

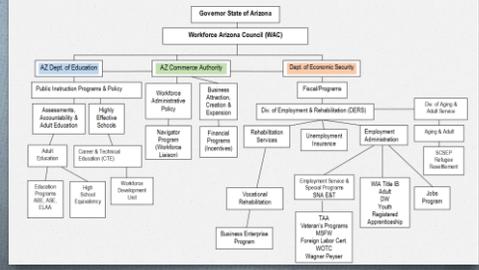
Who? Per Title in the Act

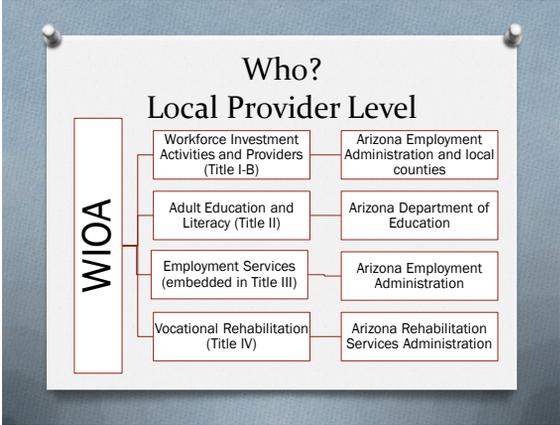
- There are FOUR core partners
 - Workforce Investment Activities and Providers (Title I-B)
 - Adult Education and Literacy (Title II)
 - Employment Services under Wagner-Peyser Act (embedded in Title III)
 - State VR and SE programs (Title IV)

Who? National Level

- These FOUR core partners make up SIX core programs
 - Adult, Dislocated Worker, and Youth Formula Programs (USDOL)
 - Adult Education and Literacy Programs (USDOE)
 - Wagner-Peyser Employment Services (USDOL)
 - State VR and SE programs (USDOE)

Who? State Level





When?

- o Signed into law July 22, 2014
- o Effective date July 1, 2015
 - o Supersedes the Workforce Investment Act of 1998
 - o Amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973

When?

- o Planning: July 2014 - June 30, 2015
- o Transition Year: July 1, 2015 - June 30, 2016
- o Unified State Plan: Due March 2016
 - o All core partners involved and submit a portion to a single document which is approved by the governor
- o Full WIOA Implementation: July 1, 2016

What?

- o Local Areas and Regional Collaboration
 - o Currently 12 local workforce areas, including the Nineteen Tribal Nations
 - o Economic regions will coordinate planning and service delivery
 - o Focuses on coordinated regional planning in line with local economic and workforce development

What?

- o Career Pathways
 - o Align adult education, job training, counseling, and support services
 - o Skills development
 - o Pre-apprenticeship, Registered Apprenticeship, On-the-Job Training
 - o Increase Labor Market Information (LMI) utilization
 - o Strengthen linkages to business community
 - o Increased emphasis on credentials
 - o Increased access to education, services, and supports for individuals with disabilities

What?

- o Common performance measures
 - o Unsubsidized employment in the 2nd quarter after exit
 - o Unsubsidized employment in the 4th quarter after exit
 - o Median Earnings (2nd quarter after exit)
 - o Credential rate (within 1 year after exit)
 - o Skills gain
 - o Effectiveness in serving employers (will be developed within 2 years)

Proposed Regulations

- o Law mandates the development and implementation of an Individualized Plan for Employment within 90 days of eligibility determination
- o VR may serve eligible individuals with disabilities outside the Order of Selection if they have an immediate need for equipment or services to maintain employment
 - o This must be stipulated indicated in the VR portion of the Unified State Plan

Proposed Regulations

- o Defines competitive integrated employment
- o Defines supported employment
- o Imposes limitations on the use of subminimum wages
- o Imposes limitations on contracting with employers who hold special wage certificates
- o Expanded requirement to refer individuals who have been found ineligible for VR services to appropriate State, Federal, local and community service programs
- o Removes the ability to conduct extended evaluations

Proposed Regulations

- o Eliminates the ability to assist individuals who wish to pursue uncompensated employment (homemaker, unpaid family worker)
- o Extends ability to provide supported employment services from 18 months to 24 months
- o Proposes to allow VR funds to provide extended services if those services cannot be provided by an alternative source
- o Heightens the emphasis of searching for and utilizing comparable benefits
- o Heightens emphasis surrounding Assistive Technology

Proposed Regulations

- o VR personnel must have a 21st understanding of the evolving labor force and needs of individuals with a disability
- o Clarify that VR may pay for advanced degrees as appropriate
- o Clarify that VR may determine eligibility for someone who wishes to advance in employment
- o VR will provide benefits planning to individuals who receive Social Security benefits

Proposed Regulations

- o Pre-Employment Transition Services (PETS)
 - o "student's with a disability" means
 - o Not younger than the earliest age for the provision of transition services under IDEA; and
 - o Is not older than 21 or the maximum age for receipt of services under IDEA; and
 - o Is eligible for or receiving special education services under Part B of IDEA; and
 - o Is an individual with a disability for the purposes of Section 504 (utilizing a 504 plan)

Proposed Regulations

- o Reserve 15% set-aside to serve "students with a disability" as defined
 - o Actual direct client service time is an allowable cost
 - o Administrative costs are not allowable
- o Students must be in school
- o "May" be able to provide services to "potentially eligible" students

Proposed Regulations

- o Required to provide
 - o Job exploration counseling
 - o Work based learning experiences
 - o Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational program at institutions of higher education
 - o Workplace readiness training to develop social skills and independent living skills
 - o Instruction in self-advocacy
- o Authorized to provide 9 other service strategies

Who is Impacted by WIOA Transition Requirements?

- o Youth and students with disabilities
- Agency Collaboration:
- o Rehabilitation Services Administration (RSA)/Vocational Rehabilitation (VR)
 - o Division of Developmental Disabilities
 - o Arizona Department of Education (ADE) and Local Education Agencies (High Schools)

WIOA and RSA/VR

- o Increased emphasis on transition services
- o 90 day Individual Plan of Employment (IPE) development
- o 15% set aside budget for "PETS" to be provided to in-school youth
- o 50% budget set aside for *Supported Employment* for PETS population
- o Up to 4 years of Supported Employment Services (for Title 19/ALTCS and NON-Title 19/ALTCS)

WIOA and RSA/VR

- Stronger relationship with One Stops and Workforce Investment Boards
- Stronger relationship with Division of Developmental Disabilities
- VR offices have dedicated staff to coordinate with local high schools to provide PETS to students and establish a referral system

How is RSA/VR providing "PETS"

Required "PETS" Activities	Current VR "PETS" Services
1. Job exploration counselling	-Work exploration
2. Work-based learning experiences	-Rehabilitation Instruction Services (RIS)
3. Counseling on opportunities for post-secondary training	-Work adjustment Training (WAT) -On the Job Training (OJT)
4. Job readiness skills training to develop social and independent living skills	-Blind Comprehensive Services (portions) -Vocational Counseling and Guidance
5. Self-advocacy instruction	-TSW Programs (direct services) -West-Mec TPCA (industry specific training) -TBI Youth Program

WIOA Authorized Activities

- Implementing effective strategies to increase the likelihood of independent living and inclusion in communities and the workplace
- Developing and improving strategies for individuals with significant disabilities to live independently, participate in post-secondary education experiences, and obtain and retain competitive integrated employment
- Providing instruction to VR counselors, school transition personnel, and other persons supporting students with disabilities
- Disseminating information about innovative, effective, and efficient approaches
- Coordinating activities with transition services provided by local educational agencies under IDEA

WIOA Authorized Activities

- o Apply evidence-based findings to improve policy, procedure, practice, and the preparation of personnel
- o Developing model transition demonstration projects
- o Establishing/supporting multi-state or regional partnerships involving states, local education agencies, designated state units, DD agencies, private businesses, or other participants
- o Disseminating information and strategies to improve the transition to post-secondary activities of individuals who are members of traditionally unserved populations

How does VR support WIOA Authorized Services?

- o Attend Individual Education Plan (IEP) meetings to assist with transition planning early
- o Provide outreach and establish relationships with local high schools
- o Provide Information/presentation to school staff on RSA/VR services
- o Develop a referral process with schools (TSW and Protocol)

How does VR support WIOA Authorized Services?

- o Participate in Arizona Department of Education (ADE) regional transition trainings and TBI trainings
- o Participate in local job and career fairs
- o RSA/VR Employment Encounters
- o Provide workshops in job readiness skills and self-advocacy to students
- o Transition School to Work (TSW) program development
- o Employment First Initiative
- o ASPIRE (SSI Recipients)

WIOA and Division of Developmental Disabilities

- o Requires a coordination agreement with RSA
- o Sub-Minimum Wage Limitations
- o WIOA aligns with "Employment First" movement
- o WIOA defines **Competitive Integrated Employment** and **Customized Employment**
- o Ask your DD Support Coordinator about Transition to Employment services and Summer Youth Employment opportunities

o "Congress makes clear that youth with significant disabilities must be given every opportunity to receive the services necessary to ensure the maximum potential to achieve competitive integrated employment."

-WIOA

o "The foundation of the VR program is the principle that individuals with disabilities, including those with the most significant disabilities, are capable of achieving high quality, competitive integrated employment when provided the necessary skills and supports."

-WIOA

Sub-Minimum Wage Limitations

Limits conditions of subminimum wage work for individuals 24 or younger only upon completion of each of the following actions:

- o Has received pre-employment transition services;
- o Has applied for and been rejected by VR as ineligible for services;
- o Has been provided career counseling and information and referrals to other public programs that allow the experience of competitive, integrated employment; and
- o Has been working toward an employment outcome for a reasonable period of time without success.

How does WIOA Impact Education?

- o Schools are required to adhere to statutes outlined in IDEA regarding transition services
- o Coordination with local VR offices
- o Section 511 (WIOA) prohibits schools to contract with sub-minimum wage providers
- o Joint Effort- Assisting students with disabilities to achieve the highest level of independence possible and prepare them for integrated employment

How can I help my student access "PETS"/Youth Services?

- o Invite VR staff to participate in transition planning for students
- o Help students connect with local One Stops for summer youth employment programs and vocational training programs
- o Assist students in obtaining part-time or volunteer jobs in the community

Agency Collaboration Efforts

- o Interagency Service Agreement (ISA) between RSA/DD/ADE
- o Communities of Practice (National, State, local)
- o RSA/ADE Data Sharing Agreement
- o DD/VR "Mixers" (Fall 2015)
- o Developing cross-training with ADE and DD for VR counselors, DD support coordinators, and teachers

Resources

- o DES WIOA Resource Page
<https://www.azdes.gov/main.aspx?menu=322&id=14583>
- o US Department of Labor
<http://www.doleta.gov/WIOA/>
- o US Department of Education/RSA
<http://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>
- o US Department of Education, Office of Career, Technical, and Adult Education
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioareau-thorization.html>

Resources

- CONNECT WITH THE LEAD CENTER/Participate in WIOA webinars www.leadcenter.org**
- o Sign up for LEAD Center News:
<http://eepurl.com/sQjHr>
- Follow the LEAD Center on...
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