



**Pennsylvania  
Bureau of Special Education  
and Office of Vocational  
Rehabilitation  
Memorandum of  
Understanding**

**Engaging Stakeholders**  
April 21, 2021

# Today's Presenters

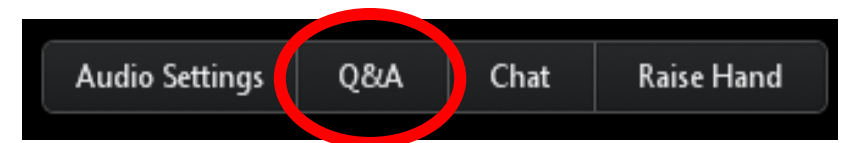
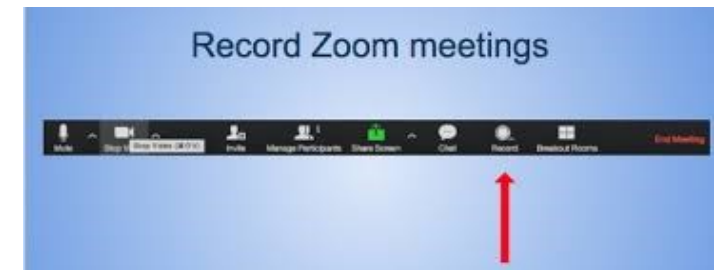
- Everett Deibler, Lilly Sellers (PYLN)
- William Del Toro Vargas (HUNE)
- Cindy Duch (PEAL)
- Jacki Lyster and Hillary Mangis (PaTTAN)
- Kaitlin Salvati (OVR)
- Michael Stoehr (NTACT:C)

# Today's Agenda

- Overview of the OVR-BSE – MOU Webinar Series & Follow-Up
- Engaging Stakeholders - Student and Family Perspective
- Engaging Stakeholders – Overview of the Legal Requirements
- Strategies and Effective Practices That Promote Stakeholder Engagement
  - Attendance Considerations
  - Why Engaging Agencies is Important
  - The Importance of Family Engagement
  - The Importance of Student Engagement

# Resources and Recording Webinar

- The PowerPoint and related materials are available at [www.pattan.net](http://www.pattan.net)
- Today's session is being recorded and will be available at [www.pattan.net](http://www.pattan.net)
- Please post any questions you may have in the Q & A box in Zoom. Questions will be collected, reviewed, and addressed during one of our future webinars and/or in a future resource document



Poll Question

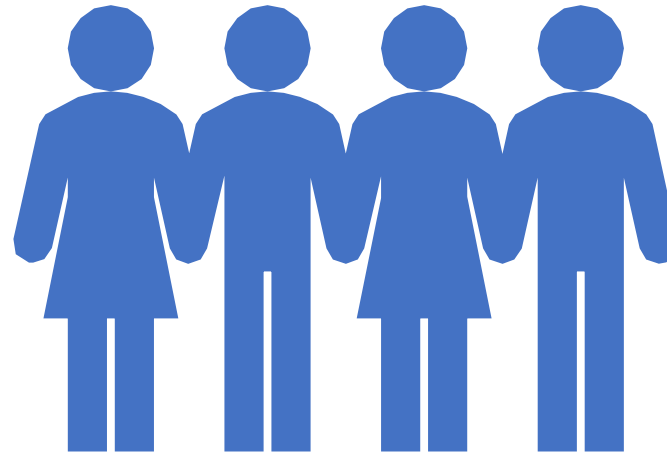
Who is participating today?

# Follow Up from Our Last Webinar

Overview of the OVR-BSE – MOU Webinar Series

<https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Additional-Resources/Office-of-Vocational-Rehabilitation>

# Engaging Stakeholders - Student and Family Perspective



Youth &  
Family  
Discussion  
Questions  
(1)

Why is active family participation in the IEP important?

What are your thoughts on student involvement in the IEP?



# Youth & Family Discussion Questions (2)

Why was it important that OVR and other agency staff participated in the IEP meeting?

How do you see the new MOU between OVR and Education helping family and student engagement?

Youth &  
Family  
Discussion  
Questions  
(3)

What was done well?

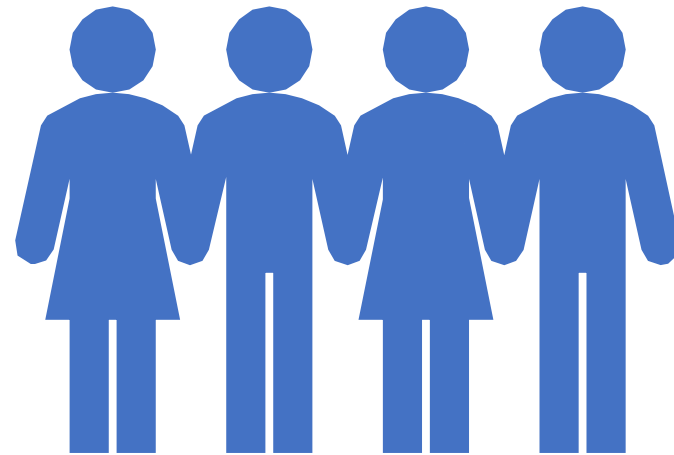
What could have been  
done better?

# Poll Question

I have experienced effective engagement of secondary transition age students with disabilities and their family members in Pennsylvania...

Never, Rarely, Sometimes, Usually, Always

# Engaging Stakeholders – Overview of the Legal Requirements



# IDEA

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living H.R.1350

# The IEP Meeting – Who must come?

Student (at age 14)

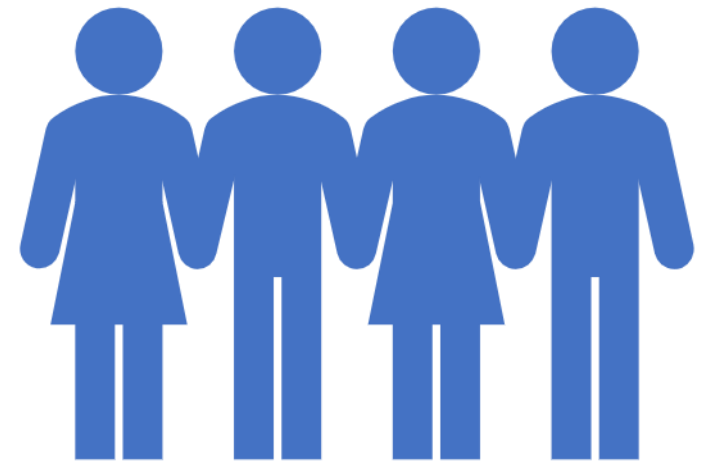
Parent/Guardian

Special Education Teacher

General Education Teacher

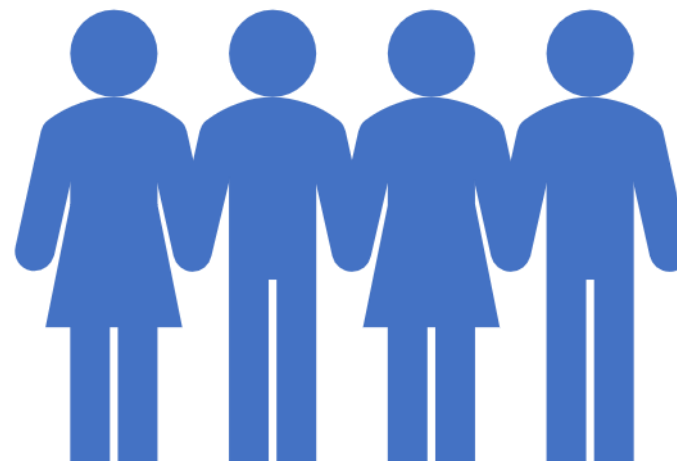
LEA Representative

Someone to interpret assessments



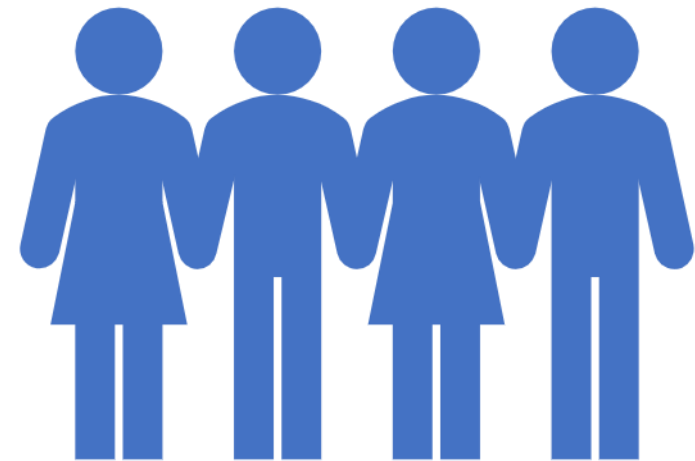
# The IEP Meeting – Who else?

- Transition Coordinator
- Psychologist
- Guidance Counselor
- Instructional Support Staff
- Librarian
- School Nurse
- Job Coach
- Relatives/Friends
- Advocate



# The IEP Meeting – What about agencies?

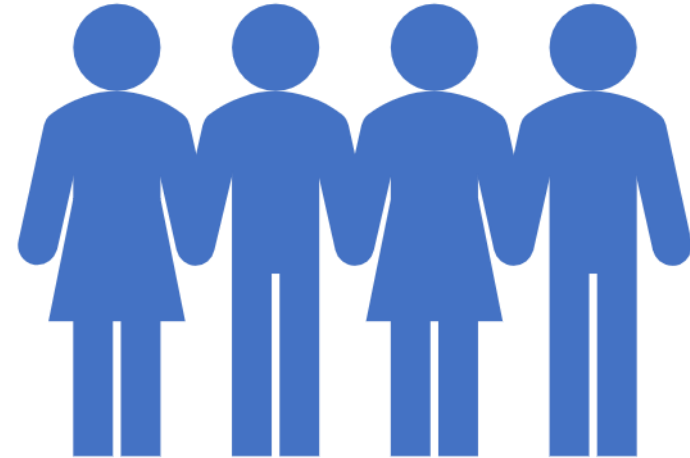
- Office of Vocational Rehabilitation (OVR)
  - Early Reach
- Bureau of Blind and Visual Services (BBVS)
- Supports Coordinator
- Office of Developmental Programs (ODP)
  - Bureau of Autism Services
  - Office of Intellectual Developmental Disability/ Mental Health (IDD/MH)





# Agencies at the IEP

- Children and Youth Services
- Juvenile Justice System
- The ARC
- Centers for Independent Living (CIL)
- Employer Representative
- Volunteer Coordinator
- Community Group



# How do I know when to invite agencies?

1. If likely to provide or pay for transition services
2. Only with parent permission
3. Based on individual needs



# Participant Dialogue



What agencies have you seen included in IEP meetings?


(type in the chat)


# IEP Team Meeting - Invitation to Participate

The purpose of this meeting is to: (Check all that apply)

Develop an IEP if your child is eligible, or continues to be eligible, for special education and related services.

Discuss possible changes in your child's current IEP and revise it as needed.

  Transition Planning. If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below.

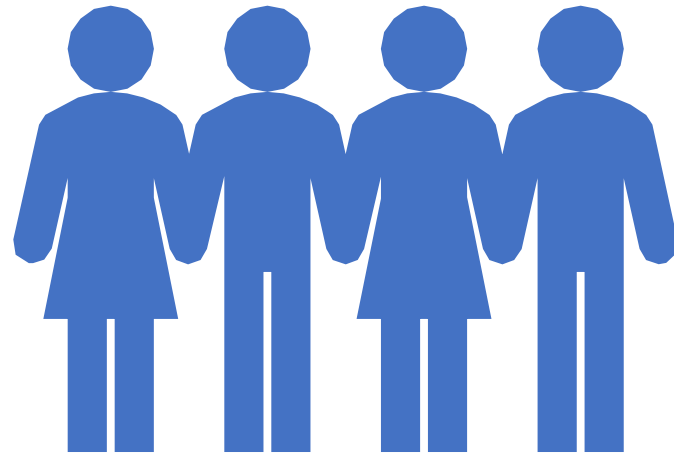
  Transition Services. If necessary, and with your consent, staff from other agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed:

---

# IEP Team Meeting - Invitation to Participate Agencies

<b>Post-secondary Education and Training Goal:</b>					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study :					
<b>Service/Activity</b>	<b>Location</b>	<b>Frequency</b>	<b>Projected Beginning Date</b>	<b>Anticipated Duration</b>	<b>Person(s)/ Agency Responsible</b>

Let's look at what this might look like for a student....



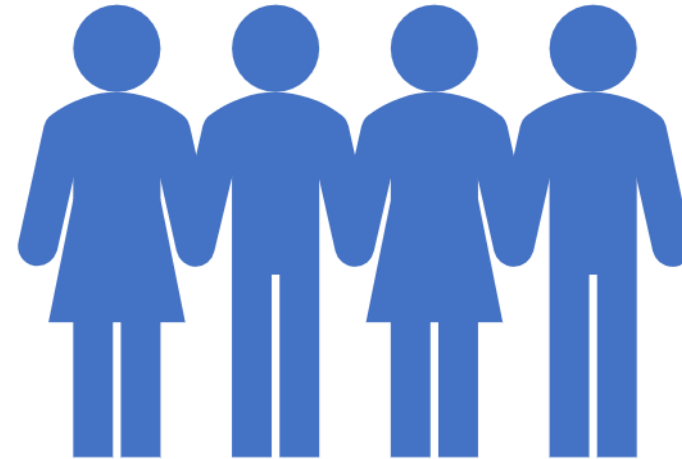
# Meet Chris....

- Chris is 17 years old, identified with emotional disturbance and a moderate hearing loss, who wears a hearing aid
- He is a friendly, outgoing youth who works hard in classes that interest him
- He is on track for a regular diploma, taking 5 years to complete
- Chris maintains a C average; his emotions cause him to be anxious about not passing
- He has a behavior plan
- He has a career interest in the manufacturing industry with a possible focus on welding

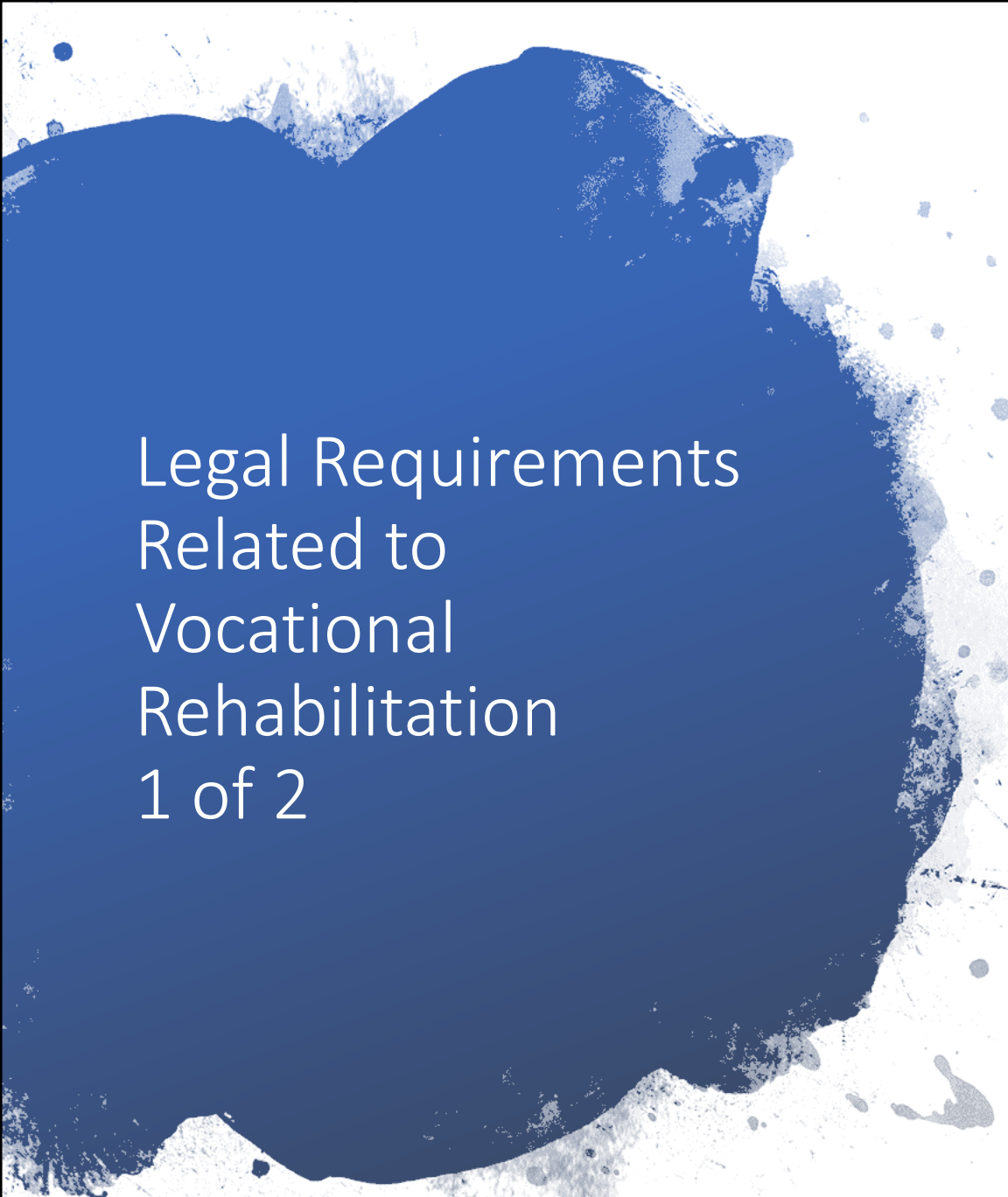


# Chris's IEP might include....

- ✓ Chris-of course!
- ✓ His mother and uncle
- ✓ Special Education supervisor
- ✓ General Education teacher
- ✓ Deaf Education Instructor
- ✓ Speech Therapist
- ✓ Emotional Support teacher
- ✓ County MH – Case Manager/Supports Coordinator
- ✓ Guidance Counselor
- ✓ Vocational Rehab Counselor (OVR)
- ✓ Career-Tech teacher
- ✓ Trade School representative



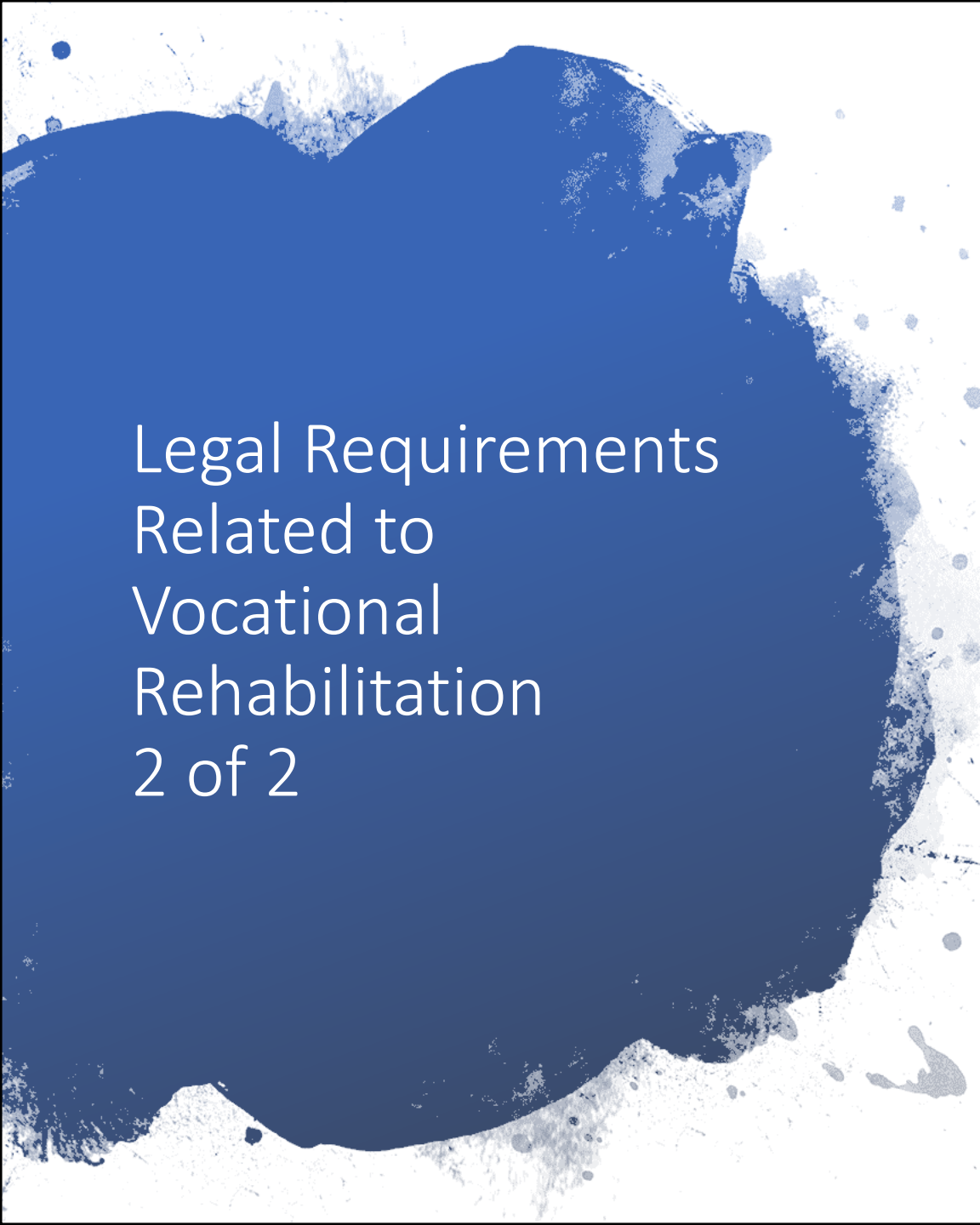




# Legal Requirements Related to Vocational Rehabilitation 1 of 2

## Act 26

- The Office of Vocational Rehabilitation shall provide information for the development of individual education plans for high school students with disabilities ensuring that job skill training is included in the plans when appropriate.
- When possible, the Office of Vocational Rehabilitation shall attend individual education plan meetings in person or by alternative means, such as video conferences and conference calls, **when invited** by local education agencies.



# Legal Requirements Related to Vocational Rehabilitation 2 of 2

## **Employment First (Act 36 of 2018)**

- Aims to increase employment opportunities for individuals with disabilities.
- Tasks OVR with:
  - Increasing the frequency and consistency of Vocational Rehabilitation Counselors participation in students' IEP meetings.
  - Collaborating with the Department of Education to ensure that transition plans in IEPs exist by age 14 and that they include meaningful pre-employment transition services.

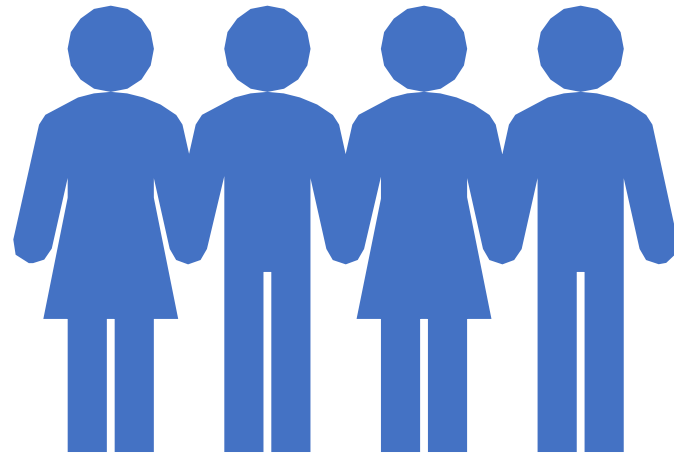


# Legal Requirements Related to Vocational Rehabilitation

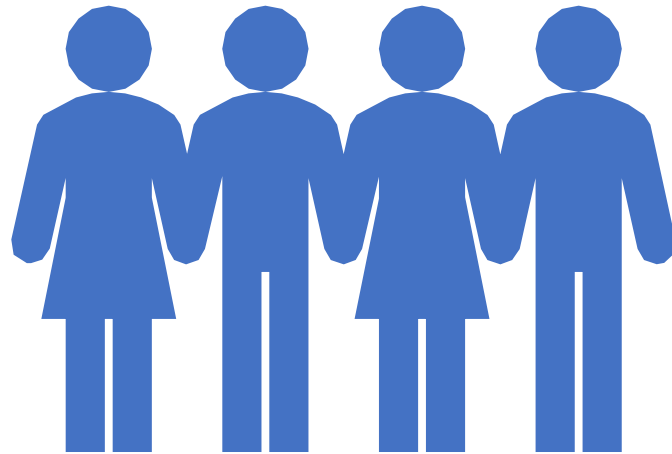
## WIOA

- The Workforce Innovation and Opportunity Act (WIOA) amends the Rehabilitation Act of 1973 and now requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to provide “pre-employment transition services” to “Students with Disabilities who are eligible or potentially eligible for VR services .”
- Funds reserved for pre-employment transition services may be used for required, authorized, and coordination activities.
- Pre-employment transition coordination consists of:
  - Attending IEP meetings for students with disabilities, **when invited**.

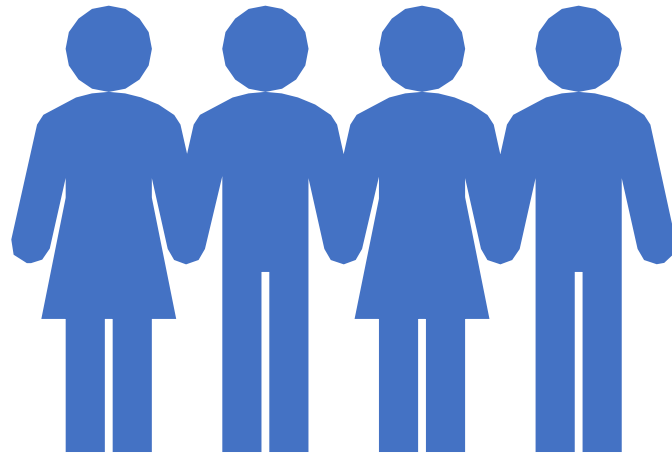
# Strategies and Effective Practices That Promote Stakeholder Engagement



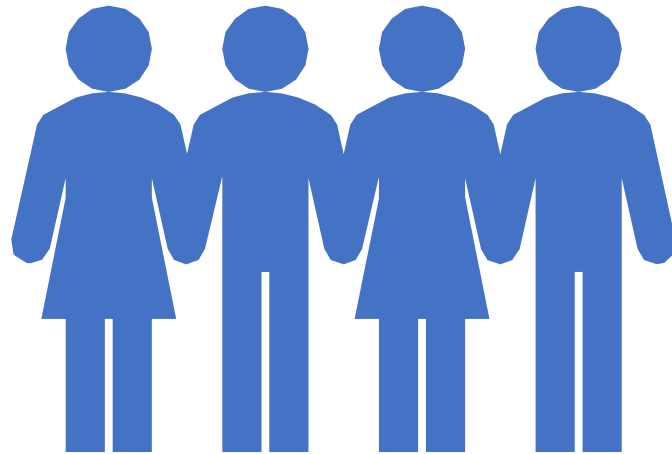
# Why is it important to have OVR and Other Agencies Participate in an IEP Meeting?



# How can OVR and other outside agencies engage in the IEP meeting?



# Strategies for Effective Family Engagement in the IEP meeting...





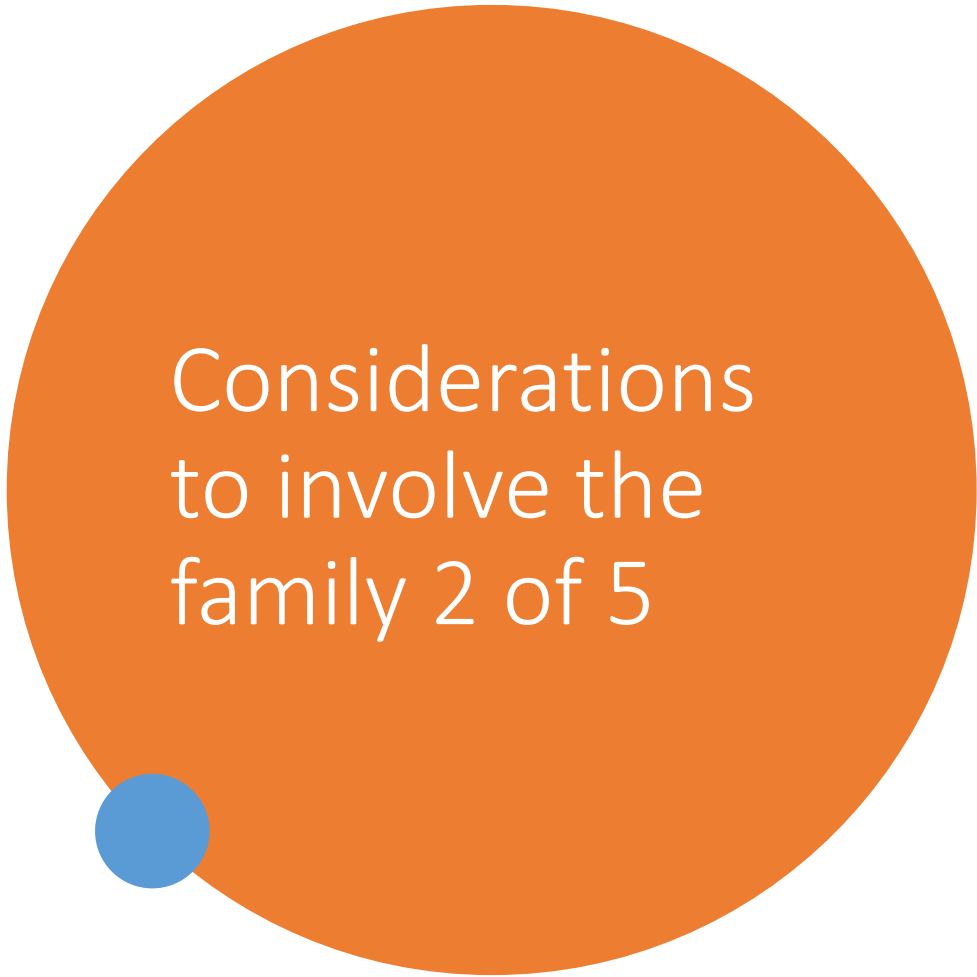
## Considerations to involve the family 1 of 5

“People will support what they create.”

~~Margaret Wheatley, Leadership and  
Management expert

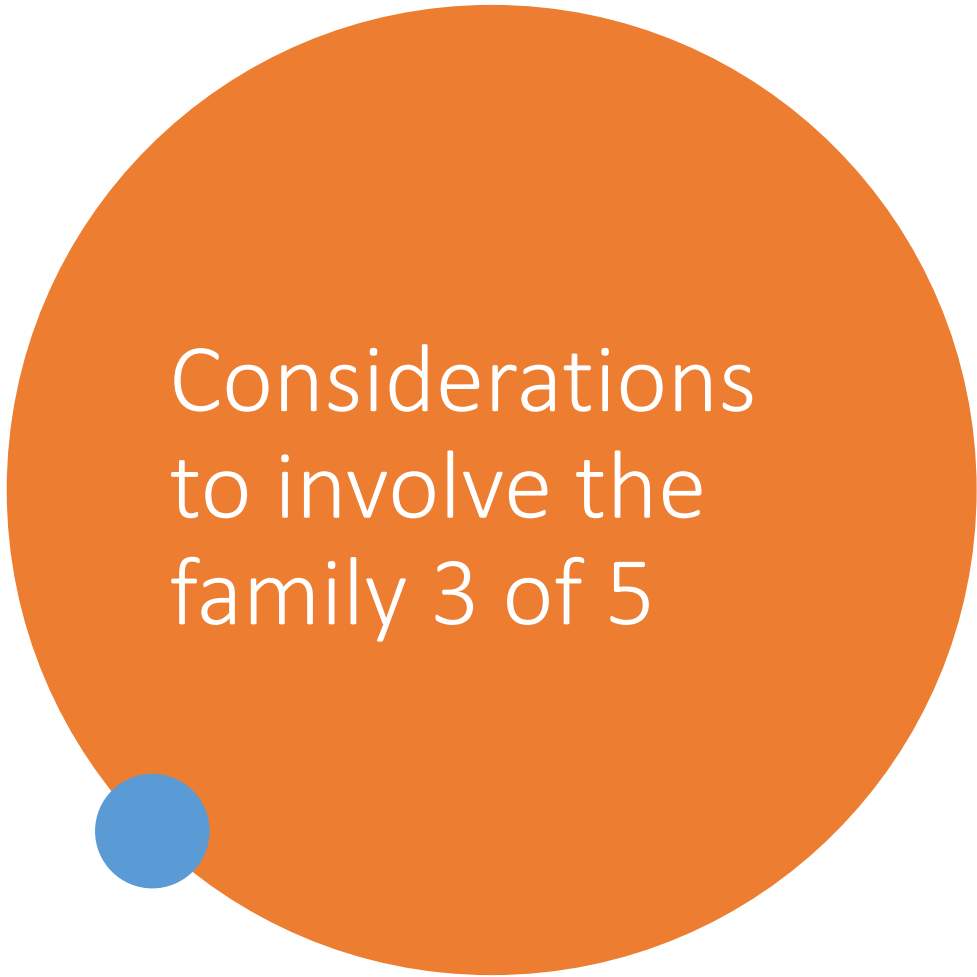
- Make it easy for people to participate, to understand what is happening, and to be heard.
- See stakeholder engagement as a continuous process involving ongoing dialogue—not as a one-time proposition.
- Use engagement as a steppingstone toward building long-term partnerships that can help teams get results that matter





## Considerations to involve the family 2 of 5

- Make it easy for people to participate, to understand what is happening, and to be heard.
- Share Toolkit resources!
- Mutually agreeable time and location
- Open communication in different ways—video, phone, in-person, text
- Share your own expectations and ask for the same from others on the team
- Teach families the jargon that is used in the education and VR systems



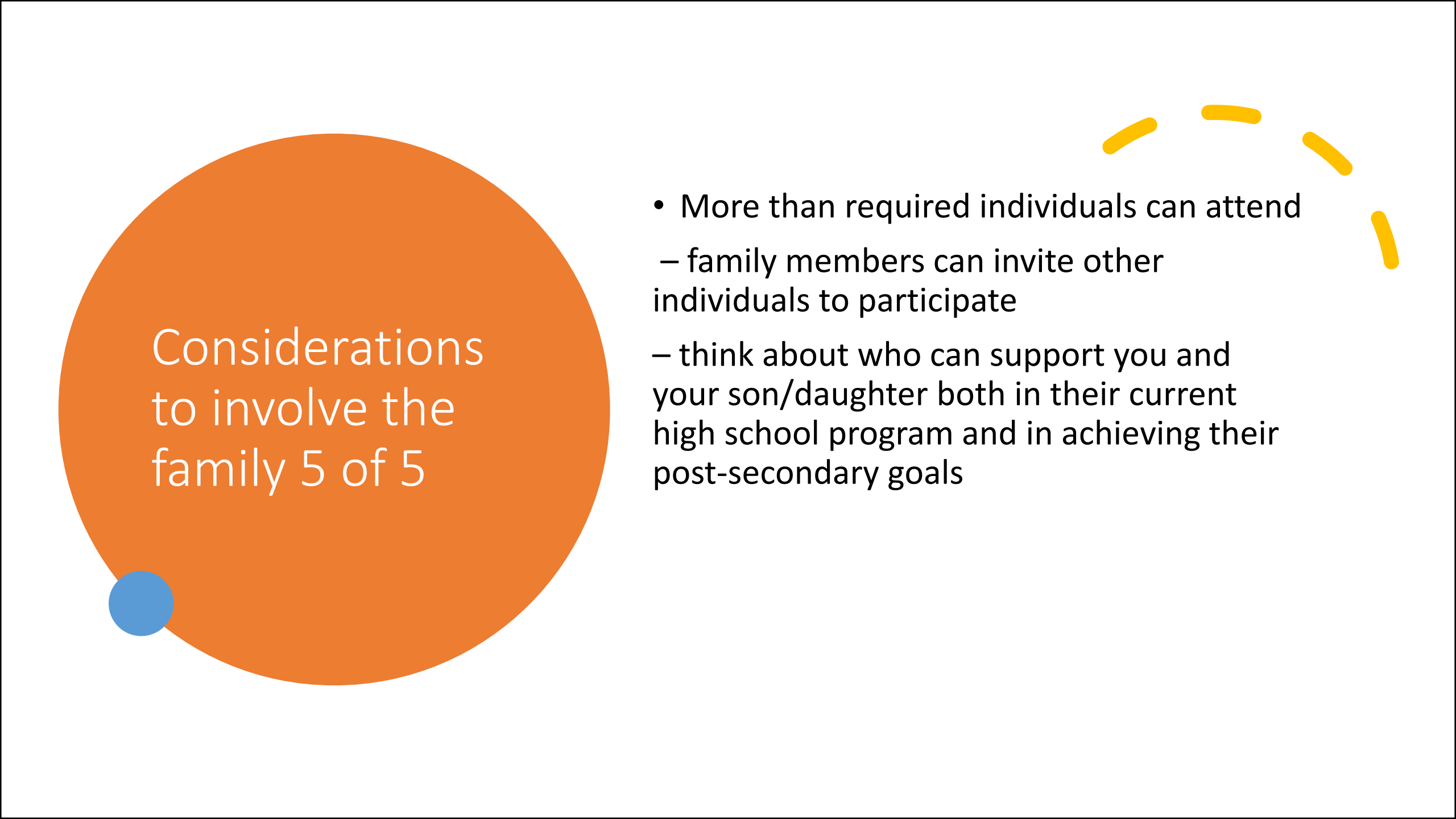
## Considerations to involve the family 3 of 5

- See stakeholder engagement as a continuous process involving ongoing dialogue—not as a one-time proposition.
  - Create communication means and methods
  - Build cultural competency
  - Provide ongoing family training to ensure understanding—include the student



## Considerations to involve the family 4 of 5

- Use engagement as a steppingstone toward building long-term partnerships that can help teams get results that matter
  - Follow up with the family to ensure they understand the materials, the services, the IEP, different agency involvement, etc.
  - Families—follow up with school or OVR personnel if you do not understand
  - Model respect for all team members. All members of the IEP team enhance outcomes for the student. Be the KIND kid!



## Considerations to involve the family 5 of 5

- More than required individuals can attend
  - family members can invite other individuals to participate
  - think about who can support you and your son/daughter both in their current high school program and in achieving their post-secondary goals

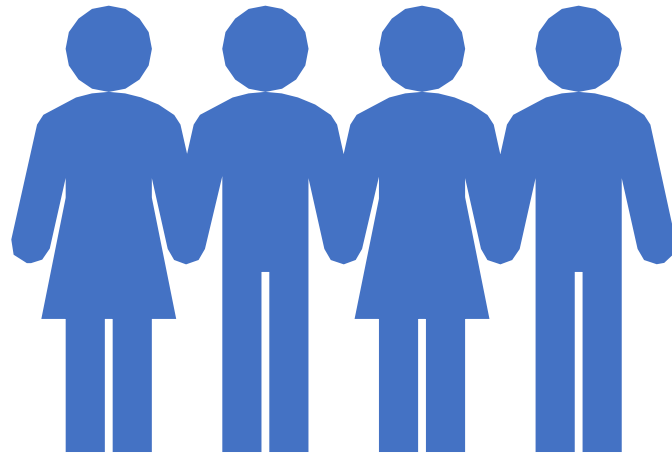
# Participant Dialogue 2



Who and how will you share the information and the documents that we have discussed during this webinar?

(type in the chat)

# Strategies for Effective Student/Youth Engagement in the IEP meeting...

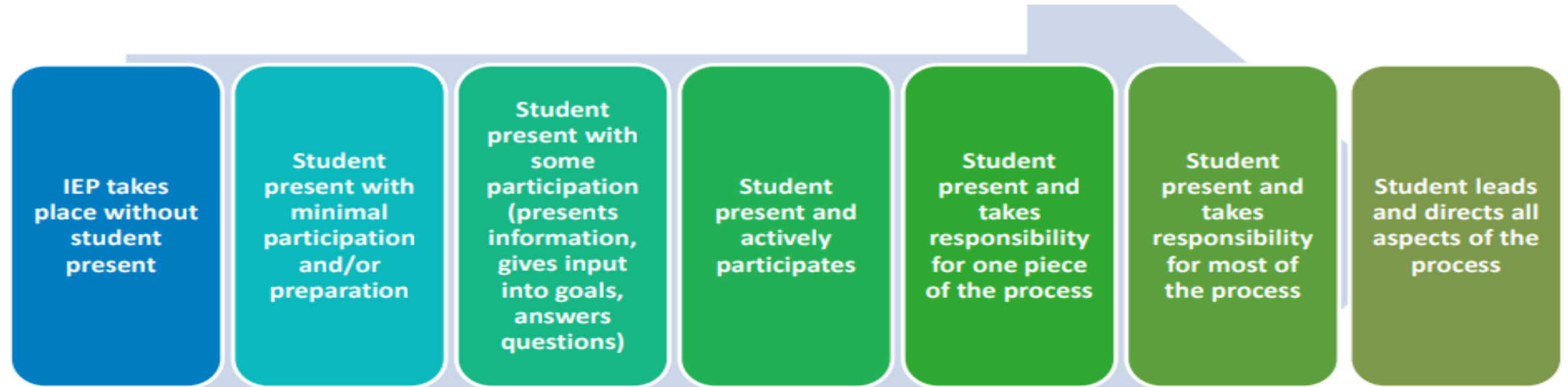




## Youth Participation in the IEP

- Do you know where your youth are in terms of their knowledge and comfort with their important role in the IEP process?
- Are they prepared to eventually lead and guide their own transition process?

# What have we learned?



**“Student participation throughout the IEP process should be individualized and based on the age, needs, and abilities of the student. “**

**- OSSE Secondary Transition Website**




# Participation in the IEP Meeting



## Student Rubric for IEP Participation

Area	Level I	Level II	Level III	Level IV
<b>IEP Awareness</b>	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of the IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting and I can tell others about these meetings.
<b>IEP Participation</b>	I don't participate or attend my IEP meeting.	I attend a pre-conference IEP meeting and/or my IEP meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a pre-conference or at the actual meeting.	I lead parts or my entire IEP meeting.
<b>Knowledge of IEP Content</b>	I don't know what is in my IEP.	I know that I have accommodations and goals but I don't know what they are.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.




# Considerations to involve the student


- Create a welcoming environment
  - Have the student LEAD the meeting.
  - If a student has not been involved in their IEP meetings previously, start small. 15-30 minutes. Add student time to each meeting that follows
  - Prepare the student for sharing info about themselves. Use a ppt or notecards to have them come up with strengths, needs and goals that they want for themselves.
  - Have the student, with support, develop a video that tells their story.
- 



# The Youth Perspective- Stages of the IEP Meeting



## **Before the Meeting:**

- Personally invite the student to their meeting ahead of time.
    - Remind them of the meeting
  - Review the IEP with the student ahead of time and share a flow (agenda) of the meeting.
  - Consider giving them questions to answer ahead of time.
    - What is working?
    - What is not working?
    - Goals for the future? (career, training, and independent living)
- 




# Stages of the IEP

- **During the Meeting:**
- Directly address the student and use terms they understand.
- Make sure they are introduced to everyone in the room. Try to limit student anxiety and formality of meeting structure.
- Allow parents to give input, but intentionally give the student time to provide feedback. Even if it is beforehand
- Take baby steps to increase involvement
  - Guided questions
  - Team brainstorming
  - Run the meeting
- Outline what everyone's next steps are before the next meeting.



# The Final Stage of the IEP!

- After the meeting:
    - Follow-up on tasks
      - Help students to map out a plan to complete their “IEP homework” if needed.
- 

# What resources exist to help with Stakeholder Engagement?



## ***Using Interagency Collaboration to Increase Opportunities for Competitive, Integrated Employment for Students and Youth with Disabilities***

### **What is the level of evidence?**

This practice was identified by Rehabilitation Research & Training Center for Evidence-Based Practice in Vocational Rehabilitation (RRTC-EBP VR), and has been labeled by NTACT as a Research-Based Practice. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

### **What is the practice?**

Benefits of interagency collaboration include the pooling of funding sources, sharing of staff knowledge and expertise, and coordination of services to consumers. Interagency collaboration

Competitive Integrated Employment Toolkit- 2017 – updated 2019

### **Section III: Interagency Collaboration**

#### **At a Glance:**

Developing effective cross-agency collaboration implementation of evidenced based practices requires building partnership at the state, local and student level. Section III provides information on effective practices within interagency collaboration. Resources are provided to assist in building cross-agency teams as well as provide strategies to enhance current collaborative efforts. These resources are designed to assist team in evaluation, planning, and implementation of transition services. Resources could be incorporated into professional development or cross-agency trainings to build capacity, common understanding, and knowledge of staff working with students.

#### **Why is interagency Collaboration Important for improving post-school outcomes?**

It has long been held that collaboration among professionals and service systems is an important component of effective initiatives and programs that support the transition of students with disabilities from school to work and adult life (Wehman, 2013). In fact, collaboration among professionals and programs is often necessary for students and students who are touched by many

Coming Soon!!!  
PASecondaryTransition.com

# Five Part Webinar Series

## Pre-Employment Transition Services

This series of pre-recorded webinars highlights the five required pre-employment transition services. Each of the five webinars include curricula/activities, state spotlights, examples of expected outcomes and ways to identify student progress, tips for successful service delivery, and additional supports and resources that may be used to provide these services for students with disabilities. The webinars are hosted by The Workforce Innovation Technical Assistance Center (WINTAC), and The National Transition Technical Assistance Center (NTACT).

<http://www.wintac.org/topic-areas/pre-employment-transition-services/training>

# The Next Webinar in this Series

**May 13, 2021 (9:00 AM – 11:00 AM)**

## **Strategies for Aligning Efforts**

During this session, participants will learn strategies to align efforts utilizing the PA Career Education and Work Standards and Pre-Employment Transition Services (PreETS) with IDEA transition requirements.



# Save the Date

2021 PA Community of Practice Transition Virtual Conference

Navigating the Future: A Lifetime Trip

August 11-12, 2021

Oh Yes! IT'S  
**FREE**



# Participant Dialogue 3



Based upon today's presentation, what is one thing that you will do differently tomorrow?

(type in the chat)

# Participant Dialogue 4



What do you still have questions about – what resources do you still need to support your work?

(type in the chat)

Thank You for  
Your  
Participation

Please complete the following  
evaluation for Act 48 and CRCC  
credits:

<https://fs25.formsite.com/3fHiZQ/MOU4212021/index.html>

# Pennsylvania Bureau of Special Education and Office of Vocational Rehabilitation Memorandum of Understanding

