

# Workforce Innovation and Opportunity Act (WIOA): Creating Opportunities for Collaboration and Coordination



# Congressional Intent

- VR role in providing competitive integrated employment opportunities with schools prior to a referral to subminimum wage employment
- Enhanced role for VR to continue to serve youth earlier in high school
- Nothing in the Act reduces the responsibility of the local educational agencies under IDEA to provide or pay for any transition services that are also considered special education or related services necessary for providing a FAPE to students with disabilities.

# Focus on Youth



- WIOA reinforces the ongoing interagency collaboration between DVR and the schools to serve youth in transition
- New definitions for:
  - Students with disabilities(HS14-21)
  - Youth with disabilities(up to 24)
- New focus for Workforce Investment programs to work with out of school youth



# Pre-employment Transition Services (PETS) - Collaboration

VR, in collaboration with schools, shall provide or arrange to provide:

- 1) Job exploration counseling
- 2) Work-based learning experiences
- 3) Counseling on opportunities for transition or post-secondary educational or higher education programs
- 4) Workplace readiness training to develop social skills and Independent Living
- 5) Instruction in self-advocacy, which may include peer mentoring



# Pre-employment Transition Services – How are they provided?

- DVR must annually expend 15% of its federal grant amount on PETS
- Collaboration with DVR and schools to provide these types of services to students with disabilities in high school (14-21)
- Transition Services listed in PTP
- Continue to use the Transition Action Guide as a tool to cost share needed services
- DVR and schools continuing to outreach to parents and students – referring students at least 2 years prior to graduation

# Pre-employment Transition Services

- What do these look like in action – what specific services constitute PETS?
- What are some best practices or new approaches DVR and Schools can take to meet this expectation?

# DVR Transition

## Best Practices/Resources

- Use the TAG – refer to DVR 2 years prior to graduation
- Rapid engagement of services
- DVR office hours at the school
- Coordination of the IEP and IPE
- Summer work experiences provided by DVR
- DVR providing job coaching for after school, weekend and summer jobs

# IDEA

- Post-school goals for education and training
- Post-school goals for employment
- Based on age-appropriate transition assessment **& *strengths and interests***
- Linked to Course of Study
- Transition Services identified to support movement toward goals (PETS)



# School Transition

## Best Practices/Resources

- Early career exploration activities (connection to Agenda 2017, ACP, TIG, LGTW)
- Opportunities to get direct experience – job shadows, internships, jobs
- Variety of Assessment Tools (including Discovery/experiential)
- Student leadership in transition planning
- Family Involvement in transition planning

# What is Section 511 Title IV?

- Section 511 goes into effect July 2016
- This section promotes real work in the community at real wages. The intent is to stop the flow of youth going from high school to sub minimum wage work
- Requires a series of steps be taken before an individual under the age of 24 can be placed in a job paying less than minimum wage, i.e. pre-vocational services at rehabilitation facilities

# 511 Providers and Schools

- **Prohibits schools from contracting with sub-minimum wage providers for the purposes of subminimum wage employment.**

- Sub- minimum wage providers examples include: sheltered workshops, enclaves, traveling crews, school SMW programs, private businesses that pay sub-minimum wage.
- A list of sheltered workshops can be found here:  
<https://webapps.dwd.state.wi.us/ShelteredWorkshopDisplay/Presentation/Reports/ApprovedLicenses.aspx>

# What does 511 mean for Students?

- **Student and families need to be educated about these changes.**
- This is not a WI DVR or WI DPI policy change it is a **Federal Law** (PL 113-128) requirement.
- Students who may have opted to go directly from high school to a sheltered type of work situation paying subminimum wage will no longer be able to do so unless several requirements have been met.
- They will need to work with DVR first

# Section 511- After placement in subminimum wage employment

- If a youth chooses sub-minimum wage employment (14C license holder business) after they have completed all the required steps and did not succeed in reaching their employment goal they will be provided a review every 6 months for the first year of their employment in this setting, and annually thereafter for the duration of their employment in a sub-minimum wage environment.
- 14 C holder must provide and retain documentation of these reviews(DVR or DOL could request)

What resources and supports do you need from state agency partners to implement the intent of WIOA for students in transition?

# Discussion/Questions

**Thank You!**



# Resources

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