

Pre-Employment Transition Requirements under the Workforce Innovation and Opportunity Act (WIOA) of 2014

Overview of Workforce Innovation and Opportunity Act (WIOA) of 2014

- Timeline:
 - July 22, 2014 - WIOA signed by President Obama
 - April 16, 2015 - Draft federal rules released for comment
 - June 15, 2015 - Comment period closed
- Final federal rules not yet released

Overview of Workforce Innovation and Opportunity Act of 2014 *(cont'd)*

- Main WIOA requirements:
 - Unified and Combined State Plans
 - Common Performance Accountability Measures
 - One-Stop System Joint Provision
- Collaboration between New Mexico Division of Vocational Rehabilitation (NMDVR), Public Education Department (PED) and Local Education Agencies (LEAs)



Components of WIOA

- Pre-Employment Transition Requirements:
 - State Allotments
 - State Allotments and Transition Services
 - Required Activities
 - Authorized Activities
 - Pre-Employment Transition Coordination



WIOA Pre-Employment Transition Requirements- *State Allotments*

- Reserved fund requirements:
 - Fifteen percent funding allotment
 - Pre-employment Transition provision requirement
 - Not for administrative costs
- For New Mexico:
 - 15 percent equates to \$2.5 million
 - No additional funding available



WIOA Pre-Employment Transition Requirements- *State Allotments & Transition Services*

Designated State Unit must:

- Fund pre-employment transition services
- Serve all students with disabilities in need



WIOA Pre-Employment Transition Requirements - *Required Activities*

- (1) Job Exploration Counseling
- (2) Work-based Learning Experiences
- (3) Enrollment Counseling for Institutions of Higher Education :
 - Comprehensive transition
 - Postsecondary educational programs

WIOA Pre-Employment Transition Requirements - *Required Activities* (cont'd)

- (4) Workplace Readiness Training
- (5) Instruction in Self-Advocacy



WIOA Pre-Employment Transition Requirements - *Authorized Activities*

Remaining funds **after** required activities complete:

- (1) Independent living and workplace inclusion strategies
- (2) Strategies for Individuals with intellectual and significant disabilities for:
 - Independent Living
 - Postsecondary educational experiences
 - Obtaining and retaining competitive integrated employment
- (3) Instruction for applicable service providers
- (4) Disseminating information on effective approaches

WIOA Pre-Employment Transition Requirements - *Authorized Activities* (cont'd)

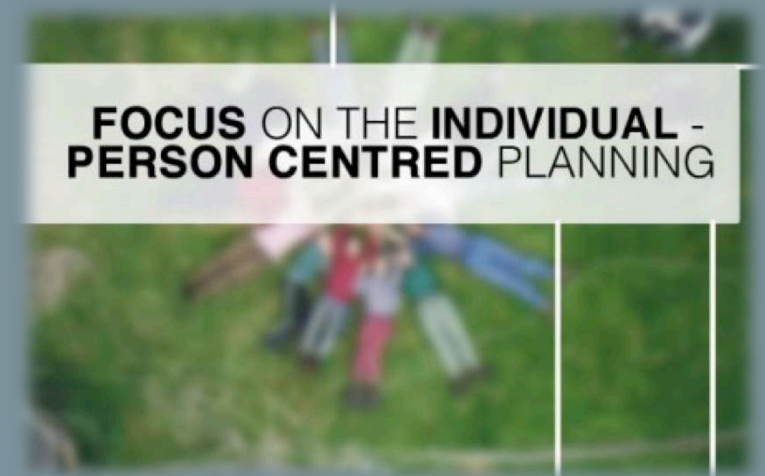
- (5) Coordinating transition service activities with Local Education Agencies (LEAs)
- (6) Applying evidence-based findings for improvement
- (7) Developing model transition demonstration projects;
- (8) Establishing or supporting multistate or regional partnerships; and
- (9) Disseminating information and strategies for un-served populations.



WIOA Pre-Employment Transition Requirements - *Pre-Employment Transition Coordination*

Local office of designated State unit must:

- (1) Attend individualized education program (IEP) meetings
- (2) Collaborate to develop work opportunities for students with disabilities
- (3) Coordinate pre-employment transition services; and
- (4) Attend person-centered planning meetings upon invitation



Student with a Disability Defined

- Individual with a disability in school:
 - 16 years old or younger
 - Not older than 21 years of age
 - Receive IDEA or Sec. 504 services

Services for Student with a Disability

- Qualifies for WIOA Pre-Employment Transition Services (PETS)
 - PETS for students in need of services
 - Vocational Rehabilitation participation not required to receive PETS



Youth with a Disability Defined

- A youth with a disability is:
 - An individual with a disability between the ages of 14 and 24.

Services for Youth with a Disability

- Do not qualify for WIOA Pre-Employment Transition Services (PETS)
 - Services required for youth who are not students receiving PETS services.

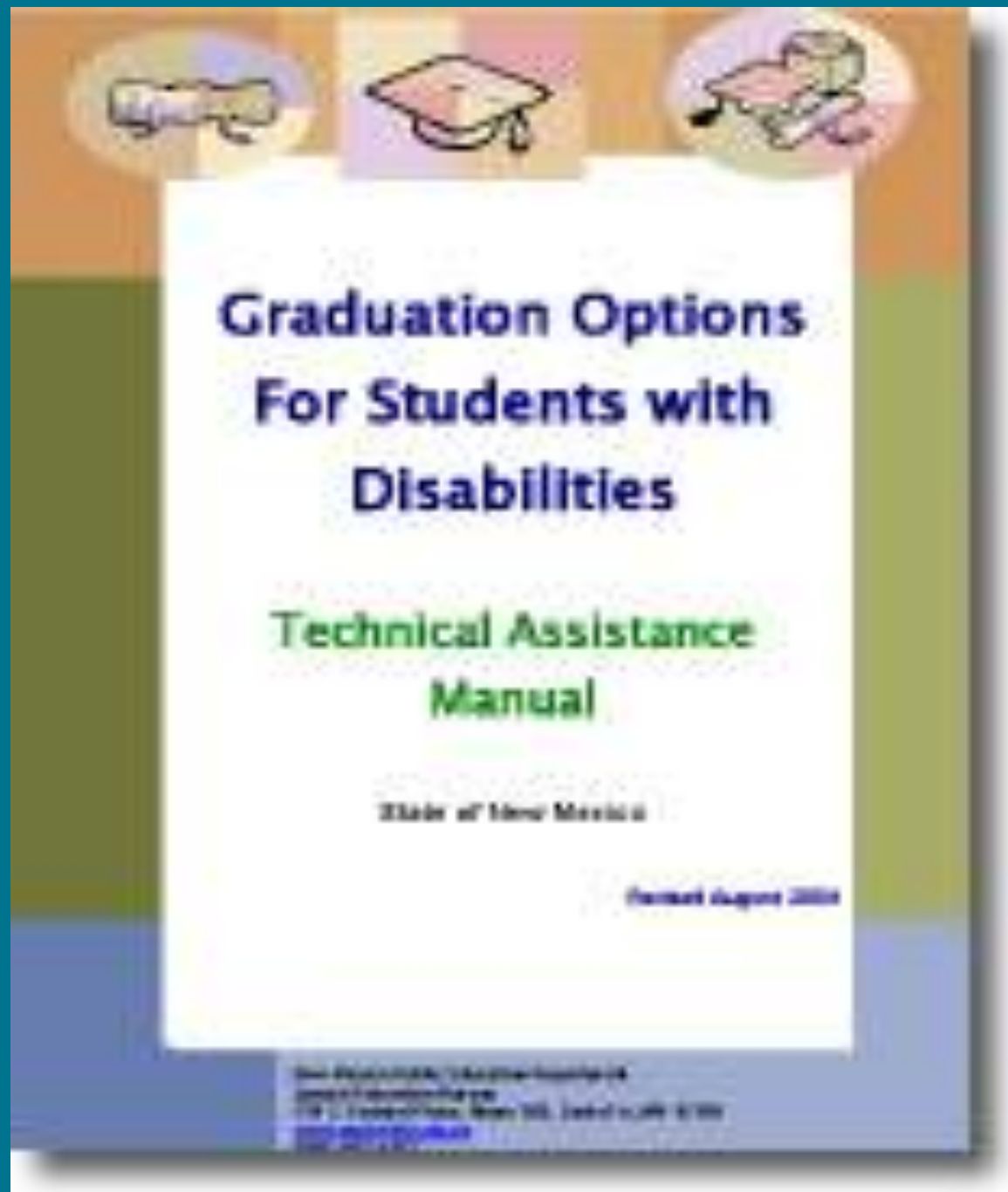


Transition in New Mexico under State Law and IDEA-B

- Graduation and Post-Secondary Transition Planning for students with disabilities:
 - Grades 8 - 12
 - Graduation plan integrated into transition plan
 - GEDs and FAPE
 - Graduation options alignment with state standards and benchmarks

Technical Assistance:

[http://ped.state.nm.us/SEB/
technical/
GraduationOptionsStudentsWith
Disabilities.pdf](http://ped.state.nm.us/SEB/technical/GraduationOptionsStudentsWithDisabilities.pdf)



Graduation Options in New Mexico

- Three graduation options for students with disabilities:
 - (1) Standard
 - (2) Career
 - (3) Ability
- Right to transition services including those proposed in WIOA.



Transition Planning - *Key Components*

- Coordinated set of activities
- Preparation for future education, employment and independent living
- Results-oriented focus on:
 - post secondary education
 - vocational education
 - integrated employment, including supported employment, and
 - continuing and adult education, adult services, independent living or community participation.



Transition Planning - *Key Components* (cont.)

- Meet student's needs, strengths, preferences and interests
- Planning must include:
 - Instruction and related services
 - Community experiences
 - Objective development for employment and other areas when appropriate
 - A functional vocational evaluation.



Transition Planning- *IEPs*

- Transition Services integrated into Individualized Education Plans (IEP)
 - Age 14
- Transition IEP components:
 - Measurable post-school/post-secondary goals
 - Based on age-appropriate transition assessments
 - Services to meet post-secondary, IEP goals
 - Annual updates
 - Information for 8 questions

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

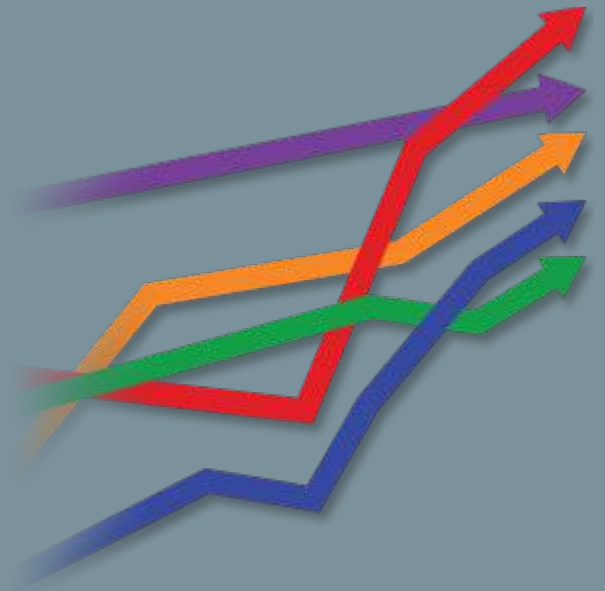
Questions	Postsecondary Goals			
	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If <i>yes</i> to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N				
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and (if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N				
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If <i>yes</i> to both, then circle Y • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA				
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)				

IEP Checklist:

<http://nstattac.org/>

Public Schools, DVR and WIOA Connections

- Directly Supports State Performance Plan (SPP) Compliance Indicators:
 - **One** - graduation rate
 - 60.1% students with disabilities; all options
 - **Two** - exiting drop out rates
 - 24.7% drop out rate students with disabilities



Public Schools, DVR and WIOA Connections

(cont.)

- **Thirteen** - secondary transition
 - 94.04% rate
 - IEP Development - PETS
 - IEP checklist
 - Transition Coordinators

- **Fourteen** - post-school outcomes
 - Enrolled in higher education = 43.8%
 - Enrolled in higher education or competitively employed = 74.9%
 - Enrolled in higher education or other postsecondary education, or training program, or competitively employed or in some other employment = 81.2%



Next Steps

- LEA collaboration with PED and DVR to meet the law
- IEP Focus - Development and Compliance
- Familiarization with proposed WIOA requirements
- NMDVR collaboration with third parties (RECs)

Summary

- Federal Rules for WIOA are draft only
- WIOA will be implemented with existing funds in New Mexico
- Distinction between “Students” and “Youth” with disabilities
- Sound established transition planning practices

Important Websites:



State of New Mexico

Division of Vocational Rehabilitation
DVRGetsJobs.com

Public Education Department

www.DVRGetsJobs.com



<http://ped.state.nm.us/SEB/index.html>



NTACT

National Technical Assistance Center on Transition

<http://www.transitionta.org/>