# **Script for PowerPoint**

# **WIOA and Students with Disabilities**

## Slide Number 2

Slide Number 2 outlines the provisions under Section 113 of the WIOA, which addresses Transition Services. The components that must be included in transition services are job exploration counseling, Work-based learning experiences, which may consist of in-school or after school opportunities, experiences outside of the traditional school setting, and internships. Other components that must be included are counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs, workplace readiness training to develop social skills and independent living skills. One critical component is the instruction in self-advocacy skills. These components must be a part of high school transition but are also a part of career counseling in adult education. Vocational Rehabilitation is an effective partner in meeting these mandates. Please take the time to follow each link for more detailed information on these topics.

Counseling on opportunities for enrollment and the workplace readiness training are two topics that primarily impact the services provided to a student when they exit secondary education and transition into post-secondary education or vocational training. According to the WIOA, the students need to be made aware of the options available, and career flexibility should be created at the beginning of the post-secondary track (WINTAC, 2016).

## Slide Number 3-4

These slides further explain what is allowable under WIOA. Pre-employment Transition Coordination is a vital part of creating a lasting and successful employment experience for students with disabilities. While Vocational Rehabilitation can take over the role of transition counselor for students with disabilities, it is just as crucial for the post-secondary counselor or the High School transition counselor to assist the student in transitioning into the workplace.

## Slide Number 5

Slide number 5 offers additional resources for the effective implementation of a collaborative program that can provide for an effective transition of a person with a disability into post-secondary education, occupational training, and the workforce.

# **Association on Higher Education and Disability (AHEAD)**

## Slide Number 6

Slide Number 6 outlines the professional standards and performance indicators for the field of disability services. The standards describe the skills and knowledge a service provider needs to possess to aid the student with a disability effectively. These standards can be used to inform personal staff development goals and improved service delivery.

## Slide Number 7

Slide Number 7 outlines the various topics covered under the standards and performance indicators identified by AHEAD. These standards range from collaboration with others to training and professional development for the individual service provider. Please follow the listed link for more in-depth information. Link to more resources: <https://www.ahead.org/professional-resources/information-services-portal/data-collection-and-management/performance-indicators> (opens in new window)

## Slide Number 8 – 9

Both slides address the AHEAD Code of Ethics that a service provider should be following. The Code of ethics consists of 5 sections. Each section discusses an individual function that a service provider needs to be able to complete. Code Number 5 makes it very clear that a service provider needs to be actively engaged in providing services for the good of the person with disabilities without violating any legal, unethical or other actions that are outside of the realm of compliance with state, provincial, and federal laws, policies, and procedures.

## Slide Number 10

Slide Number 10 provides the resource links to additional information as discussed.