Transitioning to Employment & WiOA Nuts & Bolts

http://dhs.sd.gov

Vicki Nelson, district supervisor
Vicki.Nelson@state.sd.us

Katie Gran, senior VRC
Katie.Gran@state.sd.us

http://abilityforhire.com
Vocational Rehabilitation Eligibility

An individual must:

✓ Have a disability that makes it difficult to work
✓ Must benefit from services to get into the workforce or retain your current job
Transition Eligibility

Students with Disabilities age 14 to 21

- Individualized Education Plans
- 504 Plans
- Students with disabilities not identified with the school
Meet Abbie...
Vocational Counseling

✓ Adjusting to a disability
✓ Planning for the future
✓ Awareness of potential
✓ Knowledge of current job market
Choosing Your Path

- Choice of employment goal
- Choice of provider
- Choice of services
- Choice of setting
- Choice of method
Individualized Plan for Employment (IPE)

- Desired employment outcome
- Method for monitoring progress
- Services needed for successful outcome
- Provider of services identified
- Responsibility of all parties involved
- Cost of services & who will pay for services

Goal is consistent with:

- Unique strengths
- Resources
- Priorities
- Interests

- Concerns
- Abilities
- Limitations
- Capabilities
Services provided at NO cost for clients

- Guidance and Counseling
- Job placement
- On the Job Training
- Job Coaching
- Non-FAFSA approved training programs
- Independent Living Services
- Employment Skills Program
- Project Skills
- Benefits Specialist Services
- Employment Follow Along
- Information & Referral
Meet the team from Camille’s...
Services requiring Financial Need

✓ Transportation services
✓ Licenses (occupational or business related)
✓ Tools, equipment and supplies
✓ Assistive Technology devices
  (excluding computer and computer related programs for SLD)
✓ Maintenance services
✓ Training books and materials
✓ Tuition and Fees for FAFSA approved programs

**SSI/SSDI beneficiaries are not subject to the Financial Needs Test**
Meet Marc...
Transition Specific Services

- Project Skills/Employment Skills Program
- Project SEARCH
- Youth Leadership Forum
- Catch the Wave
- Augie Access
- DWU Program
- SAVE
- SD MyLife
Title I – Workforce and Development System
Title II – State Employment Services, Wagner-Peyser Labor Exchange
Title III – Adult Education & Literacy

**Title IV – Public Vocational Rehabilitation**
Difference between Youth and Students with Disabilities

Youth with Disability
• is not younger than 14 years of age AND
• is not older than 24 years of age.

Student with Disability
• is on an IEP with includes a transition plan OR
• is in secondary school on a 504 Plan
Pre-Employment Transition Services (PETS)

PETS must be provided in conjunction with local educational agencies and must include:

- Job Exploration Counseling
- Work-based learning experiences in an integrated environment
- Post-secondary education counseling
- Workplace readiness training to develop social skills & independent living skills
- Instruction in self-advocacy

PETS and VR involvement do NOT replace the responsibilities of the school district.
Competitive Integrated Employment

- Full or part-time work at minimum wage or higher wages and benefits similar to those without disabilities performing the same work
- Fully integrated with co-workers without disabilities
- Opportunities for advancement are available similar to other employees without disabilities
SECTION 511: Impact for Students with Disabilities in Secondary Education

School districts may not enter into a contract or make other arrangements with an subminimum wage employer for an individual who is age 24 or younger.
SECTION 511: LIMITATIONS ON USE OF SUBMINIMUM WAGE FOR YOUTH

Youth cannot start work in subminimum wage until the following conditions are met:

✓ Has received pre-employment transition services
✓ Has been served or been determined ineligible by VR
✓ Has been provided career counseling and information/referrals to other public programs that allow the experience of competitive, integrated employment
If youth are already working in subminimum wage on July 22, 2016:

• If never accessed VR, should apply for VR Services
• Be provided career counseling and information and referrals to other public programs that allow the experience of competitive, integrated employment
  **AND**
• Receive Pre-Employment Transition Services
Documentation for Subminimum wage

Student Name: Click here to enter text.
School: Click here to enter text.
Subminimum Wage Agency: Click here to enter text.
Form completed by: Click here to enter text.
Date form is completed: Click here to enter text.

Effective 7/22/2016, pre-employment transition services that were made available to a youth with disabilities must be documented before completion of school and/or before starting employment at less than minimum wage.

Complete the form below documenting the date, description of services and opportunity for each of the following activities.

(i) Job exploration counseling;
Click here to enter text.

(ii) 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 in the community to the maximum extent possible;
Click here to enter text.

(iii) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
Click here to enter text.

(iv) Workplace readiness training to develop social skills and independent living; and
Click here to enter text.

(v) Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment);
Click here to enter text.

How and when was the Vocational Rehabilitation Counselor contacted? Click here to enter text.

Date the individual applied for Vocational Rehabilitation Services: Click here to enter text.

Outcome/Status of VR Services: Click here to enter text.

A copy of this form should be placed in the school's file and the subminimum wage agency's file.
What’s the bottom line?

✓ Real Jobs, Real Wages

✓ Great opportunity to get transition right!

✓ Reinforces national movement away from segregated services and subminimum wage.
Meet Kendra...