



Employment

Education

## IDEA – WIOA

# Secondary Transition Crosswalk

This document contains examples of Pre-Employment Transition Services and School-Level Transition Services with regard to Pennsylvania's Career Education and Work Standards (13.1-13.4): Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship. The following provides an explanation of the chart and outlines the responsibilities for each service.

- **Purpose of the Service**

Is the service related more to an employment outcome or education?

That is, is the service usually considered a special education or related service, such as transition planning necessary for the provision of a free appropriate public education?

- **Customary Services**

Is the service one that the school customarily provides under Part B of the IDEA?

For example, if the school ordinarily provides job exploration counseling or work experiences to its eligible students with disabilities, the mere fact that those services are now authorized under the Act as pre-employment transition services does not mean the school should cease providing them and refer those students to the Office of Vocational Rehabilitation (OVR) program. However, if summer work experiences are not customarily provided by a local educational agency (LEA), the OVR and LEA may collaborate to coordinate and provide summer, work-based learning experiences.

- **Eligibility**

Is the student with a disability eligible for transition services under the IDEA?

It is possible that a student receiving services under section 504 does not have an individualized education program (IEP) under the IDEA, because they are not eligible to receive special education and related services under the IDEA. As a result, designated state units (DSUs) are authorized to provide transition services under the VR program to a broader population under the Workforce Innovation and Opportunity Act (WIOA) than LEAs are authorized to provide under the IDEA.



## 13.1 Career Awareness and Preparation

<b>PA Career Education and Work Standards (11th grade standards)</b>	<b>Examples of Pre-Employment Transition Services (Rehabilitation Act, as amended by Title IV WIOA, 2014) provided and/or arranged by VR Personnel*</b>  *The following examples are not an exhaustive list, and not all activities would be provided in every community.	<b>Examples of School Level Transition Services (IDEA, 2004) included in the IEP and facilitated by School-Level Practitioners*</b>  *The following examples are not an exhaustive list, and not all activities would be provided by all LEAs.
<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.</p> <p>C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship, and school-based enterprise.</p> <p>E. Justify the selection of a career.</p> <p>F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: Associate degree, Baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full-time employment, industry training, military training, professional degree, registered apprenticeship, Tech Prep, and vocational rehabilitation centers.</p> <p>G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p> <p>H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p>	<p><b>Self-Advocacy Instruction:</b></p> <p>Introduction to OVR, Disability Awareness/Disclosure, Understanding IEP and Special Education (or 504 plan), Entitlement vs. Eligibility, Rights and Responsibilities, Self-Determination, Autism Awareness Walk and Resource Expo (Hiram G. Andrews Center)</p> <p><b>Job Exploration:</b></p> <p>Interest inventories, goal planning, career speakers, career fairs, Hiram G. Andrews Center (HGAC) Career and Transition Fair</p> <p><b>Workplace Readiness Training:</b></p> <p>Independent living skills, benefits planning, photo ID and records, transportation Methods, group travel training</p> <p><b>Work-Based Learning:</b></p> <p>Workplace tours, group shadowing</p> <p><b>Counseling on Postsecondary Options:</b></p> <p>Benefits of postsecondary planning, tours of HGAC, options after high school, college events</p>	<p><b>Postsecondary Education and Training:</b></p> <ul style="list-style-type: none"> <li>• Conduct age-appropriate transition assessments in multiple areas (e.g., career interests, independent living, self-determination).</li> <li>• Develop post-school goals aligned with transition assessment data (this may inform the identification of interests).</li> <li>• Provide opportunities to visit college campuses.</li> <li>• Assist students in understanding postsecondary application and requirements including providing support for completion of FAFSA and application for enrollment in postsecondary education.</li> </ul> <p><b>Employment:</b></p> <p>Organize and provide opportunities for students to attend transition fairs.</p>

## 13.2 Career Acquisition (Getting a Job)

<b>PA Career Education and Work Standards (11th grade standards)</b>	<b>Examples of Pre-Employment Transition Services (Rehabilitation Act, as amended by Title IV WIOA, 2014) provided and/or arranged by VR Personnel*</b>  *The following examples are not an exhaustive list, and not all activities would be provided in every community.	<b>Examples of School Level Transition Services (IDEA, 2004) included in the IEP and facilitated by School-Level Practitioners*</b>  *The following examples are not an exhaustive list, and not all activities would be provided by all LEAs.
<p>A. Apply effective speaking and listening skills used in a job interview.</p> <p>B. Apply research skills in searching for a job.</p> <p>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.</p> <p>D. Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology.</p>	<p><b>Self-Advocacy Instruction:</b> Setting goals, resiliency and self-care, Barrier Awareness and Advocacy Expo (HGAC)</p> <p><b>Job Exploration:</b> Labor market, pathways to employment, career clusters, CREATE Academy (HGAC)</p> <p><b>Workplace Readiness Training:</b> Soft skills, navigating community resources, safety (including Internet usage), relationships and boundaries, job searches and applications, resumes, cover letters and references, job interview preparation, WORC Academy (HGAC)</p> <p><b>Work-Based Learning:</b> Job shadowing, employer mock interviews, HGAC Job Shadowing Day, community work instruction</p> <p><b>Counseling on Postsecondary Options:</b> Postsecondary goal setting, promoting academic success, summer academies</p>	<p><b>Postsecondary Education and Training:</b> Connect students with agencies and encourage them to apply for adult services.</p> <p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Organize field trips to explore agency programs.</li> <li>• Assist student to participate in trades student organization(s) as appropriate to develop leadership and teaming skills.</li> </ul>

## 13.3 Career Retention and Advancement

<b>PA Career Education and Work Standards (11th grade standards)</b>	<b>Examples of Pre-Employment Transition Services (Rehabilitation Act, as amended by Title IV WIOA, 2014) provided and/or arranged by VR Personnel*</b>  *The following examples are not an exhaustive list, and not all activities would be provided in every community.	<b>Examples of School Level Transition Services (IDEA, 2004) included in the IEP and facilitated by School-Level Practitioners*</b>  *The following examples are not an exhaustive list, and not all activities would be provided by all LEAs.
<p>A. Evaluate personal attitudes and work habits that support career choice.</p> <p>B. Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, and summarizing.</p> <p>C. Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem solving.</p> <p>D. Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings, and taxes.</p> <p>E. Evaluate time management strategies and their application to both personal and work situations.</p> <p>F. Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>G. Evaluate the impact of lifelong learning on career retention and advancement.</p>	<p><b>Self-Advocacy Instruction:</b> Accommodations and assistive technology, disclosure and advocating across environments, APS Academy (HGAC)</p> <p><b>Job Exploration:</b> Nontraditional employment, employment requirements</p> <p><b>Workplace Readiness Training:</b> Budgeting and finance, requesting reasonable accommodations, assistive technology options</p> <p><b>Work-Based Learning:</b> Informational interviews, paid work experience, internships, Project SEARCH</p> <p><b>Counseling on Postsecondary Options:</b> Financial aid, applications and other required documentation, accessing disability services, requesting reasonable accommodations, HGAC course shadowing, accessing other campus resources, AACHIEVE</p>	<p><b>Postsecondary Education and Training:</b></p> <ul style="list-style-type: none"> <li>• Develop post-school goals aligned with transition assessment data (this may inform the identification of self-advocacy needs).</li> <li>• Seek input from parents, students, and other IEP team members, related to post-school goals and transition planning.</li> <li>• Provide instruction to support student involvement in transition planning, including research opportunities to identify what is needed to reach post-school goals.</li> <li>• Involve students in completing the Summary of Performance as a tool to access to services post school.</li> </ul> <p><b>Independent Living:</b></p> <ul style="list-style-type: none"> <li>• Provide instruction on student led IEPs.</li> <li>• Involve students in completing age appropriate transition assessments in multiple areas (e.g., independent living, self-determination).</li> </ul> <p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Assist student with enrollment in the family and consumer science, or independent living class.</li> <li>• Meet with teachers to request identified accommodations.</li> </ul>

## 13.4 Entrepreneurship

<b>PA Career Education and Work Standards (11th grade standards)</b>	<b>Examples of Pre-Employment Transition Services (Rehabilitation Act, as amended by Title IV WIOA, 2014) provided and/or arranged by VR Personnel*</b>  *The following examples are not an exhaustive list, and not all activities would be provided in every community.	<b>Examples of School Level Transition Services (IDEA, 2004) included in the IEP and facilitated by School-Level Practitioners*</b>  *The following examples are not an exhaustive list, and not all activities would be provided by all LEAs.
<p>A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p>B. Analyze entrepreneurship as it relates to personal character traits.</p> <p>C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: community-based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers), financial institutions, school based career centers, small business administration services, and venture capital.</p>	<p><b>Job Exploration:</b> Nontraditional employment</p> <p><b>Work-Based Learning:</b> Group shadowing, job shadowing, informational interviews, employer mock interviews, community work instruction, paid work experience</p>	<p><b>Employment:</b></p> <ul style="list-style-type: none"> <li>• Provide student with online career information to explore with the school counselor.</li> <li>• Provide opportunities to watch career videos.</li> <li>• Invite guest speakers to present about careers within the community.</li> <li>• Organize and provide opportunities for students to attend transition fairs.</li> <li>• Provide job shadowing activities.</li> <li>• Provide work experience rotations.</li> <li>• Provide school based work preparation (e.g., mock interviews, resume writing, job applications, school-based enterprises).</li> </ul>



# **Commonwealth of Pennsylvania**

**Josh Shapiro, Governor**

