

Definition and Crosswalk/Mapping Project

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In October 2024, the Interagency Advisory Committee on Apprenticeship (IACA) People with Disabilities Subcommittee (Subcommittee) agreed to develop a crosswalk/mapping of programs that will provide employment and training services for people with disabilities. The Subcommittee discussed developing documentation to understand definitions among the different programs serving people with disabilities. In 2025, the Subcommittee will review definitions and create a crosswalk/map of programs. At the January 2025 meeting, the Subcommittee will review the goals of the project, the phases of the project and discuss the definitions already mapped to determine how to proceed with the project.

In developing this project, the following will be the goals of the Subcommittee project:

- Map the language between programs and systems to better understand the terminology each system uses. Create a list of acronyms and definitions for each system.
- Help us guide conversations on apprenticeships to focus on alignment needs of the programs. Identify points of intersectionality and facilitate dialogue of how to effectively collaborate between programs.
- After completing the map, it should assist the Subcommittee with overlap of programs, what are strengths and pain points (areas that need lift) of programs.
- Assist with identifying the entry points of where people with disabilities may participate in apprenticeships.

The phases of the project are:

1. Gather definitions of following programs: apprenticeships, local workforce development areas, Department of Rehabilitation (DOR), and Regional Centers.
2. Understand terminology to then discuss alignment needs, which will include points of intersection between the programs.
3. Identify entry points for people with disabilities. Some entry points are K-12 (both Local Education Agencies and Special Education Local

Plan Areas), community college, DOR, local workforce development areas, Regional Centers, and behavioral health programs.

4. Identify resources from apprenticeships and disability-related programs (i.e. DOR, Regional Centers, behavioral health).
5. Eventually, this may lead the Subcommittee to determine policy proposals to better align programs to incorporate apprenticeships and may require development of legislation.

When completed, the Subcommittee will have a better understanding of the intersections of definitions among programs, understand the entry points, and resources available to assist a person with disabilities being an apprentice.

Once crosswalk/mapping is completed, input from various providers, educators and vocational rehabilitation counselors should provide information on ongoing challenges for people with disabilities to become involved in apprenticeships.

Background of the IACA People with Disabilities Subcommittee

AB 1019 (Chapter 164, Statutes of 2019) established the subcommittee and added representation from the Director of the DOR and Executive Director of the State Council of Developmental Disabilities (SCDD). The bill established representation for programs for people with disabilities within IACA. With the legislation, it offers an opportunity to create inclusive apprenticeships for people with disabilities.

Other Policy Changes in California that Supports Apprenticeships

As of January 1, 2025, California has eliminated sub-minimum wages for people with disabilities. This changes policies for people with intellectual/developmental disabilities. Apprenticeships could be used as a strategy to meet employment outcomes and there could be additional resources to assist individuals.

In recent years, California has invested in apprenticeships as a workforce strategy. IACA was created to advise on the need to develop apprenticeships in various occupational fields. AB 1019 also made representation from DOR and SCDD to IACA and created a committee focused on the needs of people with disabilities.

In 2014, the Workforce Innovation and Opportunity Act (WIOA) made competitive integrated employment the goal for all people with disabilities. It also included DOR as a planning partner for the Unified State Plan and made additional changes to the vocational rehabilitation program and local workforce development policies. Mainly, it created opportunities to align the workforce training programs that are in various state departments to better serve Californians.

Governor Newsom has created the Master Plan for Aging and the Master Plan for Developmental Services. Each of the plans will have workforce strategies that can be opportunities for apprenticeships. Lastly, the Master Plan for Career Education and Jobs First initiative also include earn and learn strategies.

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