

WIOA Performance

Transition Planning and VR Outcomes



May 15, 2018



Objectives

- Understand the VR Performance Measures outlined under WIOA.
- Develop an understanding of how VR Performance aligns with IDEA priorities and indicators.
- Identify strategies for state teams to meet the needs of VR performance while taking into consideration the intersection with transition planning and service delivery.

What do the VR regulations say?

- 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 services and supports.
- To increase the employment of individuals with disabilities in the competitive integrated labor market, the workforce system must provide individuals with disabilities opportunities to participate in job-driven training and to pursue high quality employment outcomes.

Workforce Innovation & Opportunity Act (WIOA)

WIOA was signed into law on July 22, 2014. This legislation and its implementing regulations are designed to strengthen and improve the nation's public workforce development system and help Americans with significant barriers to employment, including individuals with disabilities, into high quality jobs and careers and help employers hire and retain skilled workers.

WIOA Core Partners

Labor

- Title I – Workforce Development Activities
 - Adult, Youth, Dislocated Worker
- Title III – Amendments to the Wagner-Peyser Act

Education

- Title II – Adult Education & Literacy
- Title IV – Amendments to the Rehabilitation Act of 1973
 - Vocational Rehabilitation Programs

WIOA: Common Performance Measures

Common Performance Measures apply across all six core programs:

1. Employment Rate 2nd Quarter after Exit
2. Employment Rate 4th Quarter after Exit
3. Median Earnings in the 2nd Quarter after Exit
4. Credential Attainment Rate
5. Measurable Skill Gains
6. Effectiveness in Serving Employers



Employment Rate 2nd Quarter After Exit



Percentage of participants in unsubsidized employment during the second quarter after exit from the program.

Employment Rate 4th Quarter After Exit



Percentage of participants in unsubsidized employment during the fourth quarter after exit from the program.

Median Earnings in the 2nd Quarter After Exit



Median earnings of those in unsubsidized employment during the second quarter after exit from the program.

Credential Attainment Rate



Percentage of participants enrolled in an education or training program (excluding on-the-job training and customized training) who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in, or within one year of, exit from the program.

Types of Accepted Credentials

- Secondary School diploma or recognized equivalent
- Associate's degree
- Bachelor's degree
- Graduate degree for purposes of the VR program
- Occupational licensure
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- Occupational certification
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment

Measurable Skill Gains



Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational, or other forms of progress, toward such a credential or employment.

Measurable Skill Gains (continued)

Five measures of documented progress that specify a skill gain:

1. Educational functioning level (EFL) increase (below postsecondary)
2. Attainment of secondary school diploma or its recognized equivalent
3. Transcript/report card showing credits attained
4. Satisfactory progress report toward established milestone (i.e. OJT, etc.)
5. Successful passage of a required exam (e.g. occupational, knowledge based, etc.)

Employer Measure

Effectiveness in serving employers.



- States choose 2-3 ways to measure level of performance; shared outcome among programs for the state:
 - Retention with the same employer in the 2nd and 4th quarters after exit
 - Employer Penetration Rate
 - Repeat Business Customer Rate
- States are encouraged to develop their own indicator.

IDEA Part B Indicators

The purpose of IDEA is to ensure that all children with disabilities have available to them a **free appropriate public education** (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

The transition-related indicators in this presentation include the following:

- **Indicator 1:** Graduation Rates
- **Indicator 2:** Drop-Out Rates
- **Indicator 13:** Post-School Transition Goals in IEP
- **Indicator 14:** Participation in Postsecondary Settings One Year After Graduation

IDEA Transition Indicators Alignment 1 and 2

VR Performance Indicator	IDEA Part B Indicator
4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.	1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.

Note: Supporting the attainment of a high school diploma may help decrease dropout rates.

IDEA Transition Indicator 13

VR Performance Indicator	IDEA Part B Indicator
<p>4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.</p> <p>5. Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational or other forms of progress towards such a credential or employment.</p>	<p>13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>

Note: Measureable secondary and postsecondary goals, while tracking and documenting courses of study and skills gained, may increase student performance and education outcomes.

IDEA Transition Indicator 14

VR Performance Indicator	IDEA Part B Indicator
1. Percentage of program participants who are in unsubsidized employment during the 2nd quarter after program exit.	14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were: <ul style="list-style-type: none"> A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
2. Percentage of program participants who are in unsubsidized employment during the 4th quarter after program exit.	
3. The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.	
4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program AND who were employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit.	

Note: Successful transition planning that includes postsecondary and employment goals, with continued engagement and partnership with VR and Education, may increase students' ability to perform and the agencies' long-term education and employment outcomes.

IDEA Indicators and VR Performance Measures

What opportunities do we have to improve services and outcomes for students with disabilities?

VR Pre-Employment Transition Services

The following exclusive list of Pre-Employment Transition Services may be provided:

- Job exploration counseling;
- Work-based learning experiences, which may include in-school or after-school opportunities, or experience outside the traditional school setting (including internships);
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational;
- Workplace readiness training to develop social skills and independent living; and
- Instruction in self-advocacy.

VR and Pre-ETS Potential Impact on Education

- Engages students with disabilities with VR earlier and prior to application for services.
- May fill service gaps in schools.
- Potentially increases students' ability and desire to engage and complete high school at higher rates.
- Potentially increases students' ability and desire to engage and enroll in postsecondary education and employment.
- Work-based learning experience may increase students' ability and desire to become employed and access adult service agencies.
- Other (social, independent and self-advocacy skills).

VR Eligible Clients

When a student applies for and is determined eligible for VR, services may be provided after a student leaves secondary education, which can result in successful outcomes. Examples of this include, but are not limited to, the following:

- Restoration services, including job accommodations
- VR Counseling and Guidance (experts in disability and employment)
- Training and higher education
- Employment supports (job search, job coaching, etc.)
- Benefits planning (SSI recipients)
- Supported Employment, including Customized Employment
- On-the-Job Training
- Other

Transition Student Example (1 of 4)

- Daniel is a 15-year-old student at Suncrest High School who participates in both special education and general education classes. His teacher, Mrs. Robinson, is beginning the transition plan required for his Individualized Education Program (IEP). At this time, neither he nor his family know if he will be able to earn a high school diploma or enter the workforce.
- Over the course of his high school career, Mrs. Robinson completes a variety of transition assessments as Daniel's needs, abilities and desires change. Some of Daniel's needs were identified as follows:
 - Career exploration and work experiences
 - Independent living and social skills
 - Focused academic support in reading and math
 - Mentoring in both school and the community

Transition Student Example (2 of 4)

- Mrs. Robinson implements an academic plan to support his reading and math needs. She recognizes that now is the time to bring in other partners to assist Daniel with his transition needs.
 - **Vocational Rehabilitation.** Daniel could benefit from and would like to receive Pre-Employment Transition Services in self-advocacy, social skills and exploring the world of work.
- As Daniel's skills increase, he officially begins the high school diploma track. Because Mrs. Robinson brought VR to the team, she is able to focus time and services to help Daniel complete high school, increase his self-esteem and prove to himself and his family that his future is full of opportunities.

Transition Student Example (3 of 4)

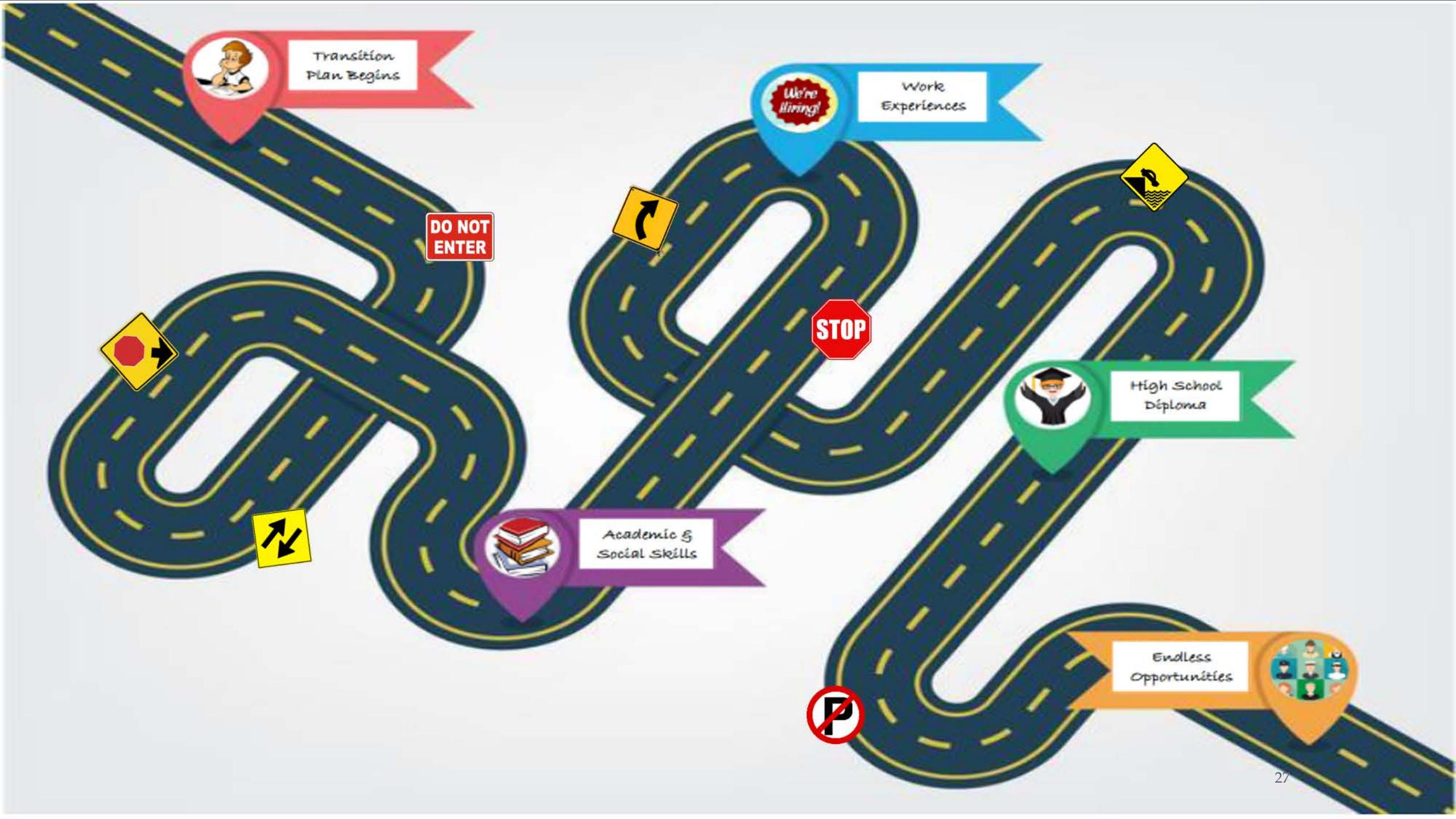
By his senior year, Daniel applied for VR services for continued support with his disability needs and career pathway.

The following are additional services Daniel received in high school that increased his potential for long-term success:

- Summer work-based learning experiences to gain general work skills along with his peers without disabilities, as well as exploring his strengths and desires related to employment
- Peer mentoring at school and work
- Post-secondary education planning and goal setting
- Access and awareness of additional agency and community resources available to support him and his family
- Other

Transition Student Example (4 of 4)

- Not only does Daniel graduate, he is also working at a local retail store with his peers. He leaves high school with a diploma and employment, increasing his chances for long-term success. Plus, Daniel has a seamless transition from working with Mrs. Robinson to now working directly with his VR Counselor.
- Daniel continues to assess his needs, abilities and desires throughout the life of his VR case. Daniel loves cars and engines and through his successful transition planning, he was able to complete vocational training as a diesel mechanic, working full-time with benefits and supporting himself.
- Daniel's future is still unwritten, but his opportunities are endless.



Transition Planning Strategies: Student Level

- Self-Directed Transition Planning
- Linking learning to careers
- Incorporating CTE into goal planning
- Inviting adult service agencies sooner, expanding knowledge
- Student Development
 - Self-determination and self-advocacy
 - Life and social skills
 - Academic skills
- Aligning IEP goals with adult service agency plan goals

Transition Planning Strategies: State Level

- **Interagency Core Transition Teams**
 - Enhancing or implementing, evolving, educating, etc.
- **Capacity Building**
 - Customized employment, supported employment, rural development, etc.
- **Local and State Initiatives**
 - Governor's economic goals for people with disabilities (PWD), grants and funding, etc.
- **Cross-Training**
 - Teachers, paraprofessionals, other school personnel, families, adult service agency personnel, etc.
- **Consultation and Technical Assistance**
 - NTACTION, WINTAC, YTAC, Universities, ODEP, OSERS, OSEP, RSA, etc.

How does the partnership with
Education and VR lead to positive
outcomes for both IDEA and VR?

When students succeed, we do, too!



Vocational Rehabilitation

- Increased involvement with students at younger ages
- Students with employment goals and skills prior to transitioning
- Increased potential for long-term employment success of clients
- WIOA increased outcomes



Transition Student

- High school diploma
- Employment and social skills during high school
- Increased post-school opportunities and supports
- Increased knowledge and esteem of personal capabilities
- Career Path



Teacher/Educator

- More high school graduates
- Increased post-school opportunities for students
- Increased partnerships and support
- Decreased drop-out rates
- Successful post-school outcomes
- IDEA increased outcomes



Strategic Planning Considerations

Considerations for State Teams to discuss regarding student outcomes and improving agency performance:

- Do both agencies understand how the performance indicators support each other's goals?
- What documentation requirements are needed to verify outcomes for each program?
- How can the partner agency help support these documentation requirements?
- Do local practices support shared cases and common outcomes?
- Where is cross-training needed?
- How can each agency help their partners achieve their outlined outcomes?
- What systems or processes need to change in order to support these shared outcomes?
- How can agencies help with continued engagement in order to increase response rates and the ability to gather long-term outcome data?
- Can you identify areas where your state needs improvement in addition to areas of strength?



Questions?

Thank you~

Contact

Rachel Anderson, WINTAC

(435) 764-8487

randerson@ndi-inc.org

rachel.anderson@wintac.org

www.wintac.org



Resources: VR Performance Accountability

WIOA Performance Accountability – Section 116

<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

WINTAC – VR Performance Reporting Resources

<http://www.wintac.org/topic-areas/transition-to-the-common-performance-accountability-system>

RSA Technical Assistance Circular 17-01

<https://www2.ed.gov/policy/speced/guid/rsa/subregulatory/tac-17-01.pdf>