
- CSNA reports from NC DSB and NC DVRS
- CSNA reports from Kentucky and Virginia
- NC DSB agency data (RSA-911) or Case Service Report for FYs 2009-2012
- American Community Survey, Center for Disease Control, Current Population Survey
- State Center for Health Statistics, NC Division of Public Health, NC Department of Health and Human Services
- Prevent Blindness America
- U. S. Bureau of the Census Data for the State of North Carolina

Various stakeholders participated in surveys, key informant interviews and focus groups. The participants included current and former DSB consumers, DSB staff, eye care providers, community rehabilitation program representatives, workforce development system partners, the State Rehabilitation Council, employers and advocacy group representatives. A qualitative and quantitative analysis of the data was conducted.

NC Demographic Profile

North Carolina had 9,752,073 residents in 2012 of which 64.7% were non-Hispanic White, 22% Black/African American, 8.7% Hispanic or Latino, 2.5% Asian, 1.5% American Indian and Alaska Native and 2.0% multiracial with 30% of the population living in rural areas. The median household income was \$46,291 in North Carolina. The average annual income from Social Security was \$16,695 and 16.1% of the population was below the poverty line (<\$15,000).

No specific group(s) of individuals were identified as unserved in the assessment. However, statistically more females than males have vision problems such as cataracts, glaucoma, low vision, age-related macular degeneration, or blindness yet still DSB serves equal number of males and females annually. This may suggest that women are underserved by DSB. Minorities, individuals who have limited incomes and individuals living in rural areas are also underserved by DSB. Consumers of Hispanics/Latino, Black/African-American, and American Indians/Alaska Native racial/ethnic background are underserved as well. One out of three DSB consumers is African American, meaning this group does access and receive services from DSB but was found to be less successful in securing employment than the non-Hispanic White group.

Older adults, transition-age-youth/adolescents, individuals who are deaf-blind or have other multiple disabilities were also noted to be underserved.

Employment and Community Participation

The employment rate of individuals with disabilities in North Carolina is 36.7% (American Community Survey, 2011). Thirty-nine percent of DSB consumers who participated in the CSNA reported being unemployed and unemployment is higher in some minority groups (e.g., African Americans). Of the unemployed group who participated in the study (n=119), 47% said they would like to find a job, 37% said that they had been actively searching for a job, 21% sought out vocational services in the past year (primarily through DSB or DVRS) and 43% (n=132) of all consumers who participated said they would need more assistance to participate in the community.

Barriers to employment identified by DSB consumers included the following: lack of jobs; lack of transportation; lack of state funds or budget restrictions; lack of information regarding disability resources; health concerns; and the lack of qualified service providers

Services Needs/Gaps identified by Consumers included: **post-employment services; supported employment; vocational services; assistive technology; information and supports in accessing public transportation; medical services;** and services to improve independent living.

Recommendations

Outreach to Unserved and Underserved Groups:

- Increase awareness of DSB services in the underserved communities; facilitate innovative outreach activities and events that target women, transition age youth, minorities, older adults, individuals living in rural areas and individuals with low income
- Educate the public about the presence and role of DSB in the community. Post flyers, brochures about DSB in doctor's offices, schools, hospitals, and community agencies.

Strategic Activities to Address Employment Needs:

- Improve the retention and rehabilitation rates for individuals who are underserved (women, transition age youth, minorities, older adults, individuals living in rural areas, and individuals with low income)
- Implement evidence-based practices in VR and assistive technology

- Counselors need to help consumers better understand labor market demands and select suitable job goals

Specific Service Areas:

- Improve post-employment services and supported employment and ensure better access for consumers who could benefit from them
- Educate consumers about advancements in assistive technology, available free applications that could be of use, as well as assistive technology services and resources available through DSB
- Ensure that counselors and field staff stay current regarding new technologies and continually upgrade staff members' skills
- Advocate for improved/expanded access to public transportation and develop informational resources pertaining to public transportation for consumers.
- Identify and provide consumers community resource information such as computer classes at the local community colleges, medical consultation services, housing supports.
- Improve collaboration between NC DSB, NC DVRS and community partners.

(k) Annual Estimates

Describe:

- (1) The number of individuals in the State who are eligible for services.**
- (2) The number of eligible individuals who will receive services under:**
 - (A) The VR Program;**
 - (B) The Supported Employment Program; and**
 - (C) Each priority category, if under an order of selection.**
- (3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and**
- (4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.**

Division of Vocational Rehabilitation Services

DVRS estimates 54,000 individuals with a disability who have been determined eligible for VR services will be in-service with the VR program during program year 2016. This estimate includes (a) cases where *purchased* services were provided in accordance with the consumer's individualized plan for employment; (b) cases where *purchased* services were provided toward the development of the consumer's individualized plan for employment (e.g., diagnostic and assessment services provided by a community rehabilitation program); and (c) cases where *non-purchased* services were provided (e.g., vocational counseling and evaluations provided by DVRS staff).

Of this population of 54,000 individuals determined eligible for VR services, DVRS estimates a subgroup of 23,500 individuals will receive direct cost services provided with funds under the basic support grant during the fiscal year.

For federal fiscal year 2015, DVRS estimates total service expenditures of approximately \$118,762,308. This includes administrative costs, counseling and placement, and all purchased services, including supported employment provided under the Title VI-B.

DVRS does not expect to implement an order of selection process during federal fiscal year 2015. Services will be available for all client service categories.

In federal fiscal year 2015, DVRS paid for 2,960 individuals to receive supported employment (SE) services at total cost of \$11.5 million and an average cost of about \$3,900 per case. For federal fiscal year 2016 an estimated 3,000 individuals with most significant disabilities (MSD) will receive supported employment services funded through Title VI Part B supplemental grant and Title I Part B (basic support grant), for a projected total cost estimate of \$11.7 million.

Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Title I (Except Supported Employment)	Title I	\$106,762,308	51,000	\$2,093
Title VI SE Grant + Title I Supported Employment	Title VI	\$12,000,000	3,000	\$3,900
				—
Totals		\$118,762,308	54,000	\$2,200

Division of Services for the Blind

During FFY 2015, DSB estimates that 3,990 individuals will receive VR services using Title I funds. Projected costs of services are estimated to be \$4,800,000 without implementation of order of selection.

During FFY 2013, DSB served 3,981 individuals with Title I case service funds with expenditures of \$4,771,104. (In DSB's FFY2014 State Plan, DSB estimated that 3,535 individuals will receive VR services using Title I funds, with expenditures of \$4,261,442 during FFY 2014.)

During FFY 2015, DSB estimates that 36 individuals identified as having most significant disabilities will receive supported employment services with Title VI, Part B, funds at a projected cost of \$250,000.

During FFY 2013, DSB served 30 individuals with the most significant disabilities (MSD) with supported employment services using Title VI, Part B funds of \$227,754.

(In DSB's FFY2014 State Plan, DSB estimated that 35 individuals identified as MSD will receive supported employment services with Title VI, Part B, funds at a projected cost of \$130,000 during FFY 2014.)

Individuals receiving supported employment services through Title VI, Part B, funds are eligible for use of Title I funds for other services such as medical, training, guidance, and counseling, or other required services. Therefore the individuals who receive supported employment services through Title VI funds are included in the estimated number of individuals who may receive Title I funds.

DSB provides VR services to all eligible individuals. While DSB has established an Order of Selection Plan for eligibility determination under the Rehabilitation Act as amended, it has not been implemented.

(l) State Goals and Priorities

The designated State unit must:

- (1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.**
- (2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.**
- (3) Ensure that the goals and priorities are based on an analysis of the following areas:**
 - (a) the most recent comprehensive statewide assessment, including any updates;**
 - (b) the State's performance under the performance accountability measures of section 116 of WIOA; and**
 - (c) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.**

Division of Vocational Rehabilitation Services

Priority 1. Improve Client Outcomes

Goal 1.1. Increase the number and proportion of individuals exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 1.1.1. The total number of individuals exiting the VR program in employment will exceed that of the prior year.

Objective 1.1.2. Increase the rehabilitation rate for individuals exiting the VR program after receiving services under an individualized plan for employment from 50.4% in federal fiscal year 2013 to 55.8% in program year 2017.

Goal 1.2. Increase the number and proportion of individuals with significant or most significant disabilities exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 1.2.1. Maintain that at least 75% of VR consumers who achieved competitive employment will be individuals with significant or most significant disabilities.

Goal 1.3. Increase earnings for individuals exiting the VR program in employment.

Objective 1.3.1. Increase average hourly earnings for individuals who exit the VR program in competitive employment from 48% the statewide average for all North Carolinians in federal fiscal year 2013 to at least 52% in program year 2017.

Objective 1.3.2. Increase the proportion of clients exiting the VR Program in competitive employment whose own income is their primary source of support at closure compared to the percentage whose own income is the primary source of support when they applied for VR services from 62.7% in federal fiscal year 2013 to at least 65% in program year 2017.

Priority 2. Improve Outcomes for Minorities and Populations Identified as Underserved or Hard to Place in Employment

Goal 2.1. Increase the number and proportion of individuals with *mental illness* and *substance abuse disorder* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.1.1. The total number of individuals with mental illness exiting the VR program in employment will exceed that of the prior year.

Objective 2.1.2. Increase the rehabilitation rate for individuals with mental illness exiting the VR program after receiving services under and individualized plan for employment from 47.7% in federal fiscal year 2013 to 52% in program year 2017.

Goal 2.2. Increase the number and proportion of individuals with *most significant disabilities* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.2.1. The total number of individuals with most significant disabilities exiting the VR program in employment will exceed that of the prior year.

Objective 2.2.2. Increase the rehabilitation rate for individuals with most significant disabilities exiting the VR program after receiving services under and individualized plan for employment from 44.8% in federal fiscal year 2013 to 50% in program year 2017.

Goal 2.3. Increase the number and proportion of individuals with disabilities of *minority racial backgrounds* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.3.1. The total number of individuals with disabilities of minority racial backgrounds exiting the VR program in employment will exceed that of the prior year.

Objective 2.3.2. Increase the rehabilitation rate for individuals with disabilities of minority racial backgrounds exiting the VR program after receiving services under and individualized plan for employment from 50.1% in federal fiscal year 2013 to 55.8% in program year 2017.

Goal 2.4. Increase the number and proportion of individuals with disabilities with *criminal backgrounds* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.4.1. Increase the rehabilitation rate for individuals with disabilities and criminal backgrounds exiting the VR program after receiving services under and individualized plan for employment from 47% in federal fiscal year 2013 to 52% in program year 2017.

Priority 3. Increase Client Satisfaction

Goal 3.1. Increase client satisfaction with their counselor's understanding of their VR needs.

Objective 3.1.1. Increase the percent of clients who are satisfied or very satisfied with their counselor's understanding of their VR needs from 84.7% in federal fiscal year 2013 to 90% in program year 2017.

Goal 3.2. Increase client satisfaction with their counselor in terms of being easy to contact.

Objective 3.2.1. Increase the percent of clients who are satisfied or very satisfied that their counselor was easy to contact from 86.0% in federal fiscal year 2013 to 90% in program year 2017.

Goal 3.3. Increase client satisfaction with their counselor in terms of *working with them as an equal partner*.

Objective 3.3.1. Increase the percent of clients who are satisfied or very satisfied that their counselor worked with them as an equal partner from 85.3% in federal fiscal year 2013 to 88% in program year 2017.

Goal 3.4. Increase client satisfaction with their counselor in terms of *offering options that meet their work-related needs*.

Objective 3.4.1. Increase the percent of clients who are satisfied or very satisfied that their counselor offered options that met their work-related needs from 79.9% in federal fiscal year 2013 to 84% in program year 2017.

Goal 3.5. Increase client satisfaction with their *level of involvement* in their VR program.

Objective 3.5.1. Increase the percent of clients who are satisfied or very satisfied with their level of involvement in their VR program from 81.5% in federal fiscal year 2013 to 85% in program year 2017.

Goal 3.6. Increase client satisfaction with *response time for services* provided by VR staff.

Objective 3.6.1. Increase the percent of clients who rate the response time for services provided by VR staff as *above average* or *excellent* from 63.4% in federal fiscal year 2013 to 67% in program year 2017.

Goal 3.7. Increase client satisfaction with their *overall experience* with the VR program.

Objective 3.7.1. Increase the percent of clients who rate their overall experience with the VR program as *above average* or *excellent* from 66.3% in federal fiscal year 2013 to 71% in program year 2017.

Division of Services for the Blind

Priority 1: Increase the average wages and benefits of individuals closed with successful wage-earning employment outcomes

Goal 1.1. Individuals who are blind or visually impaired in North Carolina will have access to employment opportunities that provide good wages and level of benefits through use of expanded internships, work experiences, community based work adjustment, and expanded relationships with employer portals. Goal will be to increase successful employment outcomes with benefits by 2% (baseline 2013 - 72) and to increase average wage at closure by 1% (baseline 2013 - \$11.97 per hour).

Goal 1.2. Increase staff knowledge about careers, employment opportunities, and business relationship development. Goal will be measured by staff reports to supervisors, who in turn will share with program specialist for job development.

Goal 1.3. Increase the use of supported employment services to facilitate successful employment outcomes for persons with the most significant disabilities. Goal will be measured by availability of vendors in areas where there are none at this time, increased authorizations for supported employment services, and increased number of individuals closed in successful employment after receiving supported employment services.

Goal 1.4. Provide a holistic approach to service provision that will better enable individuals to obtain employment and maintain it after DSB VR case closure. Goal will be measured by feedback from individuals closed with successful employment on the satisfaction survey, increase in success rate, and a decrease in the number of cases referred back to the agency within 36 months of successful employment outcome.

Priority 2. Eligible individuals will have access to assistive technology required for employment

Goal 2.1. Provide assistive technology and training in its use for all eligible individuals who require specific equipment and software to obtain, maintain, and regain employment. Measurement criteria will be to increase the numbers of individuals who receive assistive technology services (equipment and/or training) by 1% (baseline 2013 – 429 individuals).

Goal 2.2. Assistive technology staff in all seven District Offices will receive training on latest software and hardware to enhance placement opportunities. Each field staff member will attend at least two training sessions (either on-line or in classroom) during the year on new technology.

Priority 3. Transition services will be available in all counties of North Carolina for students who are blind or visually impaired.

Goal 3.1. DSB will continue to provide transition services to students who are blind or visually impaired attending schools in all 115 Local Education Agencies (LEA's) of North Carolina. The goal will be to increase the number of individuals, ages 14-21, served by 2% (baseline for FFY2013 – 310).

Goal 3.2. DSB will provide continuing education training for transition program staff.

Goal 3.3. Rehabilitation Counselors will increase their awareness of opportunities for internships and work experiences for transition age students.

Priority 4. Quality and knowledgeable outreach to individuals with disabilities, family members, and individuals who are minorities, including those with the most significant disabilities will be provided by DSB.

Goal 4.1. DSB's services will be provided to individuals, families, minority populations and those experiencing health disparities through targeted outreach activities. Data for the objectives will be captured and managed in DSB's new case management system called BEAM.

Goal 4.2. DSB will develop marketing opportunities to targeted audiences regarding specific agency programs.

Goal 4.3. DSB will identify ways by which DSB can assist veterans with disabilities to become able to obtain, maintain or regain employment. DSB will meet with officials working with veterans who are visually impaired, blind or deaf blind to educate them regarding services that are available to veterans with disabilities through DSB.

Goal 4.4. DSB will continually seek and identify ways in which to reach the growing minority populations across North Carolina.

Priority 5. Over the next two fiscal years, implementation of systematic program evaluations and consistent quality assurance methods will ensure the agency is meeting the mission of enabling individuals who are blind or visually impaired to achieve their goals of independence and employment.

Goal 5.1. To provide consistent and accurate data using the new case management system, BEAM, to assess program performance. Measureable criteria are the program will be in place and staff will have received training by the end of FFY2015.

Goal 5.2. To provide holistic, consistent, and accurate methods of quality assurance and program evaluation. Measureable criteria will be that as the program goes "live", the rehabilitation program team and supervisors will evaluate the data as it becomes available, and will identify specific methods of quality assurance that can be done through use of BEAM.

(m) Order of Selection

Order of Selection. Describe:

- (B) The order to be followed in selecting eligible individuals to be provided VR services.**
- (C) The justification for the order.**
- (D) The service and outcome goals.**
- (E) The time within which these goals may be achieved for individuals in each priority category within the order.**

- (F) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and
- (G) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

The North Carolina VR Programs are not under an order of selection, and the North Carolina designated state units do not plan to implement an Order of Selection during the period covered by the Unified State Plan.

(n) Goals and Plans for Distribution of Title VI, Part B Funds

- (1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.
- (2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including :
 - (a) the provision of extended services for a period not to exceed 4 years; and
 - (b) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Division of Vocational Rehabilitation

Title VI, Part B funds are distributed to supported employment programs with the North Carolina Division of Vocational Rehabilitation Services (DVRS). These community rehabilitation programs provide services to consumers with severe and persistent mental illness, intellectual disabilities, traumatic head injury, autism, cerebral palsy, and other developmental disabilities. In addition, other eligible individuals determined to have most significant disabilities, and who require intensive training and long-term support (extended services) in order to obtain and maintain successful employment outcome are also served. The Division annually serves approximately 4,000 consumers with the most significantly disabilities within the supported employment (SE) program. The goals and priorities for the distribution of funds received under Section 622 of the Act are to promote the expansion of new supported employment programs and to address the unmet and underserved areas of the state as it relates to supported employment services by the expansion of new programs where needed. More specifically, goals for the supported employment program for federal fiscal year 2015 include:

Supported Employment Goal 1: Increase the number of individuals with most significant disabilities who receive supported employment services.

Supported Employment Goal 2: Identify and begin implementing practices that can increase the successful closure rate of individuals receiving supported employment services.

Supported Employment Goal 3: Fully implement a performance-based milestone payment system focusing on outcomes versus process to produce quality, meaningful employment outcomes for consumers requiring supported employment services.

Supported Employment Goal 4: Support increased training/qualification requirements for job coaches and their supervisory staff. Collaboratively increase supported employment training to DVRS rehabilitation counselors and Community Rehabilitation Program direct service staff.

Supported Employment Goal 5: Continue collaboration with the Division of Mental Health/Developmental Disabilities/Substance Abuse Services to optimize coordination of services at the local service level to improve ease of service access for consumers requiring supported employment services.

Supported Employment Goal 6: Collaborate with the Division of Mental Health/Developmental Disabilities/Substance Abuse Services with the implementation of the Individual Placement and Support Model of Supported Employment.

Supported Employment Goal 7: Collaborate with the Division of Mental Health/Developmental Disabilities/Substance Abuse Services in developing a funding mechanism that utilizes supported employment dollars from Vocational Rehabilitation, state funds from the Local Management Entities, and Medicaid dollars from the Managed Care Organizations to fund supported employment for those needing the individual placement and support model of supported employment.

Supported Employment Goal 8: Collaborate with the Division of Mental Health/Developmental Disabilities/Substance Abuse Services in training Vocational Rehabilitation field staff as well as Community Rehabilitation Program providers in the Individual Placement and Support Model of Supported Employment.

Supported Employment Goal 9: Collaborate with the Division of Mental Health/Developmental Disabilities/Substance Abuse Services in fidelity reviews of providers who contract to provide the Individual Placement and Support Model of Supported Employment.

Supported Employment Goal 10: Collaborate with the Division of Mental Health/Developmental Disabilities/Substance Abuse Services in increasing pilot sites across the state to be a part of the Individual Placement and Support Model of Supported Employment research grant through the Johnson & Johnson Dartmouth Community Mental Health Program.

Supported Employment Goal 11: Develop supported employment contracts with all community rehabilitation programs that are pilot sites for the Johnson and Johnson Dartmouth Community Mental Health Program grant for the Individual Placement and Support Model of Supported Employment.

Division of Services for the Blind

DSB subscribes to the following FY 2015 supported employment goals:

In all 100 counties, DSB plans to identify individuals with disabilities that have traditionally been underserved and not served, who will require Supported Employment services in order to achieve a successful employment outcome by using the following objectives:

1. Provide training to new rehabilitation counselors that will assist in their ability to identify and to refer individuals with the most significant disabilities for supported employment services.
2. DSB's program specialist for supported employment will provide training to community rehabilitation program staff, as requested, on information about working with individuals who are blind or visually impaired to assist in job development and placement.
3. Community rehabilitation programs will identify individuals with the most significant disabilities who want to work, and refer them to DSB for VR services, which may include supported employment services.
4. During Fiscal Year 2015, DSB plans to close ten (10) individuals indicating successful employment outcomes after receiving supported employment services.

(o) State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the

VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

- 1. The methods to be used to expand and improve services to individuals with disabilities.**
- 2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.**
- 3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.**
- 4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).**
- 5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.**
- 6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.**
- 7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.**
- 8. How the agency's strategies will be used to:**
 - (A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;**
 - (B) support innovation and expansion activities; and**
 - (C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.**

Division of Vocational Rehabilitation

(1) The methods to be used to expand and improve services to individuals with disabilities.

The North Carolina Division of Vocational Rehabilitation Services (DVRS) is partnering with the Division of Mental Health, Developmental Disabilities, and Substance Abuse Services (DMHDDSAS) and other divisions and departments in developing competitive, integrated employment opportunities. These include the implementation of the individual placement and support supported employment (IPS SE) throughout the state. Currently, there are 31 IPS SE programs throughout the state. 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. DVRS also works with DMHDDSAS to inform providers and beneficiaries on the impact of employment on federal and state benefits.

DVRS is also implementing a new milestone contract for traumatic brain injuries beginning October 1, 2015 that will offer services in Charlotte, Winston-Salem, Raleigh, Greenville, and Wilmington. DVRS will re-issue another Request for Applications (RFA) to provide brain injury services in early 2016 in order to prepare new contracts by October 1, 2016.

(2) Describe how a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

Vocational Rehabilitation Agency Response

Assistive Technology services and devices are provided to eligible individuals statewide who require them. Rehabilitation technology and assistive technology services are sponsored and provided to the degree necessary to complete the rehabilitation program. Included are services and devices which can supplement and enhance an individual's functions such as adapted computer access, augmentative communication, specialized seating and mobility, vehicle modifications, and services which can have an impact on the environment, such as accessibility, job re-design, work site modification and residence modification. Application of the available engineering and assistive technology services and technologies is important when making determinations of eligibility particularly for individuals with significant and most significant disabilities. Rehabilitation engineering evaluations and services are not subject to an individual's financial eligibility; however, devices, equipment and modifications recommended by the engineer are subject to financial eligibility. Applicants during the assessment phase, and consumers determined to be eligible for services in need of and who can benefit from rehabilitation engineering services, devices and assistive technology services can be referred to providers of these services, and these services can assist to assist with assessment processes. Presently within the state, these services are made available statewide through 17 Rehabilitation Engineers in addition to 14 Assistive Technology Consultants, a Funding Specialist, and a Consumer AT Resource/Information Specialist, Program Director, Vehicle Modification Engineer, and Program Specialist for Rehabilitation Technology, all of which comprise the DVRS Rehabilitation Technology Program. Additional assistive technology services are available through outside Assistive Technology Suppliers and Providers.

The Division is fortunate to have the North Carolina Assistive Technology Program as a vital program component. The program increases access and the provision of services to individuals served within the VR program and supports the Division mission of increasing independence for clients in the home, post-secondary school and work setting. In addition, this affords clients of the Division with fast access to the programs array of services which includes: technical expertise in selecting the most appropriate device; hands-on demonstration and try-out of low tech and high tech devices for people with disabilities; information on a variety of technology options; funding resource information and strategies; short-term loan of equipment to consumers, families and professionals who serve them; training to consumers, families and professionals; technical assistance to local organizations, schools, and programs to expand assistive technology local service delivery capacity; awareness and outreach activities to inform the public about equipment and devices people with disabilities can use for greater independence.

DVRS collaborated with the North Carolina Assistive Technology Program (NCATP) to purchase iPads to train DVRS and community rehabilitation program (CRP) field staff in the use of technology to overcome specific barriers to employment. Staff learned different software applications (apps) as well as different ways to communicate to employers during job development. A team member from the Employment and Program Development Section will present at the National TASH Conference in Portland, Oregon in December 2015 where NC's project with the iPads will be highlighted. NCATP provides a professional development program available to all VR staff who provide evaluation, assistive technology equipment and assistive technology services for the consumers they are serving. NCATP has twenty staff serving the state of North Carolina, which includes the Director, Funding Specialist, AT Information and Referral Specialist, Intake Coordinator, 2 Processing Assistants, 4 Speech Language

Pathologists(SLP) and 10 Assistive Technology Consultants. The 10 AT Consultants and 4 SLPs provide direct one-on-one services in the Assistive Technology Centers.

Additionally, the current interagency agreement between DVRS and education agencies, including the DPI and Local Educational Agencies (LEA)/School Boards, stipulate the financial responsibilities of education agencies, which include the provision of assistive technology required and included in an individual's IEP, without cost to the DVRS. Both DVRS and DSB share information about provides technical assistance and consultation to DPI, LEAs, and schools regarding accommodations and assistive technology that will help facilitate the education and vocational rehabilitation of students with disabilities, including students who are deaf or hearing impaired, blind, deaf-blind, or visually impaired.

(3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

DVRS employs several strategies to increase outreach activities to various minority groups with the goal of also reaching those individuals with the most significant disabilities. The major thrust of activities is to go where the minority individuals and groups are contrasted with expecting them to come to Vocational Rehabilitation or to know how to access services without assistance. Management and staff on the local, regional, and state levels continue to identify minority or ethnic groups in their community along with identifying group leaders, common meeting places, and preferred ways to access information, and also neighborhood and community resources that can be used and developed to bring rehabilitation services to more minority individuals with the most significant disabilities.

As there are numerous diverse cultures throughout North Carolina, staff are encouraged to concentrate on the groups in their particular area. The specific groups of considerable interest include: North Carolina Native Americans, Hispanic/Latino populations, African and Asian populations. The Division has created a staff position that is dedicated to developing and furthering initiatives for outreach to Hispanic/Latino populations. This individual routinely travels to the communities where there are high concentrations of the targeted populations and provides marketing information to their meetings and carnivals. The Division also has active program specialists who provide outreach to advocacy organizations serving individuals in the following areas: Mental Illness and Substance abuse, Veterans, Developmental Disabilities, Traumatic Brain Injuries, and Deaf/Communication Disorders.

Specific Objectives and Strategies Pertaining to these activities are included within the State Plan Goals effective federal fiscal year 2015-2017:

Priority 2. Improve Outcomes for Minorities and Populations Identified as Underserved or Hard to Place in Employment

Goal 2.1. Increase the number and proportion of individuals with *mental illness* and *substance abuse disorder* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.1.1. The total number of individuals with mental illness exiting the VR program in employment will exceed that of the prior year.

Objective 2.1.2. Increase the rehabilitation rate for individuals with mental illness exiting the VR program after receiving services under and individualized plan for employment from 47.7% in federal fiscal year 2013 to 52% in program year 2017.

Goal 2.2. Increase the number and proportion of individuals with *most significant disabilities* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.2.1. The total number of individuals with most significant disabilities exiting the VR program in employment will exceed that of the prior year.

Objective 2.2.2. Increase the rehabilitation rate for individuals with most significant disabilities exiting the VR program after receiving services under and individualized plan for employment from 44.8% in federal fiscal year 2013 to 50% in program year 2017.

Strategy 2.1. Continue collaborations with programs and partners to implement evidence-based practices that will increase employment outcomes for individuals with mental illness and substance disorder, including the Individual Placements and Supports (IPS) model, as appropriate.

Goal 2.3. Increase the number and proportion of individuals with disabilities of *minority racial backgrounds* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.3.1. The total number of individuals with disabilities of minority racial backgrounds exiting the VR program in employment will exceed that of the prior year.

Objective 2.3.2. Increase the rehabilitation rate for individuals with disabilities of minority racial backgrounds exiting the VR program after receiving services under and individualized plan for employment from 50.1% in federal fiscal year 2013 to 55.8% in program year 2017.

Strategy 2.2. Increase cultural competence among staff, methods and resources that can help staff to effectively reach and serve individuals with disabilities of minority backgrounds and/or Hispanic ethnicity who qualify for VR services.

Strategy 2.3. Encourage hiring of Spanish speaking staff members in areas with high concentrations of people of Hispanic ethnicity.

Goal 2.4. Increase the number and proportion of individuals with disabilities with *criminal backgrounds* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.4.1. Increase the rehabilitation rate for individuals with disabilities and criminal backgrounds exiting the VR program after receiving services under and individualized plan for employment from 47% in federal fiscal year 2013 to 52% in program year 2017.

Strategy 2.3. Partner with agencies, including NC Division of Adult Correction and Juvenile Justice, associations, and employers to develop viable pathways to employment for consumers with criminal backgrounds.

Strategy 2.4. Identify and apply current best practices that will increase employment success of individuals with disabilities transitioning from a corrections environment or have experienced difficulties obtaining employment because of previous convictions.

(4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

DVRS will revise and renew its state level memorandum of agreement (MOA) with DPI upon issuance of the final federal regulations on Title IV of WIOA. The purpose of the MOU is to outline a collaborative partnership between the two agencies to provide state level approval and support for enhanced transition services to students with disabilities. The revised MOA with DPI will also specify the manner in which Pre-Employment Transition Services (PETS) will be coordinated and provided within NC schools as well

as how students with disabilities, including those who are potentially eligible for VR services, will be identified and served in compliance with federal regulations.

In addition to a state level MOA, the DVRS VR unit offices and local education agencies (LEA) customize a local Third Party Cooperative Agreement (TPCA) to outline how the agencies will work together to ensure that VR services are administered to students with disabilities. The TPCA stipulates administrative funding to support VR staff, outlines procedures for information sharing, and requires a process for referring students with disabilities to VR in order for the Division to carry out the VR process. DVRS TPCAs with 99 of the 115 LEAs in North Carolina contribute funding towards 202 positions including VR counselors, business relations representatives, vocational evaluators and additional VR support staff including casework assistants and casework technicians available to provide VR transition services in the local community. In areas where a TPCA has not been established, the local manager has designated a VR counselor to directly serve the students with disabilities in the local schools. Since 2003, DVRS has implemented strategies for serve transition-aged youth. Under WIOA and as the Title IV regulations are finalized, DVRS will be enhancing programs and services to transition-aged youth with increased focus on students with disabilities and PETS. New programs are intended to align the Division with federal requirements under the Workforce Innovation and Opportunity Act, namely PETS, as well as provide improved transition services to students while they are in high school. DVRS expects that NC public schools will see a value-add for investing in the VR partnership.

DVRS plans to maintain and strengthen its programmatic relationships with school transition services through its continued active participation by the Division's Transition Program Specialist on the State Capacity Building Team for Transition. This team, including DPI leadership, DVRS, University Center for Development and Learning, Parent/Child Advocacy Agency, Career and Technical Education, and NC Community Colleges System representation was formed in recent years to develop statewide goals and provide better coordinated transition activities for students with disabilities to achieve better results with post-school outcomes, including obtaining employment or attending post-secondary education. Currently, NC's Capacity Building Plan is focused on improving student involvement in the individualized education program (IEP) process so that planning is more meaningful and associated with a student's post-school goals. The state is continuing to work on a Transition Toolkit for teachers and anticipates the development of toolkits for parents, students, and agencies that will be individualized at the local level. DPI consultants are providing transition training to LEAs to promote student-led IEPs, and NC DVRS plans to provide training to VR counselors and LEA representatives in the Spring of 2016 to focus on the role of the VR Counselor in the IEP process.

DVRS plans to continue collaboration with DPI leadership on technical assistance grants that focus on improving transition services and employment outcomes for transition-aged youth, including re-submission for the National Technical Assistance Center on Transition (NTACT) Intensive Technical Assistance grant.

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

DVRS continues to utilize two advisory workgroups or committees comprised of supported employment, other community rehabilitation program providers along with Division staff as an effective method to identify and update the needs, goals, and priorities as they pertain to community rehabilitation programs. This group annually establishes goals and makes recommendations to the DVRS Director regarding the directions in which the community rehabilitation programs should continue to develop and grow. Another venue that has effectively promoted healthy dialog between the community rehabilitation programs and the Division is the regional CRP summit. Typically annually or semi-annually, as funding permits, regional summits are held where training and discussion of topics of mutual interest to both the CRP community and the Division.

Community rehabilitation programs are evaluated annually by the Division's local, regional, and state management in order to determine the appropriate level of service outcomes for purchase for the next funding cycle. The decision is based primarily upon need of consumers and availability of financial resources. The programs are also evaluated annually by the Division's local, regional, and state management relative to program capital and staffing needs for new and innovative programs. Priorities are developed and many of these needs are met through the Establishment Authority (the authority which makes funds available for the establishment of community rehabilitation programs) contingent upon the Division having funds available to do so.

The need for new community rehabilitation programs is also assessed continually, with special emphasis as part of the comprehensive statewide needs assessment process. New community rehabilitation programs are created, at least in part, to assist the Division in meeting identified needs and are typically generated through local and sometimes legislative initiatives. In these cases, the Division can help expand and improve the programs through establishment projects as funds permit.

One important activity the Division is currently working on which will launch during federal fiscal year 2014 is migrating from older legacy systems to a new electronic case management system which will require a lot of effort on behalf of the Division's fiscal and program staff, community rehabilitation program representatives, and developers. The Division is looking to make the process of receiving documentation and invoicing for services as paperless as possible.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

At this time, DVRS and DSB are entering into the baseline year for the performance accountability measures under section 116 of the Workforce Innovation and Opportunity Act.

The Divisions realize that in order to perform better on the indicator concerning median quarterly earnings, they must help consumers to prepare higher paying positions, typically obtained through increased education, specifically through more individuals successfully completing their post-secondary degrees, then following through with jobs that match their employment potential. DVRS and DSB are currently looking for ways to adjust programs, services, and supports to accomplish this in a fiscally-responsible manner.

Further, DVRS' commitment to increasing client earnings is reflected in the elevated standing of importance that obtaining quality jobs for its consumers has and has made pursuit of this goal/priority 1: Employment Outcomes: Increase quantity and quality of employment outcomes of individuals with disabilities, particularly individuals with significant/most significant disabilities through a dual customer approach. Beyond increasing consumers' participation in career-oriented post-secondary education/training, some of the other strategies that DVRS has established under this goal are to develop and build quality relationships with businesses that offer strong salaries and benefits and to continue offering the internship services, which, compared to an OJT experience, are geared more toward individuals who have completed their specialized training and need work experience to get their careers established. This service has been very well received by staff and consumers and we expect to continue the service.

Another strategy that DVRS is employing to increase the earning potential of individuals who have entrepreneurial skills is through the support the Division has made available through a dedicated Small Business Specialist on staff who helps support staff and consumers in their assessment of this option as a fit and when it is mutually determined as such, coordination of local resources and ongoing supports for the consumer pursuing this option.

In 2013, DVRS participated in a NIDRR-funded Learning Collaborative administered by the Institute for Community Inclusion. DVRS submitted a proposal to focus on strategies that can be employed to increase the average hourly wage in two offices within the Western region with different economic

climates and resources. Asheville, which is the larger economic environment, will employ different strategies and approaches to the Forest City office, which is largely manufacturing-based and rural. The project concluded in February 2014, and successful strategies were reviewed to determine whether they may have application to other economic areas in North Carolina.

(7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

DVRS has relatively strong ties with other components of the statewide Workforce Development System. The partnerships and linkages that were established prior to the provisions of the Rehabilitation Act amendments of 1998 have served as a stable and effective foundation for effective service delivery. Cooperative agreements or memorandum of agreements have been established with all local area workforce boards. The agreements provide for the following strategies:

Provision of inter-component staff training and technical assistance with regard to:

- the availability and benefits of, and information on eligibility standards for VR 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.

Identification of service delivery strategies by DVRS within the NCWorks Career Centers and other components of the workforce development system.

Development and implementation of information systems that link all components of the statewide workforce development system; that link the components to other electronic networks including non-visual electronic networks; and that relate to such subjects as employment statistics and information on job vacancies, career planning, and workforce development activities.

Further development and use of customer service features such as common intake and referral procedures when feasible, customer databases, resource information, and human services hotlines.

Establishment of cooperative efforts with employers to facilitate job placement and carry out any other activities that Vocational Rehabilitation and the employers determine to be appropriate.

Identification of staff roles, responsibilities, and available resources, along with specification of the financial responsibility of each component of the statewide workforce development system with regards to paying for certain services (consistent with state law and federal requirements).

The rehabilitation needs of individuals who are served through components of the statewide workforce development system other than through the public VR program will be updated and reassessed through the methodology outlined in that section of the VR portion of the Unified State Plan. One of the ongoing goals for both the VR and NCWorks system is to continue to refine the processes and procedures for NCWorks staff to better determine which consumers with disabilities utilizing the centers should be referred to DVRS rather than being served through the NCWorks. First it is necessary to determine which consumers served by the NCWorks system have a disability. Strategies to improve this will be further explored via mutual collaboration between the Division and NCWorks Career Centers to establish training for its staff.

DVRS participated in the development of NCWorks Career Centers and continues to be an active partner throughout North Carolina to ensure that persons with disabilities are able to access core workforce services. Vocational Rehabilitation staff are represented on the state level as well as on local boards. The Division remains an active partner with the workforce development system and supports the NCWorks concept to provide more universal access to placement and training services; to integrate programs by

offering a common core of information and services; and by offering consumers more choices regarding where and how they get services. Through local agreements, direct service delivery staff within the Division have gained more access to comprehensive DES data, which enables faster service delivery and cross-agency collaboration. Nearly all DVRS offices have obtained access to these databases to date.

In every community where there are NCWorks Career Centers, local VR offices provide counseling staff, vocational evaluators, human resource placement specialists and other staff as appropriate to meet the needs of those individuals who enter a NCWorks Career Center and require the specialized services offered by the VR program. Specific arrangements and staffing patterns by VR staff vary from site to site depending on local needs and agreements. Enhanced working relationships with key partners of the workforce development system such as DSS, DSS, NCCCS, and other local partnerships allow all the agencies to better meet the needs of the individual.

The number of individuals served or identified through components of the workforce development system is increasing. Local Division management represents Vocational Rehabilitation on the local workforce development boards while staff also actively participate in planning, development, and service delivery with both individual component agencies or within the NCWorks Career Centers already established.

State Level meetings with identified partners of the workforce development system continue to promote effective collaboration and equal access to services by individuals with disabilities.

(8) How the agency's strategies will be used to:

- (A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;**
- (B) support innovation and expansion activities; and**
- (C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program**

Following a thorough analysis of the results of the 2013 Statewide Comprehensive Needs Assessment, the Division and its SRC, jointly established the prioritized goals below for the period 2015-17:

Priority 1. Improve Client Outcomes

Goal 1.1. Increase the number and proportion of individuals exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 1.1.1. The total number of individuals exiting the VR program in employment will exceed that of the prior year.

Objective 1.1.2. Increase the rehabilitation rate for individuals exiting the VR program after receiving services under and individualized plan for employment from 50.4% in federal fiscal year 2013 to 55.8% in program year 2017.

Goal 1.2. Increase the number and proportion of individuals with significant or most significant disabilities exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 1.2.1. Maintain that at least 75% of VR consumers who achieved competitive employment will be individuals with significant or most significant disabilities.

Goal 1.3. Increase earnings for individuals exiting the VR program in employment.

Objective 1.3.1. Increase average hourly earnings for individuals who exit the VR program in competitive employment from 48% the statewide average for all North Carolinians in federal fiscal year 2013 to at least 52% in program year 2017.

Objective 1.3.2. Increase the proportion of clients exiting the VR Program in competitive employment whose own income is their primary source of support at closure compared to the percentage whose own income is the primary source of support when they applied for VR services from 62.7% in federal fiscal year 2013 to at least 65% in program year 2017. (RSA standard = 53%)

Strategy 1.1. Develop and maintain effective working relationships with businesses in a variety of industries across the state directly and through expanding participation in forums to include US and NC Business Leadership Networks, The Net, local chambers of commerce, and local chapters of Society of Human Resource Managers, and local workforce development partners. Support information sharing and talent pool exchanges such as the Talent Acquisition Portal.

Strategy 1.2. Equip and train Counselors, Vocational Evaluators and Business Relations Representatives to better identify the workforce needs of businesses and accurately meet them.

Strategy 1.3. Expand and improve job development, placement and employment as recommended in the Comprehensive Statewide Needs Assessment.

Strategy 1.4. Increase consumer participation in on-the-job training services, internships, and apprenticeships.

Strategy 1.5. Coordinate efforts at the state, regional, and local level to improve work-related transportation options for consumers and awareness of existing options.

Strategy 1.6. Increase access to and understanding of caseload and local/regional labor market data and how it can be used to improve outcomes.

Strategy 1.7. Increase knowledge and understanding of VR and its services through systematic outreach to groups such as referral sources, employers, consumers, advocates, school systems, and workforce development partners.

Priority 2. Improve Outcomes for Minorities and Populations Identified as Underserved or Hard to Place in Employment

Goal 2.1. Increase the number and proportion of individuals with *mental illness* and *substance abuse disorder* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.1.1. The total number of individuals with mental illness exiting the VR program in employment will exceed that of the prior year.

Objective 2.1.2. Increase the rehabilitation rate for individuals with mental illness exiting the VR program after receiving services under and individualized plan for employment from 47.7% in federal fiscal year 2013 to 52% in program year 2017.

Goal 2.2. Increase the number and proportion of individuals with *most significant disabilities* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.2.1. The total number of individuals with most significant disabilities exiting the VR program in employment will exceed that of the prior year.

Objective 2.2.2. Increase the rehabilitation rate for individuals with most significant disabilities exiting the VR program after receiving services under and individualized plan for employment from 44.8% in federal fiscal year 2013 to 50% in program year 2017.

Strategy 2.1. Continue collaborations with programs and partners to implement evidence-based practices that will increase employment outcomes for individuals with mental illness and substance disorder, including the Individual Placements and Supports (IPS) model, as appropriate.

Goal 2.3. Increase the number and proportion of individuals with disabilities of *minority racial backgrounds* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.3.1. The total number of individuals with disabilities of minority racial backgrounds exiting the VR program in employment will exceed that of the prior year.

Objective 2.3.2. Increase the rehabilitation rate for individuals with disabilities of minority racial backgrounds exiting the VR program after receiving services under an individualized plan for employment from 50.1% in federal fiscal year 2013 to 55.8% in program year 2017.

Strategy 2.2. Increase cultural competence among staff, methods and resources that can help staff to effectively reach and serve individuals with disabilities of minority backgrounds and/or Hispanic ethnicity who qualify for VR services.

Strategy 2.3. Encourage hiring of Spanish speaking staff members in areas with high concentrations of people of Hispanic ethnicity.

Goal 2.4. Increase the number and proportion of individuals with disabilities with *criminal backgrounds* exiting the VR program in employment after services were provided under an individualized plan for employment.

Objective 2.4.1. Increase the rehabilitation rate for individuals with disabilities and criminal backgrounds exiting the VR program after receiving services under an individualized plan for employment from 47% in federal fiscal year 2013 to 52% in program year 2017.

Strategy 2.3. Partner with agencies, including NC Division of Adult Correction and Juvenile Justice, associations, and employers to develop viable pathways to employment for consumers with criminal backgrounds.

Strategy 2.4. Identify and apply current best practices that will increase employment success of individuals with disabilities transitioning from a corrections environment or have experienced difficulties obtaining employment because of previous convictions.

Priority 3. Increase Client Satisfaction

Goal 3.1. Increase client satisfaction with their counselor's understanding of their VR needs.

Objective 3.1.1. Increase the percent of clients who are satisfied or very satisfied with their counselor's understanding of their VR needs from 84.7% in federal fiscal year 2013 to 90% in program year 2017.

Goal 3.2. Increase client satisfaction with their counselor in terms of being easy to contact.

Objective 3.2.1. Increase the percent of clients who are satisfied or very satisfied that their counselor was easy to contact from 86.0% in federal fiscal year 2013 to 90% in program year 2017.

Goal 3.3. Increase client satisfaction with their counselor in terms of *working with them as an equal partner*.

Objective 3.3.1. Increase the percent of clients who are satisfied or very satisfied that their counselor worked with them as an equal partner from 85.3% in federal fiscal year 2013 to 88% in program year 2017.

Goal 3.4. Increase client satisfaction with their counselor in terms of *offering options that meet their work-related needs*.

Objective 3.4.1. Increase the percent of clients who are satisfied or very satisfied that their counselor offered options that met their work-related needs from 79.9% in federal fiscal year 2013 to 84% in program year 2017.

Goal 3.5. Increase client satisfaction with their *level of involvement* in their VR program.

Objective 3.5.1. Increase the percent of clients who are satisfied or very satisfied with their level of involvement in their VR program from 81.5% in federal fiscal year 2013 to 85% in program year 2017.

Goal 3.6. Increase client satisfaction with *response time for services* provided by VR staff.

Objective 3.6.1. Increase the percent of clients who rate the response time for services provided by VR staff as *above average* or *excellent* from 63.4% in federal fiscal year 2013 to 67% in program year 2017.

Goal 3.7. Increase client satisfaction with their *overall experience* with the VR program.

Objective 3.7.1. Increase the percent of clients who rate their overall experience with the VR program as *above average* or *excellent* from 66.3% in federal fiscal year 2013 to 71% in program year 2017.

Strategy 3.1. Identify areas where improved customer friendly practices are needed.

Strategy 3.2. Improve consumers' understanding of the rehabilitation process with emphasis on the eligibility determination process, comprehensive assessment, and plan development.

Strategy 3.3. Improve use of methods and techniques to improve the active management of eligibility determination timelines.

Strategy 3.4. Investigate, develop and expand methods to effectively maintain contact between service staff and consumers while protecting consumers' privacy.

Strategy 3.5. Optimize policies, rules, processes, and related aides for ease of use for improved delivery of services, including rehabilitation technology services.

Strategy 3.6. Increase the amount and quality of information available through the Division's online presence.

Division of Services for the Blind

Priority 1: Increase the average wages and benefits of individuals closed with successful wage-earning employment outcomes

Goal 1.1: Individuals who are blind or visually impaired in North Carolina will have access to employment opportunities that provide good wages and level of benefits through use of expanded internships, work experiences, community based work adjustment, and expanded relationships with employer portals. Goal will be to increase successful employment outcomes with benefits by 2% (baseline 2013 - 72) and to increase average wage at closure by 1% (baseline 2013 - \$11.97 per hour).

Strategy 1.1.1. DSB's staff will utilize the internship program to obtain placements for eligible individuals who have recently completed post-secondary training or occupational education. The internship training program gives eligible individuals who are recent graduates a competitive edge with the number of experienced individuals in the current job market due to company closings and layoffs. DSB reimburses an employer up to 100% of the individual's wages and benefits contribution without requiring a commitment of hiring at the completion of the internship. The use of Internship will remain a strategy through September, 2015, with the goal of seven (7) internship placements that result in three (3) successful employment outcomes during FFY2015. Tracking will be done through monthly feedback to the Program Specialist for Job Placement from office supervisors.

Strategy 1.1.2. DSB staff will build upon the use of "Work Experiences without Pay" to obtain opportunities where employment is more likely to be offered at the conclusion of the work experience agreement. The goal will be to enter into 80 Work Experience without Pay agreements that result in 12

placements during FFY2015. DSB will continue to provide worker compensation coverage for consumers participating in work experiences, since the employer cannot cover them unless they are paid. Tracking will be done through monthly feedback to the Program Specialist for Job Placement from office supervisors and information made available through the agency's new case management system BEAM.

Strategy 1.1.3. DSB staff will have resources of community-based work adjustment services through community rehabilitation programs for eligible individuals who require this service for successful employment. It is a resource for individuals who need short-term job coaching to be successful on the job, but do not require long-term support services afforded by supported employment services. The goal for FFY2015 will be five successful employment closures with use of this program. Tracking will be done through monthly feedback to the Program Specialist for Job Placement from office supervisors and information made available through the agency's new case management system BEAM.

Strategy 1.1.4. DSB will participate in the talent acquisition portal designed exclusively for VR individuals, which will permit increased access to local, statewide, and national job openings and direct exposure to business customers seeking to employ individuals from the talent pool of people with disabilities. A pilot project has been completed in one office that was determined to be successful, and will now be implemented in all offices during FFY2015. Tracking will be done through the agency's Program Specialist for Job Development and Placement.

Goal 1.2. DSB will increase staff knowledge about careers, employment opportunities, and business relationship development. Goal will be measured by staff reports to supervisors, who in turn will share with program specialist for job development.

Strategy 1.2.1. DSB will provide ongoing training experiences for all VR counselors, business representatives, and community employment specialists to include detailed knowledge of DSB work experiences, DSB Business Services, and evidence based practices related to achieving optimal employment outcomes. Each rehabilitation counselor, business representative, community employment specialist, and supervisor will attend at least one agency-sponsored event regarding best practices for placement services per year. Each new counselor, business representative, and community employment specialist will receive additional training regarding these subjects within the first six months of employment. Tracking will be done through the agency's staff development program specialist.

Strategy 1.2.2. DSB will provide staff with information on local and state labor markets, especially careers in high demand and the skills and training required to enter those careers. Each rehabilitation counselor, business representative, community employment specialist, and supervisor will attend at least two events about local commerce or job fairs in their service area, and report these to their supervisor as to how the event may influence their employment activities. Tracking will be done through reports made to the office supervisor, to be submitted monthly to the chief of rehabilitation field services.

Strategy 1.2.3. DSB will increase the awareness of staff as to how assistive technology can increase placements in job settings, especially high demand careers. Each rehabilitation counselor, business representative, community employment specialist, and supervisor will visit at least one modified job setting to see how individuals are using the latest assistive technology on the job, and will accompany the local assistive technology consultant or rehabilitation engineer to one job site modification evaluation. Tracking will be done through reports made to the office supervisor, to be submitted monthly to the chief of rehabilitation field services.

Goal 1.3. DSB will increase the use of supported employment services to facilitate successful employment outcomes for persons with the most significant disabilities. Goal will be measured by availability of vendors in areas where there are none at this time, increased authorizations for supported employment services, and increased number of individuals closed in successful employment after receiving supported employment services.

Strategy 1.3.1. DSB will provide training to all DSB VR counselors regarding the definition of most significant disabling conditions that present impediments to employment and regarding supported employment services. Each office will be provided success stories of individuals in supported employment and will have a representative that meets with the program specialist for Job Development and Placement to promote SE services in their local offices. These will be coordinated by the program specialist for supported employment services, program specialist for Job Development and Placement and the area or district supervisor in each office. The occurrence and outcome of these meetings will be reported to the chief of rehabilitation field services on a quarterly basis.

Strategy 1.3.2. Each district office will identify the availability of supported employment vendors for their coverage area and report this information to the program specialist for supported employment by December, 2014. The program specialist will identify potential vendors for areas not covered, and will contact them regarding the provision of services. This will be measured by number of new vendors contacted with a goal of 7 new vendors contacted during FFY 2013.

Goal 1.4. DSB staff will be able to increase an individual's ability to maintain employment after DSB VR closure by providing holistic evaluations and service provision while active cases in areas related to secondary disabilities, independent living skills, and support systems. Goal will be measured by feedback from individuals closed with successful employment on the satisfaction survey, increase in success rate, and a decrease in the number of cases referred back to the agency within 36 months of successful employment outcome.

Strategy 1.4.1. Training in areas of the most common secondary disabling conditions and associated services will be provided to all DSB VR counselors. Based on availability of training funds, this will need to occur through FFY2017. Supervisors will be trained on assisting staff to find vendors and resources for payment (if needed) for treatment of these conditions.

Strategy 1.4.2. Counselors will partner with other DSB staff, including DSB social workers for the blind, Rehabilitation Center for the Blind staff, and independent living rehabilitation counselors, and with local private non-profit organizations to assist consumers in acquiring skills, resources and assistance needed to obtain the necessary level of employment stability. This will include, but not limited to, instruction in independent living skills, financial assistance for medical costs through the Affordable Health Care Act, resources for a stable living environment, locating local support groups, understanding protection through the Americans with Disabilities Act (ADA) and other employment-related laws, etc. Outcome of this strategy will be measured by decreasing the number of cases reopened during a fiscal year by 10% that had been closed with a successful employment outcome during the three previous years. (Baseline will be established by number of cases reopened in FFY2014 that were successful outcome closures during FFY2011, FFY2012 and FFY2013.)

Goal 1.5. DSB will investigate evidence-based practices for the purpose of integrating them into DSB rehabilitation processes that will apply to all cases, make policy adjustments as needed, and train counselors in their use over the next three fiscal years.

Strategy 1.5.1. DSB will establish a committee to study the incorporation of evidence-based practices in rehabilitation that will include study of other states and consultation with individuals in the academic institutions during the first year of this goal. The committee will consist of selected individuals from the agency leadership team, Rehabilitation Center for the Blind staff and field staff. The outcome will be recommendations to the chiefs of rehabilitation regarding changes in practice needed. Tracking will be the report of the study.

Strategy 1.5.2. During the second year, the chiefs of rehabilitation will establish criteria and will work with the staff development specialist to determine training needs to achieve the recommended practice changes. Training will be provided to staff regarding the practice changes. Quality assurance methods

will be established for assurance that the practices are implemented. Tracking will be that all staff with direct consumer contact have received training.

Strategy 1.5.3. During the third year, use of the recommended evidence-based practices will be monitored by supervisors and the chief of rehabilitation field services for field staff, and by the Rehabilitation Center director and chief of programs and facilities for the Rehabilitation Center. Tracking will be results of the quality assurance reviews regarding use of the criteria and feedback from office supervisors to the chief of rehabilitation field services, and by feedback from the Rehabilitation Center staff to the chief of programs and facilities.

Priority 2: Eligible individuals will have access to assistive technology required for employment

Goal 2.1. DSB will provide assistive technology and training in its use for all eligible individuals who require specific equipment and software to obtain, maintain, and regain employment. Measurement criteria will be to increase the numbers of individuals who receive assistive technology services (equipment and/or training) by 1% (baseline 2013 – 429 individuals).

Strategy 2.1.1 DSB will maintain the policy to purchase of technology for eligible individuals without regard to financial eligibility when required for success in reaching their vocational goal. The individual must be working toward an employment goal that requires specific technology to attain, regain, or maintain employment and have the capacity to use the equipment.

Goal 2. Assistive technology staff in all seven District Offices will receive training on latest software and hardware to enhance placement opportunities. Each field staff member will attend at least two training sessions (either on-line or in classroom) during the year on new technology.

Strategy 2.2.1 DSB will provide training for the Rehabilitation Engineer, Assistive Technology Consultants, and Assistive Technology teachers and instructors about new and innovative products. All staff attending the training sessions will provide a written report and copies of materials obtained to their supervisors, the program specialist for AT and Deaf/Blind, and the staff development program specialist.

Strategy 2.2.2. DSB will partner with the NC Assistive Technology Project and the NC Rehabilitation Association to sponsor the 2014 “NCRA/NCATP Training Conference and Exhibitor Showcase” (formerly the NC Assistive Technology Expo) October 22-25, 2014, in Greenville, NC, and identify at least two presentations about assistive technology for individuals who are blind or who have visual impairments.

Priority 3: Transition services will be available in all counties of North Carolina for students who are blind or visually impaired.

Goal 3.1: DSB will continue to provide transition services to students who are blind or visually impaired attending schools in all 115 Local Education Agencies (LEA’s) of North Carolina. The goal will be to increase the number of individuals, ages 14-21, served by 2% (baseline for FFY2013 – 310).

Strategy 3.1.1. Current cooperative agreements with thirteen LEA’s will be maintained. School budget shortfalls are predicted to continue into the next fiscal year so expansion of this program is not anticipated. However, staff will continue making contacts with LEA’s to offer opportunities for such programs. Area supervisors and program specialist for transition will make at least one contact with each LEA during the year. The program specialist for transition and supported employment will be responsible for tracking these contacts through the office supervisors.

Strategy 3.1.2. Transition services to students attending schools without DSB Cooperative Agreements are served by DSB VR counselors covering those counties where the schools are located. Rehabilitation counselors will contact the lead teacher for the visually impaired for the LEA’s in their counties at least twice per year. The program specialist for transition and supported employment will be responsible for tracking these contacts through the office supervisors.

Strategy 3.1.3. The program specialist for transition and supported employment will establish contact with state level associations for private schools, charter schools, and home-schools to share information about transition services available through DSB for distribution to their members statewide. Referrals resulting from contact with state level associations will be shared with the appropriate field VR counselor for contact by the program specialist for transition and supported employment as received.

Goal 3.2: DSB will provide continuing education training for transition program staff.

Strategy 3.2.1. The program specialist for transition services will conduct transition staff meetings and provide ongoing trainings quarterly to increase staff awareness and knowledge about transition issues and policy.

Goal 3.3. Rehabilitation Counselors will increase their awareness of opportunities for internships and work experiences for transition age students.

Strategy 3.3.1. The program specialist for transition and supported employment will provide current information about opportunities for transition age individuals by email distribution and by staff meeting presentations.

Strategy 3.3.2. Training about transition services and their responsibilities of outreach in their coverage area will be provided to all new rehabilitation counselors. Training will be provided by the program specialist for transition and in Best Practices for New DSB VR Counselors. It is important that this training be provided through the state rehabilitation program staff as local supervisors to increase consistency to reaching all school-age individuals with visual impairments regarding the availability of transition services from DSB.

Strategy 3.3.2. Program Specialist for Transition Services and the Transition Counselors in each area will continue to be available for consultation regarding transition services.

Priority 4: Quality and knowledgeable outreach to individuals with disabilities, family members, and Individuals who are minorities, including those with the most significant disabilities will be provided by DSB.

Goal 4.1. DSB's services will be provided to individuals, families, minority populations and those experiencing health disparities through targeted outreach activities. Data for the objectives will be captured and managed the program specialist for AT/Deaf Blind.

Strategy 4.1.1. Outreach activities will result in the increase of total consumers served who are Hispanics/Latinos by 1% during the period October 1, 2014 to September 30, 2015. (The baseline for FFY 2013 was 159.)

Strategy 4.1.2. Outreach activities will result in the increase of total consumers served who are African American by 1% from October 1, 2014 to September 30, 2015. (The baseline for FFY 2013 was a total of 1614 individuals who are African-American.)

Strategy 4.1.3. Outreach activities will result in the increase of total consumers served who are Native American by 1% during the period October 1, 2014 to September 30, 2015. (Baseline unable to be established due to delays in BEAM, and tracking the increase will begin in FFY 2015.)

Strategy 4.1.4. Outreach activities will result in the increase of total consumers served who are veterans by 1% during the period October 1, 2014 to September 30, 2015. (Baseline data needs to be collected for this population for the first time using BEAM. The existing data collection system provides that nine individuals who are veterans were served in FFY2013; however the reliability of this data may be low.)

Strategy 4.1.5. Outreach activities will result in the increase of total consumers served who have diabetes by 1% during the period October 1, 2014 to September 30, 2015. (The baseline for FFY 2013 was 1857, with 109 of these being consumers with cases initiated in FFY2013.)

Goal 4.2. DSB will develop marketing opportunities to targeted populations regarding specific agency programs.

Strategy 4.2.1. DSB will develop individualized program/service brochures (Vocational Rehabilitation Program, Independent Living Rehabilitation, Independent Living Services, Deaf-Blind, Rehab Center, Business Enterprise, Assistive Technology and Assistive Technology Instructors, Evaluation Unit and for individuals with Diabetes, medical providers and Veterans) to be placed on the agency's website and be used at outreach events. The program specialist for AT/Deaf Blind services will coordinate the development of these brochures that will be done by the individual programs. Due to funding issues, it is anticipated this strategy will be completed accomplished in FFY2016.

Strategy 4.2.1. DSB staff will develop presentations to other state agencies and to organizations who work with individuals within the targeted populations regarding opportunities for persons with blindness and visual impairments and about services available through DSB. Tracking will occur by reports to the chief of rehabilitation field services regarding presentations made and the targeted population.

Goal 4.3. DSB will identify ways by which DSB can assist veterans with disabilities to become able to obtain, maintain or regain employment.

Strategy 4.3.1. DSB will meet with officials working with veterans who are visually impaired, blind or deaf blind to educate them regarding services that are available to veterans with disabilities through DSB.

Goal 4.4. DSB will continually seek and identify ways in which to reach the growing minority populations across North Carolina.

Strategy 4.4.1. DSB will increase the number of DSB employees who are of an ethnic or racial minority by 1.5 percent for FFY 2015 (baseline – FFY2013 is 85).

Strategy 4.4.2. DSB will encourage staff to participate in local training programs, either on-line or in community college system, in other languages. The program specialist for staff development will track and report the number of individuals who request and acquire this type of training.

Priority 5: Over the next two fiscal years, implementation of systematic program evaluations and consistent quality assurance methods will ensure the agency is meeting the mission of enabling individuals who are blind or visually impaired to achieve their goals of independence and employment.

Goal 5.1. DSB will increase their ability to provide consistent and accurate data using the new case management system, BEAM, for assessment of program performance. Tracking will be that the program is in place, staff has received training, and strengths and deficiencies of the reporting capabilities are determined by the end of FFY2015.

Strategy 5.1.1. DSB will provide refresher training, support, and problem-solving after the initiation of the agency's new case management system, BEAM. All issues regarding BEAM use by staff using assistive technology will be resolved during the first year of its use.

Strategy 5.1.1. Monthly reviews of outcome data by rehabilitation program chiefs and managers will be completed with supervisors and other program staff.

Goal 5.2. DSB provides holistic, consistent, and accurate methods of quality assurance and program evaluation. Measureable criteria will be that as BEAM goes "live", the rehabilitation program team and supervisors evaluates the data, and identifies specific methods of quality assurance that can be done through use of BEAM.

Strategy 5.2.1. The chief of rehabilitation field services, with consultation of supervisors, will develop an up-to- date Quality Assurance Manual outline identifying areas requiring specific methods of quality assurance based on outcome measures with consideration of BEAM. The manual will be completed and in place with staff during FFY2016.

Strategy 5.2.2. DSB quality assurance team (chief of rehabilitation field services, program specialists, and office supervisors) will use Quality Assurance methods to achieve holistic, consistent, and accurate measures of case reviews.

Strategy 5.2.3. DSB will provide feedback and training to counseling staff using the results of the quality assurance reviews to improve best practices in providing services to individuals. Tracking will be done by a meeting with counselor staff in each office at least annually to review the quality assurance review by the chief of rehabilitation field services or by the office supervisor with report to the chief.

(p) Evaluation and Reports of Progress

Describe:

1. **An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:**
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.
2. **An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:**
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.
3. **The VR program’s performance on the performance accountability indicators under section 116 of WIOA.**
4. **How the funds reserved for innovation and expansion (I&E) activities were utilized.**

Division of Vocational Rehabilitation Services

Priority 1: Improve Client Outcomes

Goal 1.1. Increase the number and proportion of individuals exiting the VR program in employment after services were provided under an individualized plan for employment.

- **Objective 1.1.1.** The total number of individuals exiting the VR program in employment will exceed that of the prior year.

Measure for Objective	Federal Fiscal Year					
	2010	2011	2012	2013	2014	2015
The number of persons achieving employment outcomes will equal or exceed the previous year.	5,961	6,303	6,758	6,723	6,310	6,317

Performance Assessment

During federal fiscal year 2015, the number of individuals exiting the Division’s VR program in employment decreased by 7 employment outcomes from the previous year, and there was net gain of 356 since federal fiscal year 2010, the baseline year. The increase in employment outcomes from that of the baseline year is largely due to successful partnerships with community rehabilitation programs, and an

emphasis on vocational counseling and guidance, benefits counseling, rehabilitation services, and an emphasis on matching employers' workforce needs with the skillsets of VR consumers through a Dual Customer Approach. Placements through community rehabilitation programs account for approximately a third of the clients who exited in employment. Other strategies employed to improve performance on this indicator are summarized in the strategies section of the Unified State Plan. The Division continues to utilize on-the-job training and internship services, though wage subsidies are funded at a reduced amount relative to when additional funding for these services was available through the American Recovery and Reinvestment Act.

- **Objective 1.1.2.** Increase the rehabilitation rate for individuals exiting the VR program after receiving services under and individualized plan for employment from 50.4% in federal fiscal year 2013 to 55.8% in federal fiscal year 2017.

Measure for Objective	Federal Fiscal Year					
	2010	2011	2012	2013	2014	2015
The percentage of all individuals who have achieved an employment outcome after exiting the program having received services will equal or exceed 55.8%.	56.6%	56.5%	56.4%	50.4%	58.1%	55.1%

Performance Assessment

The DVRS VR Program met this indicator in federal fiscal year 2014 but fell short by less than 1% in 2015. Success in 2014 was partially due to filling the previously higher than expected number of counselor vacancies. However, a significant number of cases that would have been closed in the prior year remained open as a residual effect of these vacancies. Having increased staff provided the capacity to review and close these cases in 2015. The agency will continue monitoring this indicator with increased emphasis of its importance by management. In addition, group orientation at the larger offices should better inform VR clients on the program's expectations of employment prior to provision of planned services. DVRS expects this will be a gauge of the WIOA performance accountability measures related to the employment rate at the second and fourth quarter following case closure.

Goal 1.3. Increase earnings for individuals exiting the VR program in employment.

- **Objective 1.3.1.** Increase average hourly earnings for individuals who exit the VR program in competitive employment from 48% the statewide average for all North Carolinians in federal fiscal year 2013 to at least 52% in federal fiscal year 2017.

Measure for Objective	Federal Fiscal Year					
	2010	2011	2012	2013	2014	2015
The average hourly earnings of all individuals who exit the program in competitive employment as a ratio to the average hourly earnings for all employed North Carolinians will equal or exceed 0.52.	0.50	0.48	0.48	0.47	0.44	0.43

Performance Assessment

For federal fiscal year 2015, DVRS was not able to meet this RSA indicator, which continues to present a challenge, despite strategies to encourage additional education and training to increase client earnings. DVRS attributes its current performance on this indicator primarily as a result of two main factors: the large number of transition-age youth whose exit the VR program in entry-level positions and the number of individuals served through supported employment, which comprise 17% of the VR program's employment outcomes. These individuals exit the VR program with earnings that are closer to minimum

wage. Despite, the impact on performance for this measure, the DVRS maintains a strong commitment to supported employment and providing VR services for transition-age youth. In federal fiscal year 2013, DVRS participated in a learning collaborative sponsored by the Institute for Community Inclusion at the University of Massachusetts, Boston, to study strategies for increasing consumer wages, including a team-based approach with a focus on employer relations and job matching. The pilot study included the Asheville and Forest City offices, which represent different types of local economies. During the period of the study, average hourly earnings for clients at the pilot offices had increased while wages had decreased for clients served at other offices throughout the state.

- **Objective 1.3.2.** Increase the proportion of clients exiting the VR Program in competitive employment whose own income is their primary source of support at closure compared to the percentage whose own income is the primary source of support when they applied for VR services from 62.7% in federal fiscal year 2013 to at least 65% in federal fiscal year 2017. (RSA standard = 53%)

Measure for Objective	Federal Fiscal Year					
	2010	2011	2012	2013	2014	2015
Of the individuals who achieve competitive employment, the difference between the percent who reported their own income as the largest single source of economic support at closure compared to the percent at application.	62.3	63.8	63.8	62.8	63.7	66.4

Performance Assessment

During federal fiscal year 2015, DVRS exceeded the performance standard for this indicator, and expects continued performance. Approximately 78% of VR clients that exited in employment had their own income as their primary source of support. Of these, about 11.6% were retention cases where the individual with a disability was employed at the time of application with their own earnings as their primary source and the other 66.4% were primarily dependent on another source of income, such as public support or family and friends. This latter group moved towards self-sufficiency at the time of case closure and had reduced dependence on other sources of support to where they primarily depended on their own earnings.

Priority 2. Improve Outcomes for Minorities and Populations Identified as Underserved or Hard to Place in Employment

Goal 2.1. Increase the number and proportion of individuals with *mental illness* and *substance abuse disorder* exiting the VR program in employment after services were provided under an individualized plan for employment.

- **Objective 2.1.1.** The total number of individuals with mental illness exiting the VR program in employment will exceed that of the prior year.
- **Objective 2.1.2.** Increase the rehabilitation rate for individuals with mental illness exiting the VR program after receiving services under an individualized plan for employment from 47.7% in federal fiscal year 2013 to 52% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year	
	2014	2015
The total number of individuals with mental illness and/or substance abuse disorder exiting the VR program in employment will exceed that of the prior year.	2,298	2,861

Measures for Goal	Federal Fiscal Year	
	2014	2015
Increase the rehabilitation rate for individuals with mental illness and/or substance abuse disorder exiting the VR program after receiving services	52.8%	52.8%

Performance Assessment

Since the last comprehensive statewide needs assessment was conducted, Individuals with mental illness have comprised an increasing proportion of the employment outcomes and in 2015 accounted for about 45% of all employment outcomes. Success in this area is largely attributed to expanded use of community rehabilitation programs through the milestone system and collaborative interagency efforts, including those that specifically target this population such as the individual placement and supports model of supported employment.

Goal 2.2. Increase the number and proportion of individuals with *most significant disabilities* exiting the VR program in employment after services were provided under an individualized plan for employment.

- **Objective 2.2.1.** The total number of individuals with most significant disabilities exiting the VR program in employment will exceed that of the prior year.
- **Objective 2.2.2.** Increase the rehabilitation rate for individuals with most significant disabilities exiting the VR program after receiving services under and individualized plan for employment from 44.8% in federal fiscal year 2013 to 50% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year	
	2014	2015
The total number of individuals with Most Significant Disabilities exiting the VR program in employment will exceed that of the prior year.	1,575	1,713
Increase the rehabilitation rate for individuals with Most Significant Disabilities exiting the VR program after receiving services	54.8%	51.4%

Performance Assessment

Since the last comprehensive statewide needs assessment was conducted, Individuals with most significant disabilities have comprised an increasing proportion of the employment outcomes and in 2015 accounted for about 27% of all employment outcomes. Many of these individuals are individuals with severe- or severe and persistent mental illness or transition-age youth with intellectual and developmental disabilities (I/DD). Success in this area is largely attributed to a focus on services for transition-age youth with I/DD and expanded use of community rehabilitation programs through the milestone system and collaborative interagency efforts, including those that specifically target this population such as the individual placement and supports model of supported employment.

Goal 2.3. Increase the number and proportion of individuals with disabilities of *minority racial backgrounds* exiting the VR program in employment after services were provided under an individualized plan for employment.

- **Objective 2.3.1.** The total number of individuals with disabilities of minority racial backgrounds exiting the VR program in employment will exceed that of the prior year.

- **Objective 2.3.2.** Increase the rehabilitation rate for individuals with disabilities of minority racial backgrounds exiting the VR program after receiving services under and individualized plan for employment from 50.1% in federal fiscal year 2013 to 55.8% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year	
	2014	2015
The total number of individuals with disabilities of minority racial backgrounds exiting the VR program in employment will exceed that of the prior year.	3,097	3,182
Increase the rehabilitation rate for individuals with disabilities of minority racial backgrounds exiting the VR program after receiving services.	57.3%	54.6%

Performance Assessment

Individuals of minority backgrounds accounted for more than 50% of all employment outcomes in federal fiscal year 2015. Success in this area is largely attributed to a focus on services for transition-age youth with I/DD and expanded use of community rehabilitation programs through the milestone system, consumer outreach initiatives and collaborative interagency efforts.

Goal 2.4. Increase the number and proportion of individuals with disabilities with *criminal backgrounds* exiting the VR program in employment after services were provided under an individualized plan for employment.

- **Objective 2.4.1.** Increase the rehabilitation rate for individuals with disabilities and criminal backgrounds exiting the VR program after receiving services under and individualized plan for employment from 47% in federal fiscal year 2013 to 52% in federal fiscal year 2017.

Note: Data for the measure of this objective are pending.

Priority 3. Increase Client Satisfaction

Goal 3.1. Increase client satisfaction with their counselor’s understanding of their VR needs.

- **Objective 3.1.1.** Increase the percent of clients who are satisfied or very satisfied with their counselor’s understanding of their VR needs from 84.7% in federal fiscal year 2013 to 90% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year		
	2013	2014	2015
Percent of clients satisfied with their counselor in terms of understanding their VR needs	84.7%	83.2%	83.1%

Goal 3.2. Increase client satisfaction with their counselor in terms of being easy to contact.

- **Objective 3.2.1.** Increase the percent of clients who are satisfied or very satisfied that their counselor was easy to contact from 86.0% in federal fiscal year 2013 to 90% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year		
	2013	2014	2015
Percent of clients satisfied with their counselor in terms of being easy to contact	86.0%	84.3%	84.0%

Goal 3.3. Increase client satisfaction with their counselor in terms of *working with them as an equal partner*.

- **Objective 3.3.1.** Increase the percent of clients who are satisfied or very satisfied that their counselor worked with them as an equal partner from 85.3% in federal fiscal year 2013 to 88% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year		
	2013	2014	2015
Percent of clients satisfied with their counselor in terms of working with them as an equal partner	85.3%	83.6%	83.9%

Goal 3.4. Increase client satisfaction with their counselor in terms of *offering options that meet their work-related needs*.

- **Objective 3.4.1.** Increase the percent of clients who are satisfied or very satisfied that their counselor offered options that met their work-related needs from 79.9% in federal fiscal year 2013 to 84% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year		
	2013	2014	2015
Percent of clients satisfied with their counselor in terms of offering options to meet their needs related to work	79.9%	78.0%	77.0%

Goal 3.5. Increase client satisfaction with their *level of involvement* in their VR program.

- **Objective 3.5.1.** Increase the percent of clients who are satisfied or very satisfied with their level of involvement in their VR program from 81.5% in federal fiscal year 2013 to 85% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year		
	2013	2014	2015
Percent of clients satisfied or very satisfied with their level of involvement in their VR program.	81.5%	80.9%	81.8%

Goal 3.6. Increase client satisfaction with *response time for services* provided by VR staff.

- **Objective 3.6.1.** Increase the percent of clients who rate the response time for services provided by VR staff as *above average* or *excellent* from 63.4% in federal fiscal year 2013 to 67% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year		
	2013	2014	2015
Percent of clients satisfied or very satisfied with the response time for services provided by VR staff.	63.4%	62.2%	57.6%

Goal 3.7. Increase client satisfaction with their *overall experience* with the VR program.

- **Objective 3.7.1.** Increase the percent of clients who rate their overall experience with the VR program as *above average* or *excellent* from 66.3% in federal fiscal year 2013 to 71% in federal fiscal year 2017.

Measures for Goal	Federal Fiscal Year		
	2013	2014	2015
Percent of clients satisfied or very satisfied with their overall experience in the VR Program.	66.3%	64.3%	60.5%

Performance Assessment for Goal 3.

For federal fiscal year 2014, the percentages on the measures of customer satisfaction were across all indicators except client involvement with their program were slightly lower than the previous year. Although the decrease is relatively small, it speaks to the need to emphasize the importance of, and need for, continued emphasis on the counselor-client relationship, consumer involvement, consumer satisfaction and work towards improving services for VR consumers.

Supported Employment Goals and Strategies

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.

Response: Goals for the supported employment program included:

Supported Employment Goal 1: Increase the number of individuals with most significant disabilities who receive supported employment services.

<i>Measures for SE Goal 1: Objective 1.</i> Increase the number of individuals with most significant disabilities who receive supported employment services.		<i>Federal Fiscal Year</i>					
		<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
Measure SE.1.	Number of individuals receiving supported employment services.	4,385	4,372	4,305	3,979	3,217	2,960
Measure SE.2.a.	Number of individuals exiting the VR program in employment in an integrated setting with supports.	923	968	1,023	989	939	1,110
Measure SE.2.b.	Of the individuals who receive supported employment services, the percent who exit the VR program with an employment outcome.	50.7 %	49.0 %	49.8 %	43.3 %	55.8 %	54.4 %

Performance Assessment for SE Goal 1: *Increase the number of individuals with most significant disabilities who receive supported employment services.*

The reported number of VR consumers receiving supported employment services through the Division has decreased year-over-year while the number of SE employment outcomes in 2015 is at a 5-year high. This is largely attributed to the implementation of the pay-for-performance milestone system toward the end of 2013. Prior to implementation of the milestone system, services were paid at an hourly rate and many SE clients accrued many hours of job development prior to or without being placed in employment. With the implementation of the milestone payment system, SE clients progressed through job development to placement and stability more quickly. This decreased the total volume of clients receiving such services in a given year and increased both the number of employment outcomes and the success rate. Services might be further expanded, however, this is limited by a longstanding shortage of funds dedicated to LTVS for this population.

Supported Employment Goal 2: Identify and begin implementing practices that can increase the successful closure rate of individuals receiving supported employment services.

Performance Assessment for SE Goal 2: *Identify and begin implementing practices that can increase the successful closure rate of individuals receiving supported employment services.*

During federal fiscal year 2015, 1,110 individuals who received supported employment services exited the VR program successfully employed in an integrated setting with supports. The issues identified in the assessment of SE Goal 1, regarding the availability of supported employment services, also adversely impact the ability of service providers to achieve employment outcomes for VR consumers. To adapt to the changing and challenging economy, the Division has since implemented an outcome-based milestone payment system for community rehabilitation programs that were previously billing at an hourly rate for supported employment job development and intensive training services. This change impacted services on a systems level to the benefit of VR consumers in that the payment to the CRP is contingent on the consumers' success. The Division expects services will become more efficient and simultaneously result in increased outcomes for VR consumers.

Supported Employment Goal 3: *In search of improved supported employment services delivery models and practices, continue assessing the positive components gained through experience with the ARRA-funded innovative collaborative projects that concluded with federal fiscal year 2011.*

Performance Assessment: During federal fiscal year 2012, the Division worked to establish two programs as an extension of programs that were funded under the ARRA contracts that the Division had

established during federal fiscal year 2010-11 to help meet the needs of consumers with significant and most significant disabilities in areas of employment training, employment-related transportation, and the creation of CRP-based enterprises for purposes of training. Two of the programs that were extended follow the “Project Search,” a nationally known model, to provide training for transition-aged students in the Durham and Charlotte areas. 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. The two programs entered performance-based contracts July 1, 2012 and remain in place.

Supported Employment Goal 4: *Support increased training/qualification requirements for job coaches and their supervisory staff. Collaboratively increase supported employment training to DVRS rehabilitation counselors and Community Rehabilitation Program direct service staff through the addition of a web-based (and other forms of) curriculum development.*

Performance Assessment: The CRP-DVRS steering committee has established a subcommittee to focus on this area and are assessing the current training needs of CRP staff. The committee will continue to work with the regional TACE to implement components of the training effort addressing this area as resources allow. The Division’s rules addressing these requirements are also in process.

Supported Employment Goal 5: *Continue collaboration with the Division of Mental Health/Developmental Disabilities/Substance Abuse Services to secure reporting of the expenditures of the Long Term Support service definition in order to ensure consistent administration of these funds.*

Performance Assessment: The DMHDDSA employment specialist has been instrumental in bridging a communication gap that existed in previous years. This individual has been very involved improving LME/MCO funding agreements to provide emphasis on effective utilization and accounting of extended services funding for recipients of supported employment services. The individual is also providing regular education to the service provider community. DMHDDSA is developing a state definition for supported employment and long term vocational support. Through this definition, if an individual with disabilities chooses NCDVRS as their supported employment provider, and the person is served through the LME/MCO system, they will be able to receive LTVS.

Requirement:

3. The VR program’s performance on the performance accountability indicators under section 116 of WIOA.

For the first three measures, the VR program, with both DVRS and DSB combined, estimates 35% employment the second quarter after exit; 32% employment, fourth quarter after exit; and median earnings of \$2,800 for the second quarter after exit. The programs are awaiting regulations on the remaining three performance measures.

Requirement:

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

Innovation and expansion funds were utilized during FFY 2014-15 to purchase demonstration devices for use with the North Carolina Assistive Technology Program to expand their device loan and assistive technology assessment capabilities using more current employment-related assistive technologies.

Specialized Supported Employment Demonstration Project: In collaboration with NC Easter Seals/UCP, a demonstration program that targets the provision of extensive wrap around support services for dually-diagnosed individuals with mental and mobility impairments that have not been successful with traditional supported employment programs was funded. During SFY 2013, the demonstration program

reported that 14 individuals were successfully placed, reached stabilization or achieved a successful employment outcome.

Beginning October, 2015, innovation and expansion funds are being utilized through a financial assistance contract with the Statewide Independent Living Council to further their progress in achieving goals and strategies within the current State Plan for Independent Living.

Support of Activities of the State Rehabilitation Council

During federal fiscal year 2012, the Division worked to establish two programs as an extension of programs that were funded under the ARRA contracts that the Division had established during federal fiscal year 2010-2011 to help meet the needs of consumers with significant and most significant disabilities in areas of employment training, employment-related transportation, and the creation of CRP-based enterprises for purposes of training. Two of the programs that were extended follow the "Project Search" nationally known model to provide training for transition-aged students in the Durham and Charlotte areas. These programs are described as business-led, one year school-to-work programs that are embedded within an actual workplace. The VR program has since expanded use of this model to other sites throughout the state.

Division of Services for the Blind

Priority 1: Increase the average wages and benefits of individuals closed with successful wage-earning employment outcomes

Goal 1.1. Individuals who are blind or visually impaired in North Carolina will have access to employment opportunities that provide good wages and level of benefits.

Objective 1.1.1. The Division's staff will obtain placements for eligible individuals who have recently completed post-secondary training or occupational education through a specialized on-the-job training program called the "Intern Program". The "Intern Program" replaces a similar on-the-job training program funded through ARRA called ARRA On-The-Job Training (ARRA OJT). This training program gives newly trained eligible individuals a competitive edge with the number of experienced individuals in the current job market due to company closings and layoffs. The Division reimburses an employer up to 100% of the individual's wages and benefits contribution without requiring a commitment of hiring for a specific period of time agreed upon in a written agreement with the employer and The Division. The economy recovery in North Carolina has been slower than anticipated, especially in the more rural areas of the state. Therefore, this will remain a strategy through September, 2013, with the goal of seven placements that result in five permanent job offers and four successful employment outcomes.

During FFY2013, DSB experienced multiple changes in personnel and state government state hiring freezes by those responsible for tracking these numbers. As a result, accurate numbers are not available. However, all offices are aware of the Internship and similar opportunities made available for clients. In one situation, an individual received an internship from an employer, but the employer was then unable to offer the individual a job. However, due to the experience gained in the internship, the individual was hired by another company doing the same work due to their experience acquired during the internship. Therefore, this program is considered to be very successful and will be closely monitored in the future, not only by staff but through the new case management system, BEAM to allow for a more reliable reporting mechanism.

Objective 1.1.2. Division staff will have resources of community-based work adjustment services through community rehabilitation programs for eligible individuals who require this service for successful employment. It is a resource for individuals who need short-term job coaching to be successful on the job, but do not require long-term support services afforded by supported employment services. The goal for FFY2013 will be five successful employment closures with use of this program.

During FFY2013, DSB experienced multiple changes in personnel and state government state hiring freezes by those responsible for tracking these numbers. As a result, accurate numbers are not available. However, all offices are aware of this opportunity. It has been noted that several individuals have received the first milestone; Community Based Assessment, and have gone on to employment without needing the full program of services.

Goal 1.2. Increase staff knowledge about careers and employment opportunities in the State and the requirements of these positions.

Objective 1.2.1. Provide ongoing training experiences for all Division VR counselors, business representatives and community employment specialists about career opportunities in North Carolina's changing economy to include a segment on job analysis and use of assistive technology.

DSB VR counselors were provided ongoing information and training about career opportunities and specific position requirements consistent with employer needs in NC. Many of these opportunities were the result of business relationships developed through CSAVR's National Employment Team. Some of these business relationships were developed through referrals from OFCCP to Vocational Rehabilitation, and it is anticipated that both sources of business referrals and subsequent knowledge of employer needs will grow in importance for educating VR counselors on NC career opportunities. Meeting the assistive technology needs of consumers was addressed through training VR counselors to both utilize referrals to the Division's Assistive Technology Consultants and to use the Job Accommodation Network to identify AT accommodations as a means to educate themselves and employers. During job development and placement trainings, assistive technology solutions used by consumers to achieve successful employment were shared between VR counselors to advance knowledge of AT solutions. The emphasis on assistive technology as a vital component for successful employment is a practice supported by the Division's management, and information on new AT products and solutions is routinely shared across the agency with all VR counselors.

Objective 1.2.2. Expand the use of the office plan in each seven district offices for contacting businesses in the locations that targets employers offering higher wages and career advancement.

Each office did complete an office plan for targeting employers that offered higher wages and advancement opportunities. This objective will be continued into next year with more supervision by the Chief of Rehabilitation Field Services and technical assistance from the program specialist for job development and placement.

Objective 1.2.3. Provide targeted one-on-one training by the Program Specialist for Job Development and Placement to each rehabilitation counselor and business representative that will consist of job coaching through an employer interview. In those areas and for those staff with lower numbers of business contacts and successful placements, a follow-up session will be held.

Targeted one-on-one training has been offered to each new counselor and business representative and to those who have lower numbers of business contacts and successful placements. Not all took advantage of this training. During FFY2013, changes in management staff and lengthy vacancies in field positions, as well as time spent to initiate BEAM, created barriers to the needed emphasis. However, this is an established practice at this point and will be continued and maintained as a high priority in the coming year.

Goal 1.3. Increase community rehabilitation counselor awareness of opportunities for internships and other work experiences for transition age students, especially in areas where specialized transition programs are not available.

Objective 1.3.1. Maintain a section on the agency's web page that will include information about opportunities for transition-age and college age students for job internship opportunities, work

experiences, conferences and ideas, to be maintained by the Program Specialist for Transition with contributions made by the specialized transition programs staff.

The agency's web page has a targeted area for services available for transition age students. However, due to changes in the state's regulations and policies regarding web-page content and maintenance, other ways of intra-agency information sharing and presentations outside the agency are being developed. Internship opportunities through employers or national and local organizations, including unique requirements and deadlines, were provided to all VR counselors who shared that information with their transitioning students.

Objective 1.3.2. Provide training workshops for community new rehabilitation counselors on transition services that needs to be provided to students attending schools where the Division does not have a formal Transition Program.

Training for new counselors, called Best Practices for New DSB VR Counselors, includes a major section on provision of services to students in secondary schools. During FFY2013, it was revamped by the Chief of Rehabilitation Field Services to ensure it included definitions and acronyms used within schools, to identify key individuals to whom contact is to be made, and to denote the importance of reaching individuals at an early age.

Priority 2. Eligible individuals will have access to assistive technology (at) required for employment

Goal 2.1. Provide accessible technology for all eligible individuals who require specific equipment and software in order to obtain maintain and regain employment.

Objective 2.1.1. Purchase of technology for eligible individuals without regard to financial eligibility when required for success in reaching their vocational goal. The Division changed the procedure for purchasing required AT from a service provided only to those who meet financial need criteria, to a service provided to eligible individuals without regard to financial need in FFY2010. During FFY2010 and FFY2011, ARRA funding was used to fund this policy change through September 30, 2011. Due to advancements in AT over the past three years, new training opportunities and jobs have opened to individuals who are blind or visually impaired with use of AT. Therefore, the agency recommended that the practice of purchasing required AT without regard to economic remain in place after the expiration of ARRA funds, which was approved by the State Rehabilitation Council.

DSB now provides assistive technology to individuals who require it for employment without regard to income. During FFY2013, 429 individuals were provided assistive technology services, and case service funds of \$188,813 were spent on technology devices to include hardware and software.

Goal 2.2. Assistive technology staff in all seven District Offices will receive training on latest software and hardware to enhance placement opportunities.

Objective 2.2.1. Provide training for the Rehabilitation Engineer, Assistive Technology Consultants, and Assistive Technology teachers and instructors about new and innovative products

During FFY2013, DSB field AT staff and Rehabilitation Center for the Blind AT staff attended the NC Assistive Technology Project/NC Rehabilitation Association Conference for 2012 in December, 2012, and for 2013 in August, 2013. This conference provided numerous presentations about use of AT with persons with blindness and visual impairments as well as about use with other disabling conditions. The largest vendor hall available in North Carolina is provided at these conferences, allowing staff to meet and talk with vendors from multiple companies and areas of specialty.

Objective 2.2.2. Partner with the NC Assistive Technology Project and the NC Rehabilitation Association to sponsor the 2012 "GREAT" (Global Rehabilitation Enhanced by Assistive Technology) (formerly the NC Assistive Technology Expo) to be held December 5-7, 2012, and identify at least two presentations about access technology for individuals who are blind or who have visual impairments.

DSB partnered with other sponsors of this event by submitting a contribution in excess of \$2,500 to each conference and by providing presenters for three concurrent sessions. Participation in this program reach numerous individuals outside DSB that reach persons from a variety of targeted populations, as it is attended by other VR agencies, private non-profit organizations and private individuals.

Priority 3: Transition services will be available in all counties of North Carolina for students who are blind or visually impaired.

Goal 3.1. The Division will continue to provide transition services to students who are blind or visually impaired attending schools in all 115 Local Education Agencies (LEA's) of North Carolina. The goal will be to increase the number of individuals, ages 14-21, served by more than 2% (baseline for FFY2011: 290)

Objective 3.1.1. Current Cooperative Agreements with fifteen LEAs' will be maintained, as economic instability continues and projected budget shortfalls are projected to increase in the next fiscal year. LEA's in North Carolina are searching for programs to cut in order to preserve their own staffs.

Despite significant budget cuts for school systems, the cooperative agreements with the 15 local education agencies (LEA) were maintained. The number of students served in these programs during FFY2013 is 288 students, which is a 6.7% increase from FFY2011 (270 served).

Objective 3.1.2. Transition services to students attending schools without Division cooperative agreements will be served by Division VR counselors in the counties where the schools are located.

The number served by community counselors in LEA's not covered by cooperative agreements significantly decreased during FFY2013. Due to state personnel initiated hiring freeze effects, several counselor positions that normally provided services remained vacant. The work load prevented outreach to students in these LEA's, as well as to private schools and home schooled individuals within the 14 to 21 age range. This will remain as these freezes have slowly been lifted during FFY2014.

Goal 3.2: The Division will provide continuing education training for transition program staff.

Objective 3.2.1. Transition Staff that have enrolled in Certificate in Transition with Winston-Salem State University will complete the program.

Two individuals enrolled into this program. However, due to funding streams, program changes occurred and Winston-Salem State temporarily suspended this program. When it is reinitiated, the Program Specialist for Staff Development will distribute information regarding this opportunity with intent to have individuals participate.

Objective 3.2.2. All Transition Staff will complete training in the Discovery Process provided Southeast Regional TACE program, so they can begin to use the process with the students in their programs during this Fiscal Year.

All transition staff participated in this training. Reports from staff indicate that some of the information was found to be useful. However, other information included in this training was found to not be appropriate for students being served who are blind or visually impaired but otherwise independent.

Objective 3.2.3. The Program Specialist for Transition Services will continue to have transition staff meetings and/or provide ongoing trainings quarterly to increase staff awareness and knowledge about transition issues and policy.

Due to the state imposed hiring freeze, the program specialist position has remained vacant for over a year. Meetings were limited, although the transition staff across the state shared information throughout the year.

Goal 3.3. Each Rehabilitation Counselor in areas where specialized transition programs are not available will increase awareness of opportunities for internships and work experiences for transition age students.

Objective 3.3.1. Provide current information about opportunities for transition age individuals on the agency's web-page or other media

The agency's web page has a targeted area for services available for transition age students. However, due to changes in the state's regulations and policies regarding web-page content and maintenance, other ways of intra-agency information sharing and presentations outside the agency are being developed.

Objective 3.3.2. Provide training to new Rehabilitation Counselors on Transition Services available to eligible students on their caseloads

Training for new counselors, called Best Practices for New DSB VR Counselors, includes a major section on provision of services to students in secondary schools. During FFY2013, it was revamped by the Chief of Rehabilitation Field Services to ensure it included definitions and acronyms used within schools, to identify key individuals to whom contact is to be made, and to denote the importance of reaching individuals at an early age. It was last held in March, 2013.

Objective 3.3.3. Program Specialist for Transition Services and the Transition Counselor in each area will continue to be available for consultation regarding transition services

While the Program Specialist for Transition Services position remained vacant most of the year, the Chief of Rehabilitation Field Services was available to work with staff regarding transition services. The Chief and the Transition Counselors worked with the Rehabilitation Center for the Blind in development of the SAVVY summer program for students (Summer Adaptation Vital to Visually-impaired Youth). This program provided a four-week in-house training that was divided into three segments. First, for the younger students who need more independent living skills training, the Summer Adjustment Vision for Youth was held. Secondly, for students wanting to learn more about employment, the WOW (World of Work) program provided paid internships for them to explore work interests. Thirdly, for students who are rising seniors and heading for colleges, the Summer College Prep program is offered that enhances their assistive technology skills and allows them to experience a true college classroom with the assistance of the Center staff. During the summer of FFY2013, 84 youth participated in these Rehabilitation Center training programs.

Priority 4: Quality and knowledgeable outreach to individuals with disabilities, family members, and individuals who are minorities, including those with the most significant disabilities will be provided by the division.

Goal 4.1: The Division's services will be provided to individuals, families, and minority populations through targeted outreach activities.

Objective 4.1.1. Outreach activities will result in the increase of total consumers served who are Hispanics/Latinos by more than 2% during the period October 1, 2012 to September 30, 2013. (The baseline for FFY 2011 was 140). During FFY2013, DSB provided services to 159 individuals who stated they are of Hispanic ethnicity. This represents a 13% increase over the number served during FFY2011. This goal is met, but the goal will need to continue as these efforts must be continued due to change in the state's population.

Objective 4.1.2. Outreach activities will result in the increase of total consumers served from the African American, Native Americans and other minority groups by more than 2% from October 1, 2012 to September 30, 2013. (The baseline for FFY 2011 was a total of 1526, 1446 African-American, 80 Native American) During FFY2013, DSB provided services to 1633 individuals who stated they are African American, Native American or other minority group, with 1,614 being African American and

19 as from other minority groups. This represents a 7% increase over the number served during FFY 2011. Due to the limitations of existing data collection systems, these groups cannot be broken into further detail; the new data collection system that was anticipated to be in operation for this reporting is not operational at this time. This goal is met, but the goal will need to continue as these efforts must be continued due to change in the state's population.

Goal 4.2. The Division will develop marketing opportunities to targeted audiences.

Objective 4.2.1. The Division will utilize social media as a method for Division VR Counselors to communicate with employers with the goal of establishing relationships with five new employers through this network. Due to state and department policies and procedures, involvement and use of social media is not allowed. Therefore this objective is removed.

Objective 4.2.2. The Division will use the available employer portal in BEAM, the new case management system, to establish contact with employers who would like to post job opportunities, with the goal of having ten job opportunities posted after the initiation of the system in October, 2012.

Due to complications in the development of this system, BEAM is not operational at this point. This strategy will be continued until BEAM is in place.

Goal 4.3: The Division will identify ways by which the Division can assist veterans with disabilities to become able to obtain, maintain or regain employment.

Objective 4.3.1. Through contacts with the Veterans Administration, Disabled Veterans of America, and the American Legion, the Division will educate these organizations on ways the Division can assist veterans through a continuum of independent living and employment services.

During FFY 2013, DSB collaborated with organizations who serve veterans to provide information about how veterans can access DSB VR and Independent Living services. Specific events included participating in the Charlotte Army Reserve conference (10/2012), Gaston Co. Blind Veterans Group (10/2012), Asheville VA Job Placement staff (10/2012), Asheville VA Medical Center Healthy Living staff (10/2012, 01/2013, and 02/2013), Asheville VA Project Connect/Homeless Veterans (10/2012), Durham VA Homeless Veterans Program (07/2013), Charlotte VA VIST Program (07/2013), and Stand Down Day for Veterans in Guilford Co (09/2013). DSB developed a PowerPoint presentation entitled "DSB: Part of the Continuum of Care for Veterans" designed to specifically target veterans with diabetes who are losing vision, as well as those with glaucoma, cataract and macular degeneration.

DSB has visited VA offices/facilities across the state to actively collaborate and partner with them to improve services to veterans without duplication.

Goal 4.4. The Division will continually seek and identify ways in which to reach the growing minority populations across North Carolina.

Objective 4.4.1. Increase the number of The Division employees who are of an ethnic or racial minority by more than 2.5 percent for FFY 2013.

During FFY2013, the agency actually experienced a decrease in the number of staff members who state they are of an ethnic or racial minority. In FFY2012, 88 staff members reported they are of an ethnic or racial minority (81 African American, 3 Native American, 2 Hispanic, and 2 other). In FFY2013, the number dropped by 3% to 85 staff members (79 African American, 2 Native American, 1 Hispanic, and 3 other). During FFY2013, the agency experienced an increased number of retirements and a hiring freeze, which decreased the number of active staff. This goal will continue to be monitored.

Objective 4.4.2. During FFY 2013, eight Division staff will utilize the Spanish training modules to acquire some level of proficiency in speaking and/or understanding Spanish.

During FFY2013, DSB had 26 registered users of the Spanish training modules.

Priority 5: Over the next three fiscal years, development of systematic program evaluations and consistent quality assurance methods will ensure the agency is meeting the mission of enabling individuals who are blind or visually impaired to achieve their goals of independence and employment.

Goal 5.1. To provide consistent and accurate data for use for assessing program performance.

Objective 5.1.1. The agency will provide refresher training, support, and problem-solving upon the scheduled “go-live” of October 1, 2012, for the agency’s new case management system, BEAM. All issues regarding BEAM used by staff using assistive technology will be resolved during the first year of its use.

Due to complications in the development of this system, BEAM is not operational at this point. This strategy will be continued until BEAM is in place.

Objective 5.1.2. Monthly reviews of outcome data by rehabilitation program chiefs and managers was completed with supervisors and other program staff.

Reviews of outcome data from the agency’s archaic system continues to be reviewed on monthly basis by management staff and local supervisors, examining it for trends or problems indicated by the data.

Goal 5.2. To provide holistic, consistent, and accurate methods of quality assurance and program evaluation.

Objective 5.2.1. Develop an up-to- date Quality Assurance Manual outline identifying areas requiring specific methods of quality assurance based on outcome measures with consideration of BEAM. The manual will be written and in place with staff during FFY2013.

Due to complications in the development of this system, BEAM is not operational at this point. This strategy will be continued until BEAM is in place.

Objective 5.2.2. To obtain reviews and input from all program managers to develop draft methods to achieve holistic, consistent, and accurate measures.

Due to multiple personnel changes, mostly initiated by retirements, reviews are done and input regarding implications for change is recorded. This will continue throughout FFY2015, as a new Chief of Field Services who is responsible for quality assurance will be in place and can initiate input into measures and methodology.

(q) Quality, Scope, and Extent of Supported Employment Services

Include the following:

- 1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.**
- 2. The timing of transition to extended services.**

Division of Vocational Rehabilitation Services:

The North Carolina Division of Vocational Rehabilitation Services in cooperation with the Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, provided grant funding in 1985 to 6 service providers in North Carolina to implement supported employment services. In 1986 the Division was awarded funding from the Office of Special Education and Rehabilitation Services to create a systems change approach to implementing supported employment services in North Carolina. Since 1987 the Division’s effort has grown to a statewide system of approximately 118 supported employment

programs. During federal fiscal year 2013, nearly 4,000 individuals received supported employment services and 986 of these individuals achieved a successful employment outcome. Supported employment providers receive vendorship funding through the utilization of Title VI, Part B funds and General services fund (110). Title VI, Part B funds will continue to be utilized to supplement funds under Part B of Title I for the cost of supported employment services to persons with the most significant disabilities. However, the extent of services offered to a particular individual is determined on an individual basis incorporating the individual's informed choice pertaining to their need to achieve and to maintain a vocational goal. Examples of populations that will be served include (but are not limited to) individuals with severe and persistent mental illness, significant cognitive impairments, cerebral palsy, autism, and traumatic head injury. Supported employment services will be provided on a time-limited basis to individuals with the most significant disabilities. These services may include, but are not limited to, the following:

- development of and placement in jobs based on client informed choice in an integrated setting for the maximum number of hours possible based on the unique strengths, resources, interests, concerns, abilities, and capabilities of individuals with the most significant disabilities;
- intensive on-site job skills training and other training provided by skilled job trainers, co-workers, and other qualified individuals, including fading and stabilization;
- extended follow along services, including regular contact with employers, trainees, parents, guardians, or other suitable professional and informed advisors, in order to reinforce and stabilize the job placement; and
- post-employment services may be funded under Title I of the Act following the individual's transition to extended services if the required services are unavailable from the extended service providers and if they are necessary to maintain the job placement.

In addition to the individual and group models of supported employment, the transitional employment model will continue to be funded on a demonstration basis. These programs will provide transitional employment services to persons with severe and persistent mental illness and will serve as model sites for future transitional employment programs. Under federal regulations, the time-limited VR supported employment services to be provided are not to exceed 18 months funding unless the individualized plan for employment indicates that more than 18 months of services is necessary in order for the individual to achieve job stability prior to transition to extended services. The transition process from VR services to the extended service phase begins during the stabilization phase of supported employment. During this phase, the counselor documents the individual's adjustment to the job environment and job duties. Some indicators of stabilization include, but are not limited to, employer satisfaction, client satisfaction and minimal job coach intervention. The extended services phase continues during the 90 days after the end of the stabilization phase. Interagency involvement begins from the point of referral for VR services provided by the Division and continues until the stabilization phase is completed and the long-term support provider begins providing extended services.

Division of Services for the Blind

DSBs supported employment services program is more cost effective since it was converted to performance-based outcomes, and eligible individuals are able to achieve their employment goals more quickly.

DSB's supported employment services program through policy changes, purchase of supported employment services from private nonprofit Community Rehabilitation Programs (CRP's), good practice guidelines, updated training and technical assistance to DSB staff, and training to private nonprofit CRP staff, employers, eligible individuals, families and advocates, has moved the program towards an improved quality of services.

Quality outcomes emphasize achievement of a successful stable employment outcome as determined by the individual, DSB's VR counselor, the CRP job coach, and the employer. Stable employment is achieved when all four parties agree that stabilization has occurred. The individual is encouraged to exercise informed choice in determining if a quality outcome has been achieved. DSB's objective is for the individual to make employment choices consistent with their strengths, resources, priorities, concerns, abilities, capabilities, and interests in the most integrated setting possible.

DSB ensures that the extended long term support services identified on the Individualized Plan for Employment are provided by the contracted private nonprofit organization to begin when stabilization has been determined and to continue for as long as the individual requires the service.

Scope

The scope of supported employment services includes all of DSB's services provided under Title I, and in addition, the coordination of extended long term support services and the development of natural supports. The expanded scope of supported employment long term supports requires a continuation of DSB's involvement in the coordination and collaboration with the private nonprofit CRP's, employers and families. Post-employment services are provided when supports and services needed by the individual exceed the responsibility of the extended long term support services provider.

Extent

DSB purchases supported employment services from private nonprofit CRP's in the individual's locality, and offers supported employment services to eligible individuals with the most significant disabilities in all 100 counties of the state. In addition, supported employment services are available to high school students participating in the DSB's transition programs in all 100 counties if required for successful employment outcomes.

DSB continues to identify more private nonprofit CRP's for the development of contracts to provide supported employment services. This will allow eligible individuals to have more choices available to them for supported employment services that can assist them in reaching their employment goals.

DSB's extended long term services are provided in three phases to allow the individual choices in the level of service desired and required to achieve longevity of employment. The individual makes the final decision about their movement through the phases of extended services. The phases of extended long term services are:

Phase 1: The CRP providing the extended services meets with the individual twice monthly at the place of employment for at least 6 months. When the six month period ends, the CRP, the individual, and the employer review the individual's progress. If all parties agree that the individual is performing the job without any difficulties and no other problems are present with the placement, the individual can move to the next phase. This action requires the individual's signature on a waiver for this change in level of service. If the individual feels that they are not ready to move to the next phase, then they remain in Phase 1. An individual can remain in any phase indefinitely.

Phase 2: The CRP meets with the individual at the place of employment at least once every six months for at least 2 years to review progress of placement. The meetings can take place more often if necessary to resolve any minor problems. After 2 years, another review is conducted with the individual, the CRP, and the employer. If all agree that the individual remains stable in the placement, they can move to the last phase. The movement requires the signature of the individual on a waiver agreeing to the move.

Phase 3: The individual and employer understand that if a problem occurs, the CRP will be contacted to meet and to complete an assessment of the problem. If the problem can be resolved quickly with short-term intervention such as a few visits, the individual will remain in this phase. If the problem is new or difficult to resolve without DSB's intervention, the individual will be referred back to the DSB for further assistance. The goal of this action is to allow the individual to either retain the job or to begin the process

for obtaining new employment in the quickest and most effective manner as to minimize the interruption of employment. DSB will, at the time of the referral, make a determination whether the problem can be resolved in Status 32 Post Employment Services or whether a new case will be required.

DSB is continually striving towards improving its supported employment program to provide the best service possible to the individual. Therefore, DSB uses the following strategies to work towards this objective: (a) identify additional private nonprofit CRP's with supported employment service programs to expand its supported employment program and to provide eligible individuals with more choices of service providers available to them; (b) provide training to new CRP vendors with DSB's supported employment program to assist them in working with individuals who are blind or visually impaired; (c) provide ongoing training to CRP staff already working with DSB's supported employment program; and (d) develop natural supports for its individuals to assist them in becoming more independent in their communities, to include self-pay, co-workers, employers, and family/friends.

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VII. Appendix

Appendix A

Table 1-1. NC Prosperity Zone Industry Employment Projections, 2012 -2022

Industry Group	Western Prosperity Zone				Northwest Prosperity Zone			
	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Agriculture, Forestry, Fishing & Hunting	2,336	1,997	-339	-14.5%	2,230	2,080	-150	-6.7%
Mining	247	229	-18	-7.3%	606	633	27	4.5%
Utilities	768	786	18	2.3%	744	692	-52	-7.0%
Construction	10,579	15,334	4,755	44.9%	7,199	10,085	2,886	40.1%
Manufacturing	24,694	23,991	-703	-2.8%	49,379	44,776	-4,603	-9.3%
Wholesale Trade	6,072	6,846	774	12.7%	10,062	10,550	488	4.8%
Retail Trade	33,128	36,506	3,378	10.2%	26,574	27,968	1,394	5.2%
Transportation & Warehousing	6,465	6,967	502	7.8%	6,931	7,432	501	7.2%
Information	3,393	3,226	-167	-4.9%	1,572	1,394	-178	-11.3%
Finance & Insurance	5,373	7,045	1,672	31.1%	3,806	4,705	899	23.6%
Real Estate & Rental and Leasing	2,392	2,675	283	11.8%	1,948	2,145	197	10.1%
Professional, Scientific & Technical Services	9,479	13,417	3,938	41.5%	4,705	5,189	484	10.3%
Management of Companies & Enterprises	1,488	1,723	235	15.8%	4,867	4,881	14	0.3%
Administrative & Waste Services	11,877	14,058	2,181	18.4%	10,842	13,208	2,366	21.8%
Educational Services	22,469	25,051	2,582	11.5%	21,439	21,840	401	1.9%
Health Care & Social Assistance	42,673	54,951	12,278	28.8%	31,820	38,724	6,904	21.7%
Arts, Entertainment & Recreation	4,729	5,367	638	13.5%	2,688	3,056	368	13.7%
Accommodation & Food Services	28,557	34,128	5,571	19.5%	19,318	20,427	1,109	5.7%
Other Services (except Government)	11,961	12,991	1,030	8.6%	8,644	10,013	1,369	15.8%
Government	22,444	22,893	449	2.0%	14,950	16,328	1,378	9.2%
Self Employed and Unpaid Family Workers, All Jobs	20,862	21,447	585	2.8%	20,480	19,959	-521	-2.5%
TOTAL	271,986	311,628	39,642	14.6%	250,804	266,085	15,281	6.1%

Industry Group	Southwest Prosperity Zone				Piedmont-Triad Prosperity Zone			
	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Agriculture, Forestry, Fishing & Hunting	2,098	1,797	-301	-14.3%	1,728	1,072	-656	-38.0%
Mining	691	675	-16	-2.3%	415	425	10	2.4%
Utilities	3,345	3,107	-238	-7.1%	1,278	1,297	19	1.5%
Construction	46,204	64,986	18,782	40.7%	27,574	36,638	9,064	32.9%
Manufacturing	92,674	83,261	-9,413	-10.2%	94,302	78,971	-15,331	-16.3%
Wholesale Trade	54,972	60,019	5,047	9.2%	32,712	38,090	5,378	16.4%
Retail Trade	105,608	117,913	12,305	11.7%	76,464	80,946	4,482	5.9%
Transportation & Warehousing	40,156	45,074	4,918	12.2%	33,071	33,303	232	0.7%
Information	22,467	22,691	224	1.0%	8,387	7,763	-624	-7.4%
Finance & Insurance	60,774	79,793	19,019	31.3%	27,944	33,879	5,935	21.2%
Real Estate & Rental and Leasing	12,921	14,400	1,479	11.4%	6,802	8,085	1,283	18.9%
Professional, Scientific & Technical Services	52,306	68,363	16,057	30.7%	24,685	29,668	4,983	20.2%
Management of Companies & Enterprises	32,643	33,500	857	2.6%	17,309	17,034	-275	-1.6%
Administrative & Waste Services	76,059	83,617	7,558	9.9%	52,748	62,070	9,322	17.7%
Educational Services	69,770	81,200	11,430	16.4%	63,724	68,037	4,313	6.8%
Health Care & Social Assistance	111,043	138,037	26,994	24.3%	93,793	124,228	30,435	32.4%
Arts, Entertainment & Recreation	19,559	21,554	1,995	10.2%	7,804	8,982	1,178	15.1%
Accommodation & Food Services	84,168	94,053	9,885	11.7%	57,619	62,601	4,982	8.6%
Other Services (except Government)	41,616	45,249	3,633	8.7%	27,020	28,819	1,799	6.7%
Government	51,274	57,327	6,053	11.8%	31,446	30,203	-1,243	-4.0%
Self Employed and Unpaid Family Workers, All Jobs	73,315	77,750	4,435	6.0%	50,733	50,070	-663	-1.3%
TOTAL	1,053,663	1,194,366	140,703	13.4%	737,558	802,181	64,623	8.8%

Table 1-2. NC Prosperity Zone Industry Employment Projections, 2012 -2022

Industry Group	North Central Prosperity Zone				Sandhills Prosperity Zone			
	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Agriculture, Forestry, Fishing & Hunting	3,865	2,773	-1,092	-28.3%	3,095	2,213	-882	-28.5%
Mining	592	584	-8	-1.4%	164	173	9	5.5%
Utilities	2,523	1,677	-846	-33.5%	877	901	24	2.7%
Construction	45,619	62,664	17,045	37.4%	10,408	13,543	3,135	30.1%
Manufacturing	95,269	87,293	-7,976	-8.4%	34,930	31,704	-3,226	-9.2%
Wholesale Trade	44,024	50,761	6,737	15.3%	6,619	7,209	590	8.9%
Retail Trade	104,549	115,321	10,772	10.3%	33,910	36,840	2,930	8.6%
Transportation & Warehousing	20,578	22,082	1,504	7.3%	8,033	8,671	638	7.9%
Information	24,351	23,848	-503	-2.1%	2,568	2,519	-49	-1.9%
Finance & Insurance	33,020	39,715	6,695	20.3%	5,582	6,268	686	12.3%
Real Estate & Rental and Leasing	12,222	15,328	3,106	25.4%	2,696	2,878	182	6.8%
Professional, Scientific & Technical Services	76,673	99,564	22,891	29.9%	9,130	12,295	3,165	34.7%
Management of Companies & Enterprises	17,248	18,920	1,672	9.7%	2,249	2,565	316	14.1%
Administrative & Waste Services	65,576	70,833	5,257	8.0%	13,288	15,048	1,760	13.2%
Educational Services	105,469	122,255	16,786	15.9%	30,334	34,157	3,823	12.6%
Health Care & Social Assistance	131,063	176,110	45,047	34.4%	44,867	61,606	16,739	37.3%
Arts, Entertainment & Recreation	13,249	16,149	2,900	21.9%	2,831	2,825	-6	-0.2%
Accommodation & Food Services	81,761	92,882	11,121	13.6%	25,832	27,197	1,365	5.3%
Other Services (except Government)	40,934	48,745	7,811	19.1%	11,217	12,826	1,609	14.3%
Government	78,800	81,248	2,448	3.1%	33,894	34,846	952	2.8%
Self Employed and Unpaid Family Workers, All Jobs	71,919	74,011	2,092	2.9%	21,236	19,464	-1,772	-8.3%
TOTAL	1,069,304	1,222,763	153,459	14.4%	303,760	335,748	31,988	10.5%

Industry Group	Northeast Prosperity Zone				Southeast Prosperity Zone			
	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Agriculture, Forestry, Fishing & Hunting	2,907	2,940	33	1.1%	3,994	2,596	-1,398	-35.0%
Mining	79	88	9	11.4%	227	211	-16	-7.0%
Utilities	613	594	-19	-3.1%	2,132	1,976	-156	-7.3%
Construction	6,662	10,605	3,943	59.2%	18,050	24,764	6,714	37.2%
Manufacturing	18,738	16,916	-1,822	-9.7%	30,064	29,164	-900	-3.0%
Wholesale Trade	6,223	6,421	198	3.2%	11,314	12,474	1,160	10.3%
Retail Trade	25,166	26,935	1,769	7.0%	46,049	50,598	4,549	9.9%
Transportation & Warehousing	3,957	4,279	322	8.1%	7,912	8,243	331	4.2%
Information	1,699	1,666	-33	-1.9%	4,855	4,571	-284	-5.8%
Finance & Insurance	4,531	5,572	1,041	23.0%	7,329	9,594	2,265	30.9%
Real Estate & Rental and Leasing	4,192	5,045	853	20.3%	4,980	6,004	1,024	20.6%
Professional, Scientific & Technical Services	4,313	5,172	859	19.9%	13,944	19,487	5,543	39.8%
Management of Companies & Enterprises	1,448	4,788	3,340	230.7%	3,300	3,770	470	14.2%
Administrative & Waste Services	9,111	10,898	1,787	19.6%	18,645	21,398	2,753	14.8%
Educational Services	23,597	24,966	1,369	5.8%	28,873	32,468	3,595	12.5%
Health Care & Social Assistance	31,690	41,955	10,265	32.4%	50,919	68,795	17,876	35.1%
Arts, Entertainment & Recreation	1,612	1,731	119	7.4%	5,597	6,240	643	11.5%
Accommodation & Food Services	20,687	25,123	4,436	21.4%	39,286	47,292	8,006	20.4%
Other Services (except Government)	7,502	9,153	1,651	22.0%	8,571	9,330	759	8.9%
Government	17,833	18,101	268	1.5%	38,800	38,545	-255	-0.7%
Self Employed and Unpaid Family Workers, All Jobs	14,713	13,927	-786	-5.3%	26,672	25,683	-989	-3.7%
TOTAL	207,273	236,875	29,602	14.3%	371,513	423,203	51,690	13.9%

Source: Labor & Economic Analysis Division, NC Dept. of Commerce

Table 2-1. NC Prosperity Zone Occupational Employment Projections, 2012 -2022

Occupational Group	Western Prosperity Zone				Northwest Prosperity Zone			
	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Management Occupations	14,648	15,018	370	2.5%	15,101	14,164	-937	-6.2%
Business and Financial Operations Occupations	7,296	8,855	1,559	21.4%	5,905	6,563	658	11.1%
Computer and Mathematical Occupations	2,738	3,469	731	26.7%	1,897	2,039	142	7.5%
Architecture and Engineering Occupations	3,213	3,529	316	9.8%	1,906	1,815	-91	-4.8%
Life, Physical, and Social Science Occupations	1,695	1,931	236	13.9%	946	1,029	83	8.8%
Community and Social Service Occupations	6,058	7,264	1,206	19.9%	4,414	5,280	866	19.6%
Legal Occupations	1,867	2,360	493	26.4%	829	880	51	6.2%
Education, Training, and Library Occupations	16,614	18,911	2,297	13.8%	14,865	15,634	769	5.2%
Arts, Design, Entertainment, Sports, and Media Occupations	3,425	3,903	478	14.0%	1,914	2,008	94	4.9%
Healthcare Practitioners and Technical Occupations	19,176	23,482	4,306	22.5%	12,482	14,372	1,890	15.1%
Healthcare Support Occupations	11,991	15,645	3,654	30.5%	10,215	12,898	2,683	26.3%
Protective Service Occupations	5,621	6,093	472	8.4%	6,315	6,876	561	8.9%
Food Preparation and Serving Related Occupations	29,444	34,943	5,499	18.7%	20,829	22,120	1,291	6.2%
Building and Grounds Cleaning and Maintenance Occupations	11,487	13,247	1,760	15.3%	8,758	9,849	1,091	12.5%
Personal Care and Service Occupations	9,081	10,787	1,706	18.8%	6,400	7,978	1,578	24.7%
Sales and Related Occupations	30,152	33,213	3,061	10.2%	24,414	25,696	1,282	5.3%
Office and Administrative Support Occupations	38,965	43,886	4,921	12.6%	32,851	34,832	1,981	6.0%
Farming, Fishing, and Forestry Occupations	1,592	1,332	-260	-16.3%	1,765	1,587	-178	-10.1%
Construction and Extraction Occupations	11,521	15,234	3,713	32.2%	7,867	10,056	2,189	27.8%
Installation, Maintenance, and Repair Occupations	10,284	11,509	1,225	11.9%	10,551	11,219	668	6.3%
Production Occupations	19,373	19,643	270	1.4%	37,722	35,493	-2,229	-5.9%
Transportation and Material Moving Occupations	15,745	17,374	1,629	10.3%	22,858	23,697	839	3.7%
Total, All Occupations	271,986	311,628	39,642	14.6%	250,804	266,085	15,281	6.1%

Occupational Group	Southwest Prosperity Zone				Piedmont-Triad Prosperity Zone			
	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Management Occupations	69,992	77,659	7,667	11.0%	42,317	42,695	378	0.9%
Business and Financial Operations Occupations	60,225	73,459	13,234	22.0%	28,567	32,005	3,438	12.0%
Computer and Mathematical Occupations	30,463	37,779	7,316	24.0%	12,610	14,524	1,914	15.2%
Architecture and Engineering Occupations	15,101	17,114	2,013	13.3%	7,548	7,831	283	3.7%
Life, Physical, and Social Science Occupations	5,062	5,778	716	14.1%	3,509	3,710	201	5.7%
Community and Social Service Occupations	15,672	18,123	2,451	15.6%	10,066	11,859	1,793	17.8%
Legal Occupations	7,829	9,198	1,369	17.5%	4,514	5,023	509	11.3%
Education, Training, and Library Occupations	48,435	56,657	8,222	17.0%	41,692	45,697	4,005	9.6%
Arts, Design, Entertainment, Sports, and Media Occupations	15,107	16,917	1,810	12.0%	10,579	11,339	760	7.2%
Healthcare Practitioners and Technical Occupations	53,988	66,872	12,884	23.9%	43,721	54,345	10,624	24.3%
Healthcare Support Occupations	28,542	36,126	7,584	26.6%	25,282	33,931	8,649	34.2%
Protective Service Occupations	28,018	31,135	3,117	11.1%	15,080	15,656	576	3.8%
Food Preparation and Serving Related Occupations	85,672	96,065	10,393	12.1%	60,184	65,589	5,405	9.0%
Building and Grounds Cleaning and Maintenance Occupations	33,482	37,213	3,731	11.1%	25,626	28,728	3,102	12.1%
Personal Care and Service Occupations	33,219	38,368	5,149	15.5%	22,332	26,834	4,502	20.2%
Sales and Related Occupations	127,710	141,523	13,813	10.8%	77,785	83,091	5,306	6.8%
Office and Administrative Support Occupations	159,075	176,906	17,831	11.2%	112,505	121,004	8,499	7.6%
Farming, Fishing, and Forestry Occupations	1,930	1,740	-190	-9.8%	1,391	961	-430	-30.9%
Construction and Extraction Occupations	40,717	53,793	13,076	32.1%	25,665	31,679	6,014	23.4%
Installation, Maintenance, and Repair Occupations	41,145	45,350	4,205	10.2%	30,767	32,893	2,126	6.9%
Production Occupations	74,390	71,005	-3,385	-4.6%	75,026	68,181	-6,845	-9.1%
Transportation and Material Moving Occupations	77,889	85,586	7,697	9.9%	60,792	64,606	3,814	6.3%
Total, All Occupations	1,053,663	1,194,366	140,703	13.4%	737,558	802,181	64,623	8.8%

Table 2-2. NC Prosperity Zone Occupational Employment Projections, 2012 -2022

Occupational Group	North Central Prosperity Zone				Sandhills Prosperity Zone			
	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Management Occupations	68,114	75,089	6,975	10.2%	15,277	14,729	-548	-3.6%
Business and Financial Operations Occupations	56,609	66,965	10,356	18.3%	9,858	11,032	1,174	11.9%
Computer and Mathematical Occupations	50,441	60,031	9,590	19.0%	2,868	3,447	579	20.2%
Architecture and Engineering Occupations	21,600	23,668	2,068	9.6%	1,944	2,054	110	5.7%
Life, Physical, and Social Science Occupations	19,411	22,340	2,929	15.1%	1,502	1,619	117	7.8%
Community and Social Service Occupations	17,706	21,895	4,189	23.7%	5,906	7,167	1,261	21.4%
Legal Occupations	9,322	10,701	1,379	14.8%	1,225	1,369	144	11.8%
Education, Training, and Library Occupations	70,679	84,368	13,689	19.4%	23,688	27,032	3,344	14.1%
Arts, Design, Entertainment, Sports, and Media Occupations	18,040	20,554	2,514	13.9%	3,365	4,030	665	19.8%
Healthcare Practitioners and Technical Occupations	61,995	78,708	16,713	27.0%	19,778	24,522	4,744	24.0%
Healthcare Support Occupations	33,390	44,254	10,864	32.5%	15,534	22,464	6,930	44.6%
Protective Service Occupations	24,742	26,415	1,673	6.8%	8,230	8,764	534	6.5%
Food Preparation and Serving Related Occupations	84,381	96,918	12,537	14.9%	27,353	29,164	1,811	6.6%
Building and Grounds Cleaning and Maintenance Occupations	36,606	40,449	3,843	10.5%	10,902	12,144	1,242	11.4%
Personal Care and Service Occupations	29,538	37,211	7,673	26.0%	8,673	10,368	1,695	19.5%
Sales and Related Occupations	112,066	123,021	10,955	9.8%	30,386	32,385	1,999	6.6%
Office and Administrative Support Occupations	159,319	176,045	16,726	10.5%	41,911	46,149	4,238	10.1%
Farming, Fishing, and Forestry Occupations	3,698	2,934	-764	-20.7%	2,438	1,859	-579	-23.7%
Construction and Extraction Occupations	40,221	51,806	11,585	28.8%	10,113	12,075	1,962	19.4%
Installation, Maintenance, and Repair Occupations	38,478	43,598	5,120	13.3%	14,271	15,279	1,008	7.1%
Production Occupations	56,918	54,963	-1,955	-3.4%	27,608	26,104	-1,504	-5.4%
Transportation and Material Moving Occupations	56,030	60,830	4,800	8.6%	20,930	21,992	1,062	5.1%
Total, All Occupations	1,069,304	1,222,763	153,459	14.4%	303,760	335,748	31,988	10.5%

Occupational Group	Northeast Prosperity Zone				Southeast Prosperity Zone			
	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change	Employment Est. 2012	Employment Proj. 2022	Net Change	Percent Change
Management Occupations	10,806	11,455	649	6.0%	17,942	18,552	610	3.4%
Business and Financial Operations Occupations	4,599	5,679	1,080	23.5%	11,597	13,619	2,022	17.4%
Computer and Mathematical Occupations	1,568	1,917	349	22.3%	4,671	6,041	1,370	29.3%
Architecture and Engineering Occupations	1,540	1,610	70	4.5%	5,006	5,554	548	10.9%
Life, Physical, and Social Science Occupations	1,482	1,556	74	5.0%	2,704	3,075	371	13.7%
Community and Social Service Occupations	3,942	4,944	1,002	25.4%	5,579	6,742	1,163	20.8%
Legal Occupations	1,011	1,109	98	9.7%	2,485	3,014	529	21.3%
Education, Training, and Library Occupations	15,271	16,695	1,424	9.3%	22,059	25,168	3,109	14.1%
Arts, Design, Entertainment, Sports, and Media Occupations	1,921	2,035	114	5.9%	3,407	3,566	159	4.7%
Healthcare Practitioners and Technical Occupations	13,697	16,667	2,970	21.7%	22,394	28,221	5,827	26.0%
Healthcare Support Occupations	9,934	14,040	4,106	41.3%	15,082	20,739	5,657	37.5%
Protective Service Occupations	5,688	6,087	399	7.0%	10,605	10,992	387	3.6%
Food Preparation and Serving Related Occupations	20,228	24,818	4,590	22.7%	39,818	47,670	7,852	19.7%
Building and Grounds Cleaning and Maintenance Occupations	9,644	10,922	1,278	13.3%	14,866	16,574	1,708	11.5%
Personal Care and Service Occupations	6,739	8,538	1,799	26.7%	10,820	13,105	2,285	21.1%
Sales and Related Occupations	24,232	26,083	1,851	7.6%	42,018	45,878	3,860	9.2%
Office and Administrative Support Occupations	28,798	32,326	3,528	12.3%	52,061	58,846	6,785	13.0%
Farming, Fishing, and Forestry Occupations	2,309	2,249	-60	-2.6%	3,505	2,584	-921	-26.3%
Construction and Extraction Occupations	7,477	10,121	2,644	35.4%	17,033	21,152	4,119	24.2%
Installation, Maintenance, and Repair Occupations	9,895	11,119	1,224	12.4%	18,287	20,420	2,133	11.7%
Production Occupations	14,061	13,574	-487	-3.5%	25,377	25,466	89	0.4%
Transportation and Material Moving Occupations	12,431	13,331	900	7.2%	24,197	26,225	2,028	8.4%
Total, All Occupations	207,273	236,875	29,602	14.3%	371,513	423,203	51,690	13.9%

Appendix B

Core Programs		
Agency	Program	Program and Activities with Target Population
North Carolina Department of Commerce	Adult Program	The Adult program through the Department of Commerce prepares individuals for participation in the labor force by providing access to employment planning, career counseling, job training, and workforce services ranging from skill assessment, labor market information, consumer reports on training programs, job search, placement assistance, literacy activities, and support services. Education and training activities may include: occupational skills training; on-the-job training; incumbent worker workplace training; skill upgrading; customized training; and job readiness training. The program is designed to serve the general public and unemployed or underemployed jobseekers.
North Carolina Department of Commerce	Dislocated Worker Program	The Dislocated Worker program through the Department of Commerce prepares those dislocated from employment for participation in the labor force by providing access to employment planning, career counseling, job training, and workforce services ranging from skill assessment, labor market information, consumer reports on training programs, job search, placement assistance, literacy activities, and support services. Education and training activities may include: occupational skills training; on-the-job training; incumbent worker workplace training; skill upgrading; customized training; and job readiness training. The program is designed to serve individuals dislocated from employment or those who received notification of pending dislocation.
North Carolina Department of Commerce	Youth Program	The Youth program through the Department of Commerce prepares youth with barriers to employment for academic and employment success. The program serves out-of-school youth aged 16-24 and low-income in-school youth aged 14-21. The youth program provides youth a variety of options for improving educational and skill competencies, supportive services and effective connections to employers. Youth services shall provide assessments of the individual's academic level, basic skills, occupational skills, prior work experience, employability, interests, aptitudes, and support service needs for the purpose of identifying career pathways for the individual. In addition, these assessments will yield the individual's service strategies linked to their career pathway's education and employment goals and establish the necessary activities required to complete postsecondary education, occupational education and preparation for employment. In order to achieve the individuals chosen career path and career readiness, youth have access to fourteen defined program elements to include comprehensive counseling and mentoring. Available education and training activities may include: tutoring and study skills leading to the completion of secondary school, or dropout prevention; alternative secondary school services; summer employment opportunities; work experience (paid and unpaid), including internships and job shadowing; occupational skills training; and leadership development opportunities. The program is designed to serve out-of-school youth aged 16-24 and low-income in-school youth aged 14-21 with identified barriers to employment.

Core Programs

Agency	Program	Program and Activities with Target Population
North Carolina Community College System	Basic Skills	The Basic Skills program through the North Carolina Community College System provides adult education and literacy services to assist adults to complete a secondary school education and/or become literate and obtain the knowledge and skills necessary for employment and self-sufficiency. North Carolina's 58 community colleges offer classes in Adult Basic Education, Adult Secondary Education and English as a Second Language. Instruction is offered in reading, writing, mathematics and English. Participants who do not have a high school diploma may work towards a high school equivalency or Adult High School diploma. In addition, the program assists adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children. The program is designed to serve individuals lacking basic literacy skills.
North Carolina Department of Commerce	Wagner-Peyser Act Program	The Wagner-Peyser program through the Department of Commerce provides all job seekers access to self-service or staff-assisted job search preparation, job referral, and placement assistance. Employers may receive general or specialized recruitment services through self-service or staff assisted job referral and placement. Depending on the needs of the labor market, other services may be available through the Wagner-Peyser program, such as job seeker skills assessments, career guidance, workshops, and referral to training. Other services offered to employers include assistance in the development of job order requirements and skills, arranging job fairs, and assisting with job restructuring. The program is designed to serve the general public, unemployed or underemployed job seekers, and business owners.
North Carolina Department of Health and Human Services	Vocational Rehabilitation Program	The Vocational Rehabilitation, Employment and Training program through the Department of Health and Human Services provides an array of activities designed to help individuals with disabilities prepare for, and engage in, gainful employment consistent with their strengths, interests and abilities. Services include skill assessments, counseling, training, education, transportation, job placement, assistive technology and other support services for people with physical, psychiatric, or intellectual disabilities as well as those who are deaf or hard of hearing or have other communicative disorders to assist them with living independently and with finding and maintaining employment. The program is designed to serve job seekers with disabilities.
North Carolina Department of Health and Human Services	Services for the Blind, Employment and Training	The Services for the Blind, Employment and Training program through the Department of Health and Human Services provides counseling, training, education, transportation, job placement, assistive technology, and other support services for blind and visually impaired people as well as people with vision and hearing loss to assist them with living independently and with finding and maintaining employment. The program is designed to serve job seekers who are blind or visually impaired.

Mandatory One-stop Delivery System Partners

Core Programs

Agency	Program	Program and Activities with Target Population
North Carolina Department of Public Instructions	Career and Technical Education (Perkins)	<p>The Department of Public Instruction is the primary agent for Perkins funds. The Career and Technical Education program through the Department of Public Instruction provides middle and high school students the opportunity to take Career and Technical Education courses that are aligned with the 16 National Career Clusters and 79 related career pathways. The 16 Career Clusters include Manufacturing, Transportation, Health Science, Education, and Information Technology, among others. In addition to classroom and lab instruction, students participate in work-based learning experiences and in student organization activities.</p> <p>The program is designed to serve students in grades 6th through 12th, many of whom have a barrier to employment.</p>
North Carolina Community College System	Post-Secondary Career, Technical, and Vocational Education (Perkins)	<p>The Post-Secondary Career, Technical, and Vocational Education program through the North Carolina Community College System provides individuals the opportunity to expand their education in one of the 260 programs aligned with diverse industries across North Carolina. Currently included are Agricultural & Natural Resources, Biological & Chemical Technologies, Business Technologies, Commercial & Artistic Production, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Services Technologies, and Transportation System Technologies. Other program activities include: building rigorous programs of study by integrating academic and technical skills; linking high school and community college technical programs; improving the use of technology in instruction; and providing professional development for faculty, administrators and counselors.</p>
North Carolina Department of Health and Human Services	Community Services Block Grant	<p>The Community Services Block Grant program through the Department of Health and Human Services provides support to individuals who are currently at or below 200% of the federal poverty level. The program provides funding to Community Action Agencies and Limited Purpose Agencies to carry out activities that enable low-income families to move out of poverty and to become self-sufficient. Low-income participants are assisted with employment, education, housing, emergency assistance, community involvement, and more effective use of resources. The program is designed to serve low-income families and individuals.</p>
North Carolina Department of Administration	American Indian Workforce Development Program	<p>The American Indian Workforce Development program through the North Carolina Department of Administration provides comprehensive employment and training activities for Indian, Alaska Native and Native Hawaiian individuals in order to develop academic, occupational and literacy skills to achieve self-sufficiency. Services may include: classroom training, work experiences, job search and placement assistance, and supportive services. The program is designed to serve unemployed, underemployed and low-income American Indian job seekers.</p>
U.S. Department of Labor	Job Corps Program	<p>The Job Corps program administered by the U.S. Department of Labor and delivered by local Job Corps centers is a no-cost education and vocational training program that helps young people ages 16 through 24 improve the quality of their lives through vocational and academic training. North Carolina's four Job Corps centers may provide the following activities: academic training, including basic reading and math; courses in independent living, employability skills, and social skills to help students transition into the workplace; career technical training in several vocational trades including Advanced Manufacturing, Automotive Construction, Business Technology and Health; GED/high school programs; and support services. The program is designed to serve young people ages 16 through 24.</p>

Core Programs

Agency	Program	Program and Activities with Target Population
North Carolina Department of Commerce	Veterans Services Program	The Veterans Services program through the Department of Commerce provides specialized services to assist veterans and eligible persons with employment services, including case management of veterans with significant barriers to employment and extensive employer outreach conducted on behalf of veterans. Eligible participants are served by Wagner-Peyser and WIOA integrated staff in the state's network of NCWorks Career Centers. Disabled Veterans Outreach Specialists (DVOPS) offer intensive services designed to assist veterans in overcoming barriers and becoming employed. Local Veteran Employment Representatives (LVER) conduct employer outreach on behalf of veterans, conduct staff training on veteran services and educate employers and other groups on the benefits and requirements associated with hiring veterans. The program is designed to serve veterans and eligible persons with barriers to employment.
U.S. Department of Labor	National Farmworker Jobs Program	The National Farmworker Jobs Program (NFJP), directed by the U.S. Department of Labor and delivered in North Carolina by a local nonprofit, provides eligible farmworkers and their dependents with the means to reach self-sufficiency through better employment. The NFJP provides access to education services and job training, support, and additional services suited to the customer's career goals. Activities may include job search assistance, skills assessments, career counseling, classroom training, customized training programs, emergency service assistance, English as a Second Language, job placements, on the job training, work experiences, pre-employment training, remedial education and GED preparation. The program is designed to serve eligible farmworker or a dependent of an eligible farmworker.
North Carolina Department of Health and Human Services	Senior Community Service Employment Program	The Senior Community Service Employment Program through the Department of Health and Human Services provides individuals 55 and older who are economically disadvantaged with part-time community service assignments while helping them transition into unsubsidized employment. The program empowers low-income older workers to achieve economic independence while training in community service activities that assist in gaining marketable skills to re-enter the workforce. The program is designed to serve low-income job seekers age 55 and older.
North Carolina Department of Health and Human Services/Division of Social Services	Temporary Assistance for Needy Families (TANF)	The WorkFirst, Employment and Training program through the Department of Health and Human Services provides work experience opportunities for recipients to gain skills for employment, become employed, keep a job and become self-sufficient. The program is designed to serve low-income job seekers.
North Carolina Department of Commerce	Trade Adjustment Assistance Program	The Trade Adjustment Assistance program through the Department of Commerce provides re-employment assistance to workers who have been negatively impacted by foreign trade. Through job referrals, training, and income support, this program is designed to help workers find new jobs. Services may include: skills assessments, career counseling, labor market information, training, income support, job search allowances, relocation allowances, and wage subsidies. The program is designed to serve trade-affected workers.

Core Programs

Agency	Program	Program and Activities with Target Population
North Carolina Department of Commerce	Unemployment Insurance Benefits	Unemployment Benefits through the Department of Commerce, Division of Employment Security provides unemployment insurance payments to eligible participants who are unemployed due to no fault of their own. Recipients are required to be able, available and actively seeking work. Work search activities must include: registration in NCWorks Online, the internet based job search and referral system provided by the North Carolina Department of Commerce; proof of job search activities; and participation in an employability assessment interview (EAI) at an NCWorks Career Center. The program is designed to serve eligible individuals who have become unemployed.
U.S. Department of Labor	YouthBuild	YouthBuild, overseen by the U.S. Department of Labor and operated by local community organizations, serves low-income young people, aged 16 to 24, to work full-time toward their GED or high school diploma while learning job skills by building affordable housing in their neighborhoods. Emphasis is placed on leadership development, community service, and the creation of a positive mini-community of adults and youth committed to each other's success. At exit, they are placed in college, jobs, or both. The program is designed to serve low-income, high school dropouts between the ages of 16 and 24.

Additional State Workforce Partners

Agency	Program	Program and Activities with Target Population
North Carolina Department of Commerce	Apprenticeship	The Apprenticeship program through the Department of Commerce provides on-the-job learning with job related education experience. Working with the community colleges, technical institutions, universities, and individual employers, registered apprentices are provided a structured training that enhances their skills on the job. The program is designed to serve incumbent workers and business owners.
North Carolina Community College System	BioNetwork Program	The BioNetwork through the North Carolina Community College System provides education and training resources for the biotechnology and life science industry sector and for community college credit and non-credit programming through the customized training program, laboratory resources, course development and delivery, e-learning tools, workshops, and collaborative projects. BioNetwork also provides teacher training, STEM outreach, and career guidance to K-14. The program is designed to serve individuals, students, teachers, and employers.

Additional State Workforce Partners

Agency	Program	Program and Activities with Target Population
North Carolina Community College System	Customized Training Program	The Customized Training program through the North Carolina Community College System supports the economic development efforts of the State by providing education and training opportunities for individuals at eligible businesses and industries. The program is designed to react quickly to the needs of businesses to ensure the presence of a well-trained workforce. Services may include pre-employment training and post-employment training. The program is designed to serve incumbent workers and new, expanding and existing businesses.
North Carolina Community College System	Human Resources Development	The Human Resource Development program through the North Carolina Community College System provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults based on six core components of assessment, positive self-concept, employability skills, communication skills, problem-solving skills, and awareness of the impact of information technology in the workplace. The program is designed to serve unemployed or underemployed job seekers.
North Carolina Community College System	Small Business Center Network	The Small Business Center Network program through the North Carolina Community College System provides education and training, counseling, referral, and information to prospective and existing North Carolina small business owners. With one location at each community college, the 58 Small Business Centers are community-based providers of entrepreneurship training, business counseling, referral and information. The program is designed to serve individuals interested in starting a business and current business owners.
North Carolina Community College System	Workforce Continuing Education	The Workforce Continuing Education program through the North Carolina Community College System provides post-secondary students the opportunity to attain education and training through participation in one of 800+ short-term training courses. These programs provide instruction around skill competencies that lead to a recognized credential (licensure, certification, renewal, registry listing) and/or meets local workforce labor needs. The program is designed to serve the general population, unemployed or underemployed job seekers, and incumbent workers.
North Carolina Department of Health and Human Services	Food and Nutrition Services, Employment and Training	The Food and Nutrition Services, Employment and Training program through the Department of Health and Human Services prepares adult Food and Nutrition Services recipients' for employment through assistance with job searches and other work activities as well as short-term training opportunities. The program is designed to serve low-income job seekers.