



WIOA Basics

An initial explanation of the WIOA legislation and MoA between IVRS and DE

Agenda

- WIOA
- Definitions
- Implementation of Pre-Employment Transition Services (PETS)
- Intensive Services
- Section 511
- Memorandum of Agreement (MoA)

How does WIOA align with IDEA?

- On July 22, 2014, President Obama signed the Workforce Innovation and Opportunities Act (WIOA) into law.
- The provisions related to IVRS' work in the schools creates a continuum of services that aligns with IDEA but does not supplant the legal responsibility of the schools.
- Mandates the schools and IVRS to jointly develop a system so students achieve competitive integrated employment, and do not work for a CRP at sub-minimum wage.

Youth vs. Student

- **Youth with a Disability** is an individual with a disability regardless if they are in school, who:
 - Is not younger than 14 years of age; and
 - Is not older than 24 years of age

- **Student with a Disability** is an individual with a disability in school who:
 - Is not younger than 14 years of age ; and
 - Is not older than 21 years of age; or if the State allows for a higher maximum age is not older than that maximum age; and
 - Is eligible for and receiving special education or related services under part B of IDEA; or
 - Is an individual with a disability for purposes of section 504

Potentially Eligible

- Any student with a disability who is currently on an IEP or covered under a 504 Plan, regardless of whether the student has applied for or been determined eligible for IVRS
- Potentially eligible students can participate in PETS activities

Pre-Employment Transition Services (PETS)

- Pre-Employment Transition Services (PETS)

are collaborative services that create a continuum of VR and LEA services for students with disabilities:

- Required Activities, Authorized Activities, Coordinated Activities
- designed to provide services in the early stages of the transition process

PETS - Required Activities

- Job Exploration Counseling
- Work-Based Learning Experiences
- Counseling on Opportunities
- Workplace Readiness Training
- Self-Advocacy Instruction

PETS - Authorized Activities and Coordinated Activities

- Consultation Services provided to improve the transition of students from school to postsecondary education or employment through system development.
- Attending IEP meetings

Implementation of PETS

Local teams should meet to develop a plan on how to implement PETS

Examples:

- In classes where individuals with disabilities can gain the knowledge and understanding without any specialized support that is individualized, IVRS staff may provide expertise and information on the ADA, accommodations, advocacy, etc. so they gain access and are successful.
- In Youth Centers or classes in the school environment, staff may work with teachers and partners during their planning times to discuss pre-employment transition services and content to be infused into the classes.
- Through guidance, consultation and technical assistance, the IVRS staff can advocate for all individuals with disabilities to gain access through the normal and common methods of services to prepare for, obtain, maintain, and advance in employment.
- By assisting with and arranging internships, work experiences, employer panels, etc. students and youth gain real-world understanding of work and work requirements.

Shared Responsibilities:
Collaborate!!



What Do Intensive Services Look Like?

- The individual requires IVRS due to the disability to be successful.
- The individual requires the expertise of an IVRS counselor to develop a job goal, to create a plan, and to provide specialized and individualized services to be successful.

Section 511: What is it?

- Limitations on employers who hold special wage certificates
- Changes go into effect July 2016
- Specific conditions must be met before employers can:
 - Hire youth with disabilities (24 and under) at subminimum wage level
 - Continue to employ individuals with disabilities of any age at subminimum wage level
- Employment First mindset

Section 511: Youth Employed

- IVRS must provide information and referral and career counseling
- Youth must be informed by the subminimum wage employer of self-advocacy, self-determination, and peer mentoring
- In first year, this process must occur every six months then annually for two years, (or longer if requested)

Section 511: What Does This Mean for the Schools?

- Legislation prohibits state and local educational agencies from entering into contracts or agreements with CRPs to transition youth into segregated programs
- Schools currently contracting with entities holding subminimum wage certificates will no longer be able to do so
- School and IVRS can use CRPs to provide services in integrated settings in the community (refer to MoA information)

Section 511: Collaboration and Coordination

- IVRS will have a much larger role in this process
- IVRS: Coordinate with school officials on any referrals to extended evaluation

Section 511: Timeline

- Changes go into place as of July 2016
- IVRS will provide PETS and focus on Employment First and Competitive Integrated Employment
- IVRS: role is to review not to enforce

Memorandum of Agreement (MoA)

Purpose:

- Define the responsibilities of both divisions within a tiered system of support;
- Provide for efficient and effective utilization of agencies' resources;
- Minimize duplication; and,
- Delineate a basis for continuous, effective working relationships between the two agencies.

MoA

IVRS	DE
<ul style="list-style-type: none">• Provide pre-employment transition services in collaboration and coordination with the LEA, ensuring that services (including individualized services under an IPE) are not duplicative nor do they supplant existing LEA services.• Use assessment information provided by education to determine eligibility and services. Securing additional assessment only when necessary and assuming financial responsibility for the cost of the additional information.• Provide consultation and technical assistance to educators.• Participate in the development of the employment and related components of the IEP, based on individual need.• Develop an IPE for students within 90 days of being removed from waiting list, unless an extension is approved.	<p>Will ensure AEAs and LEAs understand their responsibilities to:</p> <ul style="list-style-type: none">• Provide all existing educational assessment and performance information relevant for the determination of IVRS eligibility and services.• Request consultation and technical assistance from IVRS counselors when needed for planning and implementing transition services.• Consult with IVRS staff for identification of student's vocational needs and services.• Develop and complete the employment component of the IEP, based on individual need.• Ensure IEP employment goals are consistent with IPE goals.

MoA

IVRS	DE
<ul style="list-style-type: none">• Ensure the IPE goals are consistent with IEP employment goals.• Provide or arrange for services required by the IPE goal, when the individual has been determined eligible for IVRS services and has an individual employment plan where the services are needed for the student's specific employment outcome.• Provide assistance in the purchase of tools, supplies and other job related personal expenses for IVRS eligible students who have demonstrated success in a 4+ career and technical program as it relates to the IPE goal.• Arrange and pay for job development needed to serve the most significantly disabled students who require supported employment services. If long-term supports are needed after high school, IVRS will assist the LEA in coordinating these services.	<p>Will ensure AEAs and LEAs understand their responsibilities to:</p> <ul style="list-style-type: none">• Work with IVRS staff to identify whether IVRS referral is appropriate and the supports needed to complete the application.• Pay for all services listed on the IEP, unless another agency or entity agrees to provide such services.• Provide and/or pay for job coaching, when needed, as part of the instructional component of the IEP.• Provide and/or pay for extended school year supports, as needed



Questions?