The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.
Today's Panel

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PaTTAN

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Agenda

- Individuals with Disabilities Education Act (IDEA, 2004)
- Pennsylvania Chapter 339
- Workforce Innovations and Opportunities Act (WIOA) and Section 511
- Center for Medicare and Medicaid Services - Final Rule for Home and Community Based Settings (CMS Final Rule HCBS)
- Employment First
- Act 26
- Every Student Succeeds Act (ESSA)
Individuals With Disabilities Education Act (IDEA, 2004)

Primary Purpose
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 (IDEA 2004))
What is Secondary Transition?

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)

State Performance Plan/Annual Performance Results (SPP/APR)

Required for each State

Evaluate the State's efforts to implement the requirements and purposes of IDEA

Describe how the State will improve IDEA implementation

1. Graduation
2. Drop-Out
3. Participation and performance on statewide assessments
4. Suspension and expulsion
5. UHIE school age students (6-21)
6. UHIE Preschool Early Intervention (3-5)
7. Preschool Child Outcomes
8. Parent Involvement
9. Disproportionality by race/ethnicity
10. Disproportionality by race/ethnicity/disability
11. Evaluation timelines
12. Early Childhood Transition (3-5)
13. Transition goals (16-21)
14. Post-school outcomes
15. Mediation sessions
16. Resolution sessions
17. State Systemic Improvement Plan

SPP/APR Indicators

Underlined – Indicator includes SA and PS data
Italics – Indicator includes PS only data
Normal text – Indicator includes SA only data

IDEA §300.43

State Performance Plan/Annual Performance Results (SPP/APR)
Every student by name regardless of background, condition or circumstance...
Proficient in core subjects
Graduates from high school, ready for post-secondary education and career
Achieves high outcomes

- Indicator 14:
  - Students achieving their post-secondary goals
- Indicators 1, 2 and 17:
  - Students actively engaged, staying in school and graduating
- Indicator 13:
  - High quality IEPs designed to help students achieve their post-secondary goals
- The foundation:
  - High quality, rigorous, standards-aligned secondary school programs for all students

Steps to Purposeful Secondary Transition Planning: IEP Process

Who are Transition Team Members?
We strive to ensure that each student:

- Is proficient in core subjects
- Graduates from high school, ready for post-secondary education & career
- Achieves equitable outcomes, regardless of background, condition or circumstances

Pennsylvania Chapter 339
Vocational Education Standards

What is Chapter 339?

- Vocational Education Standards
- Pennsylvania requirement for comprehensive K-12 school counseling plan
  - To prepare every student for college and/or career readiness
- Related to
  - Chapter 12 – requirement for comprehensive program of student services
  - Career Education and Work Standards (CEW)
PA Career Standards

PA Career Standards on the PDE Website

PA 339

Requirements for services and accommodations for diverse learners enrolled in CTCs
Requirements for adequate supports under Ch. 4 and through IEP

Calls for equal access to CTCs
Counseling available to help students with informed decisions on CTCs
Participation of CTC rep on IEP teams
Work-based learning experiences

• Requirements for services and accommodations for diverse learners enrolled in CTCs
• Requirements for adequate supports under Ch. 4 and through IEP
• Calls for equal access to CTCs
• Counseling available to help students with informed decisions on CTCs
• Participation of CTC rep on IEP teams
• Work-based learning experiences
A representative from CTC is necessary if student is *Enrolled* or is thinking of *Enrolling* in CTC. Each CTC program has a "Task List" that can be used in discussion of student's progress towards achieving CTC competencies.

<table>
<thead>
<tr>
<th>Transition Staff and 339</th>
<th>Help student in selection of area of study</th>
<th>Understand course sequence implications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Encourage college/program visits that align with area of interest</td>
<td>Assist in applying for accommodations for entrance exams</td>
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<tr>
<td></td>
<td>Assist with college/training program application process</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition Staff and 339 Continued</th>
<th>Work with guidance staff for College Awareness Activities</th>
<th>Be aware of dual enrollment options</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Help to coordinate internships and job shadows</td>
<td>Be aware of CTC SOAR articulation agreements</td>
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<td></td>
<td>Academic readiness supports</td>
<td>Assistance with resume development</td>
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<td></td>
<td></td>
<td>Interview practice</td>
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<td></td>
<td>Access CTC program competencies</td>
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</tbody>
</table>
On January 16, 2014, the Centers for Medicare and Medicaid Services (CMS) issued a final rule for Home and Community-Based Settings (HCBS). The final rule, which became effective on March 17, 2014, amends the Medicaid regulations to provide requirements regarding person-centered plans of care, characteristics of settings that are home and community-based as well as settings that may not be home and community-based. These requirements reflect CMS’ intent that individuals receiving services and supports through Medicaid Waivers receive services in settings which are integrated in and support full access to the greater community.

Pennsylvania has 9 Medicaid home and community-based services waivers. All Medicaid Waivers must comply with these requirements. The final rule includes a provision requiring states offering HCBS under existing state plans or waivers to develop transition plans to ensure that HCBS settings will meet the final rule’s requirements. The state must meet all federal standards for HCBS by March 2019 (extension has been given to March 2022). Additional information can be found on the PA DHS website: http://www.dhs.pa.gov/HCBSwaiver
Goal and Scope of HCBS Rule

To “ensure that individuals receiving services through HCBS programs have full access to the benefits of community living”
- Provides opportunities to seek employment and work in competitive integrated settings, engage in community life, and control personal resources

To “further expand the opportunities for meaningful community integration in support of the goals of the ADA and the Supreme Court decision in Olmstead”

ODP Waiver Employment Services

- Advanced Supported Employment
- Supported Employment
- Benefits Counseling
- Small Group Employment
- Community Participation Support
- Education Support

Community Participation Supports

- Consolidated, Person/Family Directed Support and Community Living Waivers
- Replaces Pre-Vocational and Day Habilitation Services
  - Flexibly wrap around and support community life secondary to employment as a primary goal
  - This service involves participation in integrated community settings in activities that involve persons without disabilities who are not paid or unpaid caregivers.
More on... Community Participation Supports

The service should result in the person:

- Increasing potential for employment;
- Developing and sustaining a range of valued social roles and relationships;
- Building natural supports;
- Increasing independence; and
- Experiencing meaningful community participation and inclusion.

Community Participation Supports Continued

- The purpose of the Community Participation Support service is to broaden the types of life-long learning experiences available to individuals receiving services.
- Providers must be prepared to offer community activities no less than 25% of the person's time in the program. (In PA plan by July 2019)
- The choice whether to participate in community activity, the amount and frequency will remain with the person.

Workforce Innovation and Opportunities Act
WIOA and Section 511
Section 511

• Limits the use of subminimum wage employment

• Places emphasis on Competitive Integrated Employment (CIE)

• Reduces student/youth exposure to subminimum wage employment
• **Subminimum wage (SMW) employment**
  - Sheltered workshops, prevocational services, Ability One Contracts, Service Contract Act

• **14(c) Certificate**
  - This is a certificate issued by DOL to an employer that authorizes the payment of subminimum wages to workers with disabilities

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• Under WIOA, schools and OVR **CANNOT** contract with any 14(c) holder for services that pay students/youth SMW

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After 7/22/16:

• Youth (ages 24 and younger) are UNABLE to enter SMW employment until they complete THREE required services

• Youth who were already in SMW prior to 07/22/2016 are grandfathered in and do not need to meet the three requirements
Youth Requirement #1

#1) Youth must have completed Transition Services under IDEA and/or Pre-Employment Transition Services from OVR

• Documented on OVR-263

Youth Requirement #2

#2) Youth must apply for OVR services and the case has to either be closed ineligible or unsuccessful

• Documented on OVR Ineligibility Certificate or Case Closure letter

Youth Requirement #3

#3) Youth must complete Career Counseling and receive information on other employment resources in the community

• Documented on OVR-263A.
  • This service is completed at the time of OVR application.
A youth in high school expresses he/she has no interest or plans to pursue CIE and is not interested in OVR services…

• What services might the youth be looking for after high school?
• Does he/she plan to use Waiver to receive Pre-Voc/Community Participation Support Services?
• Collaborate with Supports Coordinator
• Refer to OVR

A youth in high school expresses he/she has no interest or plans to pursue CIE and is not interested in OVR services…

• What services might the youth be looking for after high school?
• Does he/she plan to use Waiver to receive services that are not paid and do not involve employment?
  – The youth does not need referred to OVR

• Section 511 applies to anyone earning/planning to earn SMW
• Know the OVR Liaison for your district
• Utilize Supports Coordinator and OVR in planning
• If a student/youth expresses interest in any kind of employment, especially subminimum wage, they should be referred to OVR
EASTERN REGION: Bucks, Carbon, Chester, Delaware, Lehigh, Monroe, Montgomery, Northampton & Philadelphia Counties

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WIOA and PETS

Pre-Employment Transition Services (PETS) for students with disabilities
➢ Job Exploration Counseling
➢ Work Based Learning
➢ Counseling On Post Secondary Education Opportunities
➢ Workplace Readiness Training
➢ Instruction In Self-Advocacy

(Requires 15% VR funds allotment)

What are PETS?

OVR funded PETS are intended to increase the employment rate of students with disabilities in the state of Pennsylvania.

PETS are preparatory services for Students with Disabilities to identify career interests, practice and improve work skills, and explore postsecondary training opportunities at an earlier age to maximize their potential to enter competitive, integrated employment.

Who Can Participate in PETS?

Pre-employment transition services may be provided to all students with disabilities, regardless of whether an application for services has been submitted.
Student with a Disability

**Students with Disabilities** are individuals between the ages of 14 and 21, enrolled in high school (secondary), postsecondary training or any other recognized education program that who have a disability as documented by an IEP or 504 plan, or otherwise consider themselves a person with a disability.

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How is OVR providing PETS?

- OVR Staff
- PETS Providers
- Contracts

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PETS Format

- **Group Services** are intended to be instructional services provided to 2 or more students that IS NOT centered around an individual student or youth’s situation or specific transition plan.
- **Individual Services** are specifically centered around an individual student’s situation or specific transition plan.
OVR PETS - Group

Group PETS
• Self-Advocacy Instruction
• Work Readiness Training
• Independent Living Skills Training
• Group Shadowing
• Community Work Instruction
• Group Travel Training

OVR PETS - Individual

Individual PETS
• Work Based Learning Experiences
• Job Shadowing
• Promoting Academic Success (PAS)
• Counseling on topics like disability disclosure, job exploration, or communication in the workplace
• Student Stipend

Employment First
Important Dates

- 2016: Executive Order 2016-03 — Establishing "Employment First" Policy and Increasing Competitive Integrated Employment for Pennsylvanians with a Disability
- 2018: Act 36 — "Employment First Act" - Establishing Employment First, the Governor's Cabinet for People with Disabilities, and the Employment First Oversight Commission

Employment First Act

- Establishes the Governor's Cabinet for People with Disabilities
- Establishes independent Employment First Oversight Commission
- Provides for Training and Outreach to provide information about Employment First and available opportunities for participation in competitive integrated employment

Act 36 of 2018

"Employment First Act"

http://www.legis.state.pa.us/ACT36
OVR Requirements

Requires the Office of Vocational Rehabilitation (OVR) to:

- Provide pre-employment transition services to students with disabilities

- Facilitate the process of job and career development between local education agencies (LEAs) and public and private employers

For the purpose of ensuring successful transition of high school students with disabilities into competitive integrated employment.

OVR and LEA Collaboration

OVR must do the following in collaboration with LEAs and other relevant public agencies:

- Provide information about job skill training being included in high school students’ individual education plans (IEPs);

- Arrange for work-based learning experiences;

- Provide professional guidance relative to job coaching services;

- Provide counseling on enrollment in comprehensive transition or postsecondary education programs at institutions of higher education;

- Make information regarding the implementation of Act 26 available to the public.
• Local Education Agencies (LEAs) will collect data based on the five data items pertaining to work experience for students with disabilities involved in transition planning as part of their Individualized Education Program (IEP).
• Data is collected on any student 14 years of age or older with an IEP (including 13 years old turning 14 during the school year.
• LEAs must develop and utilize a recording method. The data may be collected through consultation with the teacher, and/or transition coordinator. The data collected must reflect the student’s current IEP.

The following data must be collected by IEP teams:
1. Does this student have a transition plan as part of their IEP? (YES/NO) – If “Yes”, then following questions must be answered YES/NO:
2. Does the IEP contain new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting?
3. Does the IEP contain services that include job supports/coaching?
4. Does the IEP contain services that include career development and job exploration?
5. Has the transition IEP been modified to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting?
(Note: There may be “No” answers for questions 2-5)

Q. Will answering “NO” to any of these questions reflect negatively on LEAs?
A. No. The purpose of the data collection is for LEAs and the PDE to collaborate with OVR to achieve the objectives of Act 26 requirements. The data collection is NOT for purposes of the BSE to monitor LEAs to ensure that they are complying with federal and state special education laws and regulations.
In order to meet the requirements of Act 26, OVR also reports on:

- OVR staff attendance at IEP meeting
- Job referrals made to employers on behalf of students with disabilities while still in high school
- HS students working in PT or summer jobs as a result of referrals made by OVR staff
- HS students working in PT or summer jobs who are receiving job coaching services
- HS students who enter CIE within 3 months of HS graduation

ACT 26 Resources

Annotated IEP (Updated May 2017)---Pg. 19:
http://pattan.net.annotatedIEP

PA General Assembly:
http://www.legis.state.pa.us/act26
ESSA: Historical Context

Figure 1. Timeline of ESSA. Adapted from "The Every Student Succeeds Act: Pennsylvania's Consolidated State Plan," Pennsylvania Department of Education. Retrieved June 15, 2018, from https://www.education.pa.gov/12/ESSA

ESSA: Pennsylvania's Plan

https://ESSA_ConsolidatedPlan

Pennsylvania’s Plan: The Vision for Public Education

(PA Consolidated Plan, 2018, p. 2-4)
ESSA: Required Indicators for School Measuring Performance

Proficiency Academic Progress
Graduation Rate English Learner Proficiency

Pennsylvania's Plan: Two Additional Indicators

Career Readiness Chronic Absenteeism

What Is the Career Readiness Indicator?

“a measure of students’ career exploration, preparation, and readiness as part of Pennsylvania’s state and federal accountability system”
Components of Career Readiness Indicator

- Ensures ALL students have access to career exploration and preparation activities
- Includes activities that are standards-aligned and evidence-based
- Includes the development of career plans and portfolios to identify pathways and opportunities for postsecondary success

Requirements By Grade Bands

**Grade 5 Portfolio**
- Six or more pieces of evidence
  - At least two pieces accumulated by the end of third grade
  - At least two pieces of evidence accumulated each year in grade 4 and grade 5

**Grade 8 Portfolio**
- Portfolio contains K-5 grade band evidence
  - Additional six pieces of evidence with at least two pieces of evidence accumulated each year in grade 6, grade 7, and grade 8
  - Create an individual career plan

**Grade 11 Portfolio**
- Portfolio contains both K-5 and 6-8 grade band evidence
  - Additional eight pieces of evidence with at least two pieces of evidence per year, collected in the 9-11 grade band
  - Implement individual career plan
  - A total of twenty pieces of evidence accumulated by the end of grade 11

Career Portfolio

An ongoing, individualized collection of materials (electronic or hard copy) that documents a student’s educational performance, career exploration, and employment experiences over time.

No prescribed or standard format, it typically includes a range of work, containing assignments and selections by the student.

It serves as a guide for the student to transition to postsecondary education/training, the workplace, or both.

(PDE, “Career Readiness Guidance”, p. 2)
Individualized Career Plan

An item developed by the student that identifies a series of educational studies and experiences.

Intended to prepare the student for postsecondary education or work, or both, in a selected career cluster or area.

(PDE, "Career Readiness Guidance", p. 2)

How is the Career Readiness Indicator Calculated?

# of students in grades 5, 8, & 11 who demonstrate evidence that they have satisfied state-mandated CEW standards

All students enrolled in grades 5, 8, & 11

From <FutureReadyCRS>

Calculation of the Career Readiness Indicator

Calculations will be performed as follows:

1. The percentage of all students and each subgroup of students who, by the end of grade 5, demonstrate engagement in career exploration and preparation aligned to CEW standards.

2. The percentage of all students and each subgroup of students who, by the end of grade 8, create an individualized career plan and participate in career preparation activities aligned to the CEW standards.

3. The percentage of all students and each subgroup of students who, by the end of grade 11, implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW standards.

(PA Consolidated Plan, 2018, p. 42)
Reporting the Career Readiness Indicator

Career Readiness Indicator will be reported on the Future Ready PA Index as:
- **BLUE** for a school that exceeds the Performance Standard
- **GREEN** for a school that meets the Performance Standard
- **RED** for a school that does not meet the Performance Standard

Additional Information will be reported using the following icons:

- Increase
- Decrease
- No change

Reporting Guidelines

**Reporting the Career Readiness Indicator**

<table>
<thead>
<tr>
<th>Individual student data entered in June into PIMS</th>
<th>School assures quality and sufficiency of data</th>
<th>Activities must be implemented and evaluated with fidelity and rigor</th>
<th>Activities should be aligned to CEW standards</th>
</tr>
</thead>
</table>

Points of Consideration for Students With Disabilities
Important!!

• The IEP cannot replace the career portfolio.

• Services and activities in the IEP serve as individual supports to help students accomplish goals aligned with the portfolio.

What the research says…

“Students who are more involved in setting educational goals are more likely to reach their goals.”

Wehmeyer, 2003

Evidence Based Predictors of Post-School Success

• access to community experiences
• interagency collaboration
• paid employment/work experience
• parental expectations and involvement
• self-advocacy/self-determination
• self-care/independent living skills
• social skills
• student support
• inclusion in general education

National Technical Assistance Center on Transition (NTACT), 2009
Supplementary Aids and Services (SaS) Toolkit:

- The Supplementary Aids and Services Toolkit guides teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings.
- The SaS Consideration Toolkit consists of five components that are packaged separately to facilitate ease of use.
- PaTTAN and Intermediate Unit consultants have been trained in the use of these tools, and are available to provide on-site support to IEP teams as they become familiar with the process.

Categories for Consideration

Instructional  Social-Behavioral

Physical  Collaborative

From: The Supplementary Aids and Services Toolkit.

College and Career Ready Standards

- IDEA
- PA 339
- Secondary Transition
- ESSA
- WIOA
- Act 26
- OAA Final Rule

Employment