



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

May 13, 2021

Strategies for Aligning Efforts

Today's Presenters

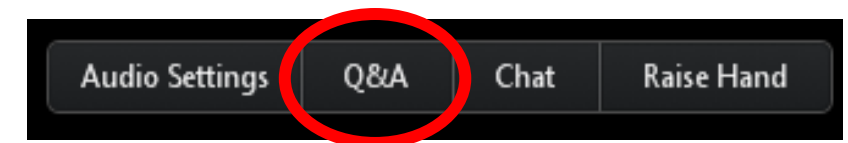
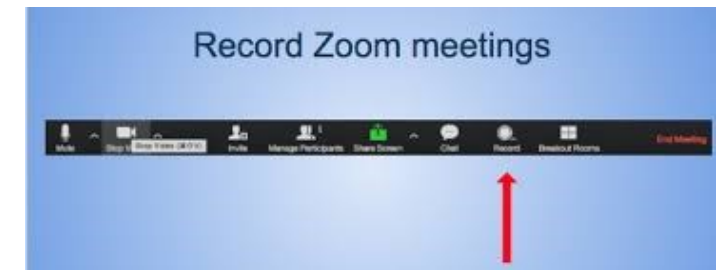
- Melissa Diehl, Michael Stoehr (NTACT:C)
- Jacki Lyster and Hillary Mangis (PaTTAN)
- Kaitlin Salvati (OVR)
- Everett Deibler (LCCC and PYLN)
- Luz Hernandez, William Del Toro Vargas (HUNE)

Today's Agenda

- Overview of the OVR-BSE – MOU Webinar Series & Follow-Up
- Flow of Services and Mapping of Services
- Review of Career Education and Work Standards (CEWs), Individual Career Plans, Pre-Employment Transition Services (Pre-ETS) and IDEA Transition Post-Secondary Goals
- Secondary Transition Cross-Walk – Review and Discussion
- Why Is This Cross-Walk Important to Youth and Families?
- How Does Understanding and Using This Cross-Walk Help Me In My Day-to-Day Work?
- Upcoming Events and Next Steps

Resources and Recording Webinar

- The PowerPoint and related materials are available at www.pattan.net
- Today's session is being recorded and will be available at 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>

Resource Mapping and Interagency Flow of Services

Main Ideas

Identifying who is providing what, where, when, and for whom

Guiding Questions

- Is everyone clear about what/where/when/for whom employment services are provided?
- Are we setting goals that build on the strengths of these services and gaps in their delivery?
- Does everyone have a clear role towards supporting Competitive Integrated Employment for students and youth?
- Do we have common evaluative tools for measuring our progress?

Examples and Resources

[NTACT's Resource Mapping and Flow of Services](#)

[Orange County Local Partnership Agreement Resources](#)

Resource Mapping Defined

- A **system-building** method that links community resources with an agreed-upon vision, organizational goals, strategies, and/or expected outcomes.
- Builds relationships & Works across boundaries
 - Aligns systems and services
 - Long-term; not a quick fix

Why Map?

- To accomplish a specific task or goal – *employment*
- To develop a systemic and coordinated approach to facilitating work experiences and employment
- To identify new resources /employers
- To determine whether existing resources/employers are used effectively
- *TO WORK SMARTER!*
 - It gets information out of people's heads and shared so it can be accessed by all partners

Value of Mapping Resources

- Identifies gaps, overlaps and duplication of services, program and resources
- Enables a community to reallocate resources where there is the greatest need
- Cultivates new partnerships and relationships
- Complements other employment data to provide a comprehensive picture of resources/opportunities

Steps to Mapping Resources

#1

Define Mapping
Taskforce &
Vision/Goal(s)

#2

Map Resources

#3

Determine
Overlaps/Gaps

#4

Implementing the
Map

Step #1: Mapping Organizational Team

- Establish a central organizing body made up of diverse cross-agency stakeholder groups
- Invite people & organizations with significant ties to the community
- Select core membership that creates links between parts of the system (e.g., schools, VR, workforce...& families)
- Consider what will bring people to the table, & what will keep them there

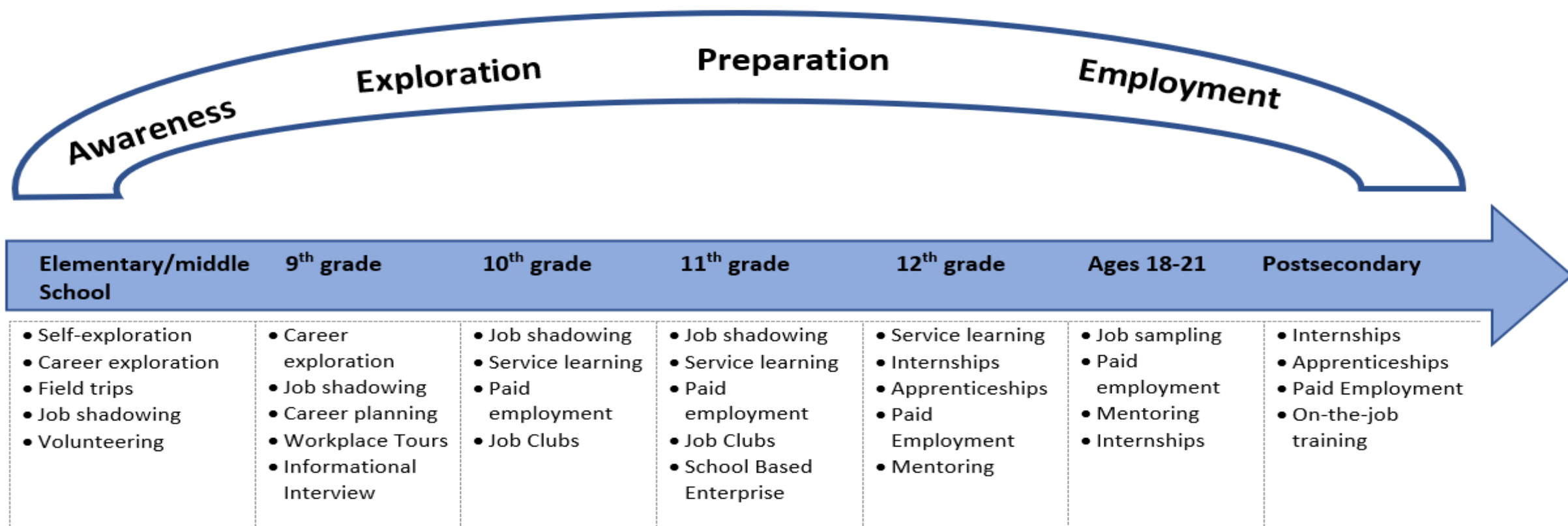
Mapping Partners

• Potential Partner	• What's their self-interest?	• What do they bring?	• Steps to solicit involvement
• LEA (general and special education, CTE)	<ul style="list-style-type: none"> • Receive assistance from other partners • Improve their Indicator 13 & 14 post-school outcomes. 		
• Vocational Rehabilitation	<ul style="list-style-type: none"> • Expand outreach to schools and families and facilitate the provision of Pre-ETS, and other services to improve outcomes for students and youth with disabilities • Improved performance measures 		
• Community Rehabilitation Providers (CRP)	<ul style="list-style-type: none"> • Expand their services to transitioning youth and receive fee for service payments from VR. 		
• Postsecondary education and training	<ul style="list-style-type: none"> • Increase rate of enrollment/students are more aware of career area 		
• Businesses	<ul style="list-style-type: none"> • Preview potential workers • Build their workforce 		
• Families	<ul style="list-style-type: none"> • Student leave high school college or career ready 		

Step #2: Mapping Employment Resources

- Consider the work experience continuum
 - What does it look like in your community?
- Determine how you will collect data/employment resources
 - E.g., meeting; survey; interviews
- Collect data/employment resources
 - On-going process

Example Work Experience Continuum



Mapping Tool: Scan Employment Resources

COMMUNITY PARTNERS [List organizations, and funded projects, programs and initiatives.]	Example: Job Exploration (e.g., career speaker, mock interview)	Example: Job Shadow	Example: Unpaid work experiences	Example: Unpaid and Paid Internships	Example: Paid Employment
VR					
CTE					
Schools					

Mapping Tool: Businesses

Work Experience	Business Name	Industry	Business Contact	Agency Point of Contact
Company Tours				
Informational Interviews				
Job Shadow				
Volunteer/Self-learning				
Unpaid Internship				
Paid Internship				
Paid Employment				

Step #3: Identify Overlaps and Gaps

- What gaps in employment services/resources exist in your community?
- Which employment services/resources are duplicated or overlap?
- What major gaps exist in your employment service delivery system(s)? [*For example, are youth with disabilities being served? Are employers engaged?*]
- What target populations are in need of improved access to employment services? [*For example, youth with significant disabilities, incarcerated youth, out-of-school youth.*]

Step #4: Implement the Map

- Develop an action plan
 - How will you address gaps?
- Define organizational structure
 - Who does what
- Communicate & disseminate information

Mapping Tool Example

LEA/School/VR Team				Current Pre-Employment Transition Services	
Grade	Job Exploration Counseling	Work-Based Learning Experiences	Counseling on Post-Secondary Programs	Workplace Readiness Training	Instruction in Self-Advocacy
8-9	SERVICES PROVIDED BY THE LEA				
	High school course on career choices – including arranging for students to hear guest speakers talking about a variety of jobs and careers	Students engage in a school-based program of job training and informational interviews of various school staff	Educate students on the differences between special education services in high school and disabled student services on campus.	Assist students with workplace readiness training using transition curriculum from Life Centered Education	Instruct students in how to actively participate in their IEP meeting and in how to understand & monitor IEP goals
	SERVICES “IN-HOUSE” WITH VOCATIONAL REHABILITATION AND CONTRACTED SERVICES				
	Assist students to explore O*NET – including use of “My Next Move”	Engage students in career tours and online career exploration	Support students in understanding the training/education options available based upon their career interests	Teach workplace expectations such as work hours and breaks, personal hygiene, health and safety requirements, etc.	Utilize the <i>Youth in Action! Becoming a Stronger Self-Advocate</i> tip sheet with students
10	SERVICES PROVIDED BY THE LEA				
	Arrange for a group of students or an individual student to visit various community businesses to learn about different jobs in their community	Instruct students in how to self-assess their own skills, support needs, strengths and experiences from each work experience	Collaborate with the school counselors to provide opportunities to discuss post-secondary education options and explore local post-secondary education campuses	Teach students to request and use assistive technology.	Support students in setting one or two relevant personal self-advocacy goals for the school year
	SERVICES “IN-HOUSE” WITH VOCATIONAL REHABILITATION AND CONTRACTED SERVICES				
	Provide opportunities to explore Transition-to-Work inventories and facilitate follow-up discussions afterward	Support students in job shadowing, or mentoring opportunities in the community	Engage students in electronic mentoring with college students with disabilities.	Soft skills training to facilitate awareness of social skills and personal strengths and challenges in the workplace.	Teach students to create and use visual resumes to share their “best self”, disclose disability, explain needs, etc.

Using Flow of Services

- Engages a local collaborative team of agencies and advocates
- Creates a local system level continuum of student outcomes and services across Transition
- Identify roles and responsibilities of local service providers and families in the achievement of student outcomes and making connections across the continuum
- Provides a cross agency planning and communication tool that helps to identify opportunities, gaps and duplication

Achieving Outcomes: Flow of Services

	Age 13	Age 14-16	Age 17-18	Age 19-24
Student Outcomes				
Connection with Agencies (referral / eligibility)				
Roles & Responsibilities of:				
Vocational Rehabilitation				
Education				
Career Technical Education				
Families				

Flow of Services: Individual Student

- Reference the Local Flow of Services to create Individual Student Flow of Services
- Provides a 'road map' for IEP and IPE development
- Increases families understanding of the supports and services available across the years
- Assists students in sharing information during planning meetings

Flow of Services: Individual Student Level

	Age 14-16	Age 17-18	Age 19-24	Age 24-26
Student Outcomes	<ul style="list-style-type: none"> • Completion of career readiness activities • Connected to appropriate agencies • Enrolled in CTE 	<ul style="list-style-type: none"> • Paid work-based experience • Completes CTE series (3 classes) in same pathway 	<ul style="list-style-type: none"> • CIE in chosen career with needed supports • Community living option selected 	<ul style="list-style-type: none"> • CIE in chosen career with needed supports • Plan for job advancement
Agency / Community Connections	<ul style="list-style-type: none"> • VR referral for Pre-ETS – age 14 • Complete application for VR services – age 16 • Develop IPE • Complete application for CMH • Receive benefits counseling 	<ul style="list-style-type: none"> • Review benefits • Application for adult services are completed including Medicaid • Ensure VR application has been completed • Services provided by Independent Living Center identified 	<ul style="list-style-type: none"> • Review benefits 	<ul style="list-style-type: none"> • Consider any additional supports that will be needed upon leaving school supports

Roles & Responsibilities of:				
Vocational Rehabilitation	<ul style="list-style-type: none"> • Set up industry tours in areas of interest (horticulture / landscaping) • Select job shadows in career and environment with highest interest (Landscaping / Habitat for Humanity w/ youth group) • Participate in Summer work experience in Department of Natural Resources 	<ul style="list-style-type: none"> • Develop paid employment based on past two years experiences • Identify CIE support needs • Gather information about job performance and share with IEP team members, including student and family • Provide AT evaluation for workplace supports 	<ul style="list-style-type: none"> • Continue to provide supports for CIE • Explore CTE opportunities beyond high school program, visit to community college 	<ul style="list-style-type: none"> • Continue to provide CIE supports, explore job advancement opportunities • Plan for supports after school exit
Education	<ul style="list-style-type: none"> • Meet with Guidance Counselor to identify classes to meet HS requirements and interests • Shadow CTE classes in horticulture, building trades and manufacturing and select a pathway to enroll in with supports as needed 	<ul style="list-style-type: none"> • Make adjustments to classes as needed • Continue enrollment in chose CTE pathway with supports as needed • Enroll in transition course • Provide mobility skill development 	<ul style="list-style-type: none"> • Complete financial literacy class • Complete civil literacy class • Continue mobility skill development 	<ul style="list-style-type: none"> • Complete a Summary of Performance reflective of accomplishments and recommendations for future needs

What are the Career Education and Work Standards (CEW)?

Career Awareness and Preparation - 13.1

Career Acquisition - 13.2

Career Retention and Advancement - 13.3

Entrepreneurship - 13.4

Career Awareness and Preparation

- Abilities and Aptitudes
- Personal Interests
- Non-traditional Workplace Roles
- Local Career Preparation Opportunities
- Career Selection Influences
- Preparation for Career
- Career Plan Components
- Relationship Between Education and Career

Career Acquisition

- Interviewing Skills
- Resources
- Career Acquisition Documents
- Career Planning Portfolios
- Career Acquisition Process

Career Retention and Advancement

- Work Habits
- Cooperation and Teamwork
- Group Interaction
- Budgeting
- Time Management
- Workplace Changes
- Lifelong Learning

Entrepreneurship

- Risks and Rewards
- Character Traits
- Business Plan

Implementation of Career Education and Work Standards

- Pa Chapter 339 – Comprehensive School Counseling Program
- Integration within a variety of k-12 courses
- Every Student Succeeds Act – Career Readiness Indicator

ESSA - Student Portfolio

Required
benchmarks at
Grades 5, 8, and 11



Cumulative
Evidence



Individualized
according to a
student's
needs/interests

ESSA - Portfolio Benchmark Requirements

Grade 5

- 6 pieces of evidence
- Collected across K-5

Grade 8

- 6 artifacts from K-5
- Additional 6 items collected 6-8
- Creation of **Individual Career Plan**

Grade 11

- K-8 Evidence (12 pieces)
- Additional 8 items collected 9-11
- IMPLEMENT **Individual Career Plan**

ESSA - Individual Career Plan Requirement

- GOAL – help students identify pathways and opportunities for post school success
 - Required for every student
 - Must be aligned to the Career Education and Work Standards
 - Should include information on the “what, where, when, who, how, and why” of vocational learning for that student

What does this mean for students with disabilities?

- Data is being collected before 14 (Chapter 14 transition age)
- IEP does not replace portfolio/plan requirements

Pre-Employment Transition Services

Pre-Employment Transition Services (Pre-ETS) help students with disabilities learn about themselves, understand work requirements, practice work skills, choose a career, and explore training options.

These services provide a **generalized** early start to job exploration.

Pre-ETS Criteria

Pre-Employment Transition Services are for students:

Between the ages of 14-21

Enrolled in secondary or post-secondary education

Have an IEP, 504 Plan, or identify themselves as a student
with a disability

Students may or may not have an open case with OVR

Pre-ETS Categories

- **Required** – five (5) required services to be provided directly to students
- **Authorized** - activities include outreach or training on Pre-ETS topics for parents, staff, or other professionals
- **Coordination** - additional student services that support the provision of Required Pre-ETS (i.e., IEP meetings)

Required Pre-ETS (1 of 2)

What are the five (5) Required Pre-ETS?

1. Self-Advocacy Instruction
2. Counseling On Postsecondary Options
3. Job Exploration Counseling
4. Work Based Learning
5. Workplace Readiness Training

Required Pre-ETS (2 of 2)

Self-Advocacy Instruction helps students with disabilities build skills to solve problems and communicate their own needs and interests.

Counseling on Postsecondary Options helps students with disabilities decide if college or training after high school is right for them.

Job Exploration Counseling helps students with disabilities learn about jobs and pick a career.

Work Based Learning Experiences use community workplaces to provide students with disabilities the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.

Workplace Readiness Training teaches students with disabilities how to get and keep a job.

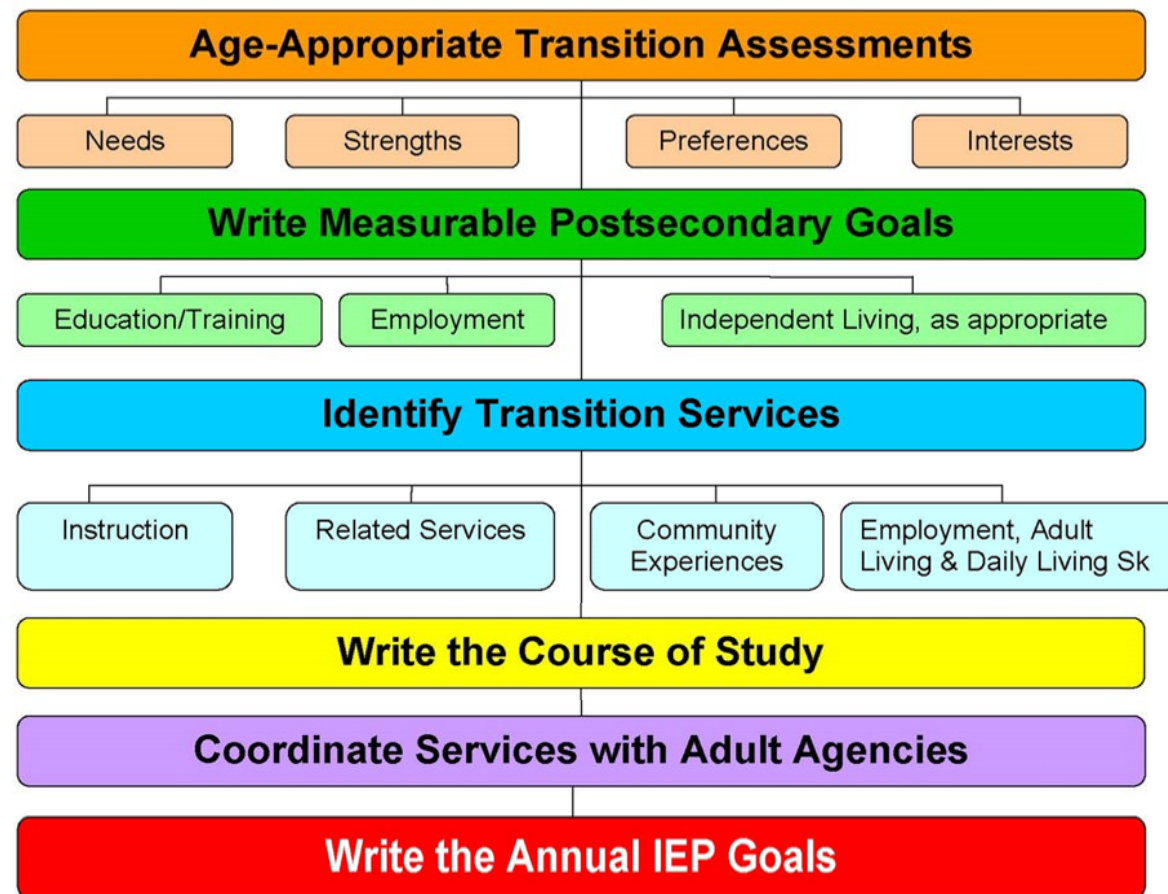


Dream
vacation... Enter
in chat...

IDEA Definition

“a **coordinated set of activities** for a child with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child’s movement from school to post-school activities**, including **post-secondary education**, vocational education, integrated **employment** (including supported employment), continuing and adult education, adult services, **independent living**, or community participation.” (IDEA 2004)

TRANSITION SERVICES FLOW CHART





Postsecondary
Goals give
direction to
the IEP –
without them
we cannot
plan!

IDEA – WIOA – Secondary Transition Crosswalk

Document Review and Discussion

Youth & Family Discussion Questions (1)

As a young person in school and a family member when your son/daughter was in school, were you aware that there was a direct connection between general education – special education and OVR – Pre-ETS?

Youth & Family Discussion Questions (2)

Why is it important to understand the career ed and work standards, measurable annual goals, postschool goals and the 5 require Pre-ETS, beginning in elementary school and continuing through high school graduation?

Youth & Family Discussion Questions (3)

In addition to achieving a high-quality academic education and obtaining a diploma, why is it important for a student with a disability to participate in Pre-ETS and engage in IDEA transition activities and services?

Youth & Family Discussion Questions (4)

What tips would you offer to youth and family members to understand the information talked about during today's webinar?

OVR and Education Discussion Questions (1)

How does the
information discussed
during today's
webinar impact my
day-to-day work?

OVR and Education Discussion Questions (2)

How can we partner to be aware and use this information to supplement and not supplant services and activities and to keep students at the center of the transition process ?

OVR and Education Discussion Questions (3)

Is it ok that the flow
of services and
resource mapping
doesn't look the
same everywhere in
Pennsylvania?

OVR and Education Discussion Questions (4)

You may have heard about Transition Discoveries; how could this be used as a strategy to prioritize and improve services and outcomes for students with disabilities?

Poll Question

How optimistic are you that the MOU and supporting resources presented in this webinar series will have a positive impact on your day to day work and will improve successful outcomes for students with disabilities?

Not Happening, Doubtful, Somewhat, Very, Extremely

Participant Dialogue 1



What is one thing that
you will do differently
tomorrow?

(type in the chat)

Participant Dialogue 2



What additional information and/or resources would help you in your work?

(type in the chat)

Save the Date – Upcoming Events

- June 2, 2021 – 2:00 PM – 4:00 PM – PEAL Center Cross-Agency Collaborative Session: Kristen Ahrens ((ODP), Shannon Austin (OVR), Carole Clancy (BSE)
- July 13, 2021 – HUNE – Transition to Graduation Conference

Save the Date – Annual Conference

2021 PA Community of Practice Transition Virtual Conference

Navigating the Future: A Lifetime Trip

August 11-12, 2021



Thank You for
Your
Participation

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

[https://fs25.formsite.com/3fHiZQ/MOU513
2021/index.html](https://fs25.formsite.com/3fHiZQ/MOU5132021/index.html)

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