

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



Workforce Innovation and Opportunity Act

Part B--Basic Vocational Rehabilitation Services - Sec. 419--State Allotments

Sec. 110 (d)

(1) From any state allotment under subsection (a) for a fiscal year, the state shall reserve not less than 15 percent of the allotted funds for the provision of pre-employment transition services.

(2) Such reserve funds shall not be used to pay for the administrative costs of providing pre-employment transition services.

Sec. 113--Provision of Pre-Employment Transition Services

(a) In General. From the funds reserved under section 110(d) and any funds made available from States, local, or private funding services, each state shall ensure that the designated state unit, in cooperation with the local educational agencies involved, shall provide, or arrange for the provision of, pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for services under this title.

(b) Required Activities. Funds available under subsection (a) shall be used to make available to students with disabilities described in subsection (a):

(1) job exploration counseling

(2) work-based learning experiences, which may include in-school or after school opportunities or experience outside the traditional school setting (including internships) that is provided in an integrated environment to the maximum extent possible;

(3) counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;

(4) workplace readiness training to develop social skills and independent living; and

(5) instruction in self-advocacy, which may include peer mentoring.



“The signing of the Workforce Innovation and Opportunity Act of 2014 today creates a blueprint for job growth and makes key improvements to the nation’s workforce development system. For the unemployed, the new law offers hope; for the young, it offers encouragement; and for people with disabilities, it brings opportunity. This law helps workers attain the foundation skills necessary for 21st century jobs and fosters a modern workforce that can compete in a global economy. It emphasizes the creation of career pathway programs, improved training, and streamlined service delivery to individuals especially for underserved youth and adults.”

- U.S. Secretary of Education Arne Duncan

(c) Authorized Activities. Funds available under subsection (a) and remaining after the provision of the required activities described in (b) may be used to improve the transition of students with disabilities described in subsection (a) from school to postsecondary education or an employment outcome by -

(1) implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;

(2) developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary educational experiences, and obtain and retain competitive integrated employment;

(3) providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities;

(4) disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section;

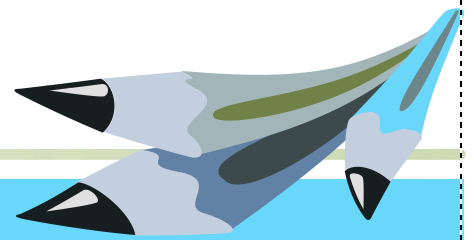
(5) coordinating activities with transition services provided by local educational agencies under the Individuals With Disabilities Education Act (20 U.S.C. 1400 et seq.);

(6) applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of this section;

(7) developing model transition demonstration projects;

(8) establishing or supporting multistate or regional partnerships involving states, local educational agencies, designated state units, developmental disabilities agencies, private businesses, or other participants to achieve the goal of this section; and

(9) disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally underserved populations.



(d) Pre-Employment Transition Coordination. Each local office of a designated State unit shall carry out responsibilities consisting of-

(1) attending individualized education program meetings for students with disabilities, when invited;

(2) working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the year, and apprenticeships;

(3) work with schools, including those carrying out activities under section 614(d)(1)(A)(i)(VIII) of the Individuals With Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)), to coordinate and ensure the provision of pre-employment transition services under this section; and

(4) when invited, attend person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

