

WIOA, Pre-ETS, and Students with Disabilities

NYAIL Conference
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WIOA Title IV - Rehabilitation Act

- Findings - a high proportion of students with disabilities are leaving secondary education without employment or post-secondary education plans; and
- There is a substantial need to support such students to transition to post-secondary life



Rehabilitation Act - Section 113

“Requires VR agencies to reserve not less than 15% of the Federal VR allotment to provide, or arrange for the provision of, pre-employment transition services for students with disabilities transitioning from school to postsecondary education programs and employment in competitive integrated settings, and that these services be coordinated with local educational agencies (LEA).”

Source: OSERS



Pre-Employment Transition Services

- Required Activities
 - Coordination Activities
 - Authorized Activities
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- ❖ Pre-Employment Transition Requirements under the Workforce Innovation and Opportunity Act (WIOA) of 2014 Handout



Required Activities

- Job Exploration Counseling
- Work Based Learning Experiences (WBL)
- Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs at Institutions of Higher Education
- Workplace Readiness Training to Develop Social Skills and Independent Living
- Instruction in Self-Advocacy, which may include peer mentoring

❖ Y-TAC Sample Required Activities Handout

❖ The Five Required Pre-Employment Transition Services (Pre-ETS) Handout



Coordination Activities

- Attend IEP meetings for students with disabilities when invited
- Developing work opportunities (WIBs, One Stops, employers)
- Coordinate and ensure provision of Pre-ETS with schools
- Attend PCP meetings for Medicaid supported programs when invited



Authorized Activities

- Implement strategies - IL, community inclusion, CIE
- Strategies for IDD - IL, post-secondary education, CIE
- Provide training - VRC, School, others supporting SWD
- Disseminate information on pre-ETS
- Coordinate activities with LEA transition SVC under IDEA



*More on next slide

Authorized Activities

- Apply evidence-based findings to improve policy, procedure, personnel preparation
- Develop Model Transition Projects
- Establish or maintain multi-state or regional partnerships
- Disseminate information to improve transition to underserved populations



When are Pre-ETS Services Provided?

- Earliest set of services provided on the continuum of career development for a student
- They are Pre-Vocational not Vocational Rehabilitation Services
- Can come before VR services

OR

- Can coincide with vocational services being provided



Who is Pre-ETS Designed to Serve?

- Students with a disability who have been determined eligible for vocational rehabilitation services.
- Students with a disability who have not yet applied or been made eligible for vocational rehabilitation services.



Student with a Disability

- A student with a disability is an individual who:
 - Is in an educational program; and
 - Meets certain age requirements; and
 - Is eligible for special education or related services under IDEA; or
 - Is an individual with a disability for purposes of section 504 of the Act



Student with a Disability (cont.)

- Educational programs include:
 - Secondary education programs;
 - Non-traditional or alternative secondary education programs, including home schooling;
 - Postsecondary education programs; and
 - Other recognized educational programs, such as those offered through the juvenile justice system



Student with a Disability (cont.)

- Age range requirements for a student with a disability:
 - Minimum age:
 - Not younger than the earliest age to receive transition services under IDEA - in NYS age 14
 - Maximum age:
 - Not older than 21 years old



Pre-ETS: How are they different than vocational rehabilitation Services?

- Pre-ETS allow students with disabilities to explore and gain an understanding of many more possible career options and paths that might be available to them based on their strengths, abilities, interests, and aptitudes including those careers that are in high demand and non-traditional employment



How are Pre-ETS Provided?

- Pre-ETS for students determined eligible for VR services- within an IPE and provided directly by the VRC/school/other resource, or by providers through the CRS contract
- Pre-ETS services for students with disabilities who are potentially eligible for VR services- through a separate contract

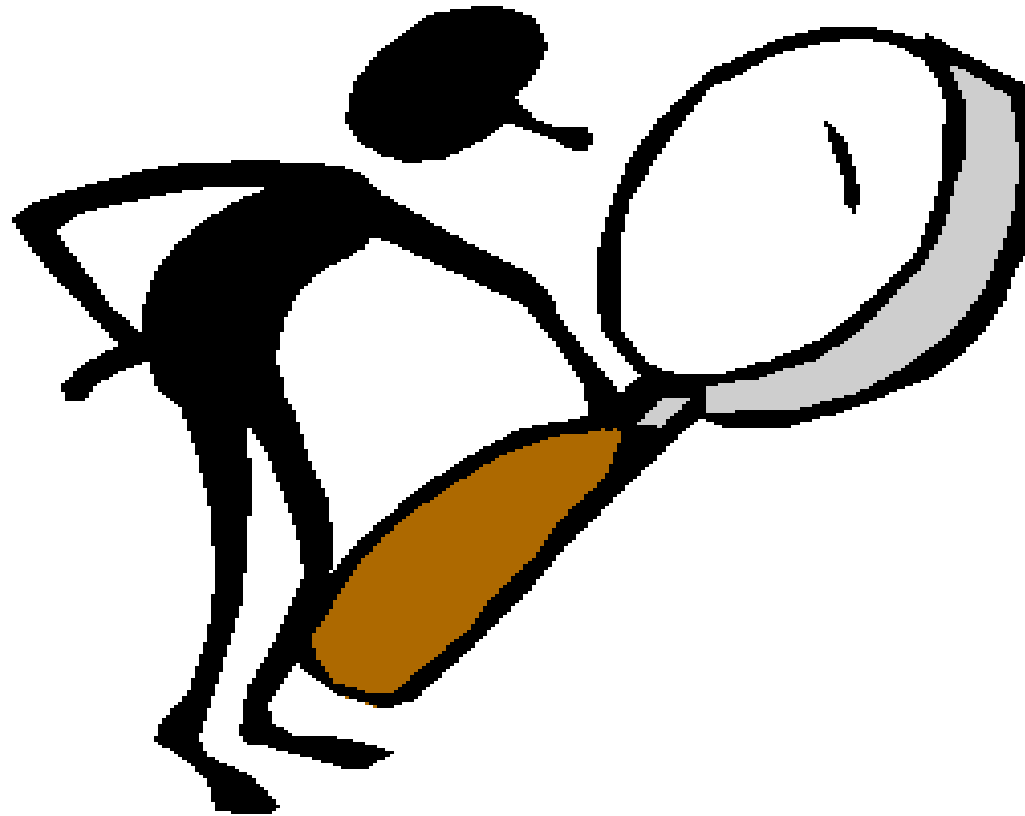


The Expected Outcome of Pre-ETS

- Experimental and discovery opportunities for students designed to engage students and assist them in developing a better understanding of themselves, their strengths, interests and abilities
- Self knowledge that allows students to successfully engage in their own postsecondary transition and vocational services



Pre-ETS are About Exploration



What Does Exploration Mean?

- It is the dignity of taking risks
- It is a journey of discovery
- It is the opportunity to learn by failing or succeeding



Questions and Answers



Resource Links

- ACCES-VR Student and Youth Transition Services
<http://www.acces.nysed.gov/vr/student-and-youth-transition-services>
- Pre-Employment Transition Services (Workforce Innovation Technical Assistance Center) <http://www.wintac.org/topic-areas/pre-employment-transition-services>
- Pre-ETS Guidebook; <http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/crp-guidebook>

