Services to Individuals with Disabilities under WIOA

Dr. Trudie Hughes
Requirements- WIOA

• Contextualized instruction
• Integrating Content Standards
• Assist adults to become literate
• Obtain the knowledge and skills necessary for employment and economic self-sufficiency
• Transition to postsecondary education and training
• Career pathways
Statistics on CCs & CBOs

ABE Students

- **Beginning Literacy makes up 11% of ABE students**
- **18% in Beginning Literacy are making level gains**

- total number: 52156
- number at beginning lit.: 5904
- number at beg. Lit. making level gains: 1076
Sec. 223 State Leadership Activities

• (k) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.
Sec. 102. Unified State Plan

• (b) (1) (B) an analysis of the current workforce, employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment (including individuals with disabilities), in the State;
• (c) (vii) how the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials, for individuals with disabilities, including complying through providing staff training and support for addressing the needs of individuals with disabilities;
• (E) (ii) that the State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes;
(e) (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities

(e)(11) whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
(c) (vii) developing, replicating, and disseminating information on best practices and innovative programs, such as—

| (I) the identification of effective strategies for working with adults with learning disabilities and with adults who are English language learners; | (II) integrated education and training programs | (III) workplace adult education and literacy activities; and | (IV) postsecondary education and training transition programs; |
SWOT on CCs & CBOs

**Strengths**
- Innovations of Career Pathways, Transitions Academy, Project SEARCH, Project College etc. across various CCS. Partnerships with CCs and CBOs to offer vocational options.

**Weakness**
- Continuation of Comp. Ed. programs & sheltered workshops. Lack of contextualized instruction, lack of instructional training, funding, old mind set (students need things done for them, can’t be independent, can’t work, need to be take care of, etc.

**Opportunities**
- More emphasis on employment options, redesign and restructure programs and services for students with disabilities. Get outside the box and have instructors work with curriculum instructors, develop Bridge Programs and Career Pathways. Use resources on college campuses.

**Threats**
- Drastic decrease in FTE could create hardship for instructors. Presidents not supportive of reorganization of programs or grant opportunities.
Sec. 203 Definitions – The term “eligible individual” means an individual-

<table>
<thead>
<tr>
<th>(A) Who has attained 16 years of age;</th>
<th>(B) Who is not enrolled or required to be enrolled in secondary school under State law; and</th>
<th>(C) Who –</th>
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<tr>
<td>(i) Is basic skills deficient;</td>
<td>(ii) Does not have a secondary school diploma or its recognized equivalent, and has not an equivalent level of education; or</td>
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<td>(ii) Does not have a secondary school diploma or its recognized equivalent, and has not an equivalent level of education; or</td>
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<td>(iii) Is an English language learner.</td>
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## Target Populations

**Individual with Barrier to employment**

A member of one or more of the following populations:

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<tr>
<th>Displaced homemakers</th>
<th>Ex-offenders</th>
<th>Long-term unemployed</th>
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<tr>
<td>Low-income</td>
<td>Homeless individuals, or homeless children and youth</td>
<td>Individuals within 2 years of exhausting lifetime eligibility under the SSA, title IV part A</td>
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<td>Indians, Alaska Natives, and Native Hawaiians</td>
<td>Youth who are in or have aged out of foster care</td>
<td>Single parents (including single pregnant women)</td>
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<td>Individuals with disabilities, including youth</td>
<td>English language learners, individuals with low levels of literacy, and individuals facing substantial cultural barriers</td>
<td>Such other groups as the Governor determines to have barriers to employment</td>
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<tr>
<td>Older individuals</td>
<td>Migrant and seasonal farmworkers</td>
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Eligibility for Basic Skills

• Attaining a valid placement score on an NRS approved assessment (Comprehensive Adult Student Assessment System – CASAS)

• Scores cannot be assigned to students who are unable to take an approved NRS assessment

• All scores must reflect actual student performance on the assessment

• To remain in Basic Skills – must show performance gains
Types of Accommodations Requiring Documentation

- Do not provide any accommodations without working with your college’s Disabilities Office!
  - Audio tapes – purchased from the test manufacturer
  - Large print version of the test – may accompany the audiocassette version of the test
  - Braille format – extra time is usually provided
  - Scribe
    - Record answers to the multiple-choice questions and/or
    - Record the essay portion of the writing skills tests
  - Calculator or Talking Calculator – typically for blind test-takers
Accommodations Con’t

• Separate testing room
  – The test-taker’s disability requires a reduced-distraction or private setting
  – The approved accommodation may cause a distraction to other test-takers
  – The test-taker’s disability is such that s/he may unintentionally create a distraction to other test-testers (Tourette’s Syndrome)

• Monitored or supervised breaks
  – 30 minutes of testing with a 5 minute break
  – 45 minutes of testing with a 10 minute break
  – Unscheduled breaks
Types of Accommodations That Do NOT Require Documentation

- Magnifying Device
- Priority Seating
- Straightedge
- Colored Transparent Overlays
- Clear Transparent Overlays and a Highlighter
Programs within CCs Serving Students with Intellectual Disabilities

- ABLE (Adult Basic Literacy Education)
- ABE
- ABE TOPS
- ABE Essentials
- Career College
- Compass Education
- Creating Successful Learners Program
- Project College
- Project SEARCH
- START Hospitality Program
- Transitions Academy
Career College at Alamance

- 1 yr. integrative post-secondary certificate program.
- Entry-level, provides foundation for transitioning into career or further coursework.
- Further develop reading, math, and computer skills.
- Hands-on practicum experience.
Career College Cont.

- Automotive Assistant
- Health & Public Services Assistant
- Greenhouse/Nursery Assistant
Career College at Haywood CC

- 2 yr. integrative post-secondary certificate program.
- Entry-level, provides foundation for transitioning into career or further coursework.
- Further develop reading, math, and computer skills.
- Hands-on practicum experience.
Career College Cont.

• Automotive Assistant + Small Engine
• Early Childhood Assistant + Elder Care
• Horticulture + Construction
Project SEARCH – Central Piedmont CC, Southwestern CC

- Real-world experience.
- Receive valuable post-secondary training and FREE internship experience.
- Work in high-status organizations and learn high-demand skill sets.
- Work towards becoming more independent in areas such as employment, transportation & daily living.
ABE TOPS – Wake Tech

• Academics
  – Reading, Writing, Math & Technology

• Career Pathways
  – Hospitality & Tourisms (Nationally recognized certificates)
  – Housekeeping & Beyond (Nationally recognized certificates)
  – Landscaping
  – Future Pathways: Animal Care & CPR (Health related pathways)
Pathways to Employment – Wilkes CC

• Grant funded tutoring program.
• Designed to give students employability skills, academic skills, and specific occupational skills for careers such as Certified Nursing Assistant 1.
• 1:1 assistance to improve reading, math, etc. for today’s workforce.
• Classes are FREE.
Compass Education
South Piedmont

• Academic-based program for adults 18 years of age or older.
• Focus on helping students become as independent and self-directed as possible.
• Lessons grounded in improving math, reading and writing skills for real-life application.
South Piedmont

CPR Instruction

Science Camp Experiments

Dog Training at K9s Unleashed

Exploring Local Agriculture Projects
Resources

- http://lincs.ed.gov/employers/
- http://www.cec.sped.org/
Q & A