

Act 26

Revisions to Transition and Work Experience Data Collection

PaTTAN's Mission

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.

PDE's Commitment to Least Restrictive Environment (LRE)

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.

Objectives

- -Identify the revisions to the Act 26 data collection
- -Distinguish resources to support data collection

Family Engagement



Family Engagement promotes equitable partnerships among schools, families and communities to actively advance student achievement through shared commitment, decision-making and responsibility.

#PAFamilyEngagement

Family
Engagement



“Children are the Priority.
Change is the Reality.
Collaboration is the
Strategy.”

Judith Billings Washington State Superintendent

Family Engagement Application to Act 26



- Families are integral part of the transition planning process
- Families need to understand employment first and competitive integrated employment
- Families need to understand data that is being collected

Revision to Act 26: Transition and Work Experience Data Collection

Supporting Document

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Supporting Document

Question	Clarification	Source and PIMS FIELD
Does this student have a transition plan as part of the IEP?	This is "YES" if the student has one or more postsecondary goal(s), supported by activities and services, collected from Section III of the IEP.	Section III of the IEP 45 – TRANSITION IEP STATUS CODE
Does the student have an outcome goal of competitive integrated employment?	This is "YES" if the student has a postsecondary goal of competitive integrated employment collected from Section III of the IEP.	Section III of the IEP 75 - TRANS IEP (COMP INT EMP GOAL)
Did the student participate in a competitive integrated paid work experience?	Did the student participate in a competitive paid work experience as evidenced in Section III of the IEP as an activity or service? If a student is in a competitive integrated employment setting, this is a "YES", even if this employment was not arranged by the school. Once this is a "YES" it will remain a "YES" in subsequent years.	Section III of the IEP 73 - TRANS IEP (COMP INT PAID WORK EXP)
Did the student participate in individual job coaching services funded by the school in a paid work experience?	This is a "YES" if it occurred during the current school year, even if this is arranged through an outside agency or contract. This will be collected from Section III of the IEP. Once this is a "YES" it will remain a "YES" in subsequent years.	Section III of the IEP 74 -TRANS IEP (JOB COACHING)
Upon exiting high school, was the student employed in a competitive integrated setting?	This is a "YES" if the student is exiting high school (Graduating/Dropping Out/Reaching Max Age) and is employed in a competitive integrated setting. This is documented on the Summary of Academic and Functional Performance (SAAFP). If the student is not exiting high school, this should be a "NO." This is an added collection point on the SAAFP.	SAAFP 76 - TRANS IEP (COMP INT EMP)

It is important to note that the revision of these questions in no way changes the delivery of secondary transition services to students. It is simply a measure of competitive integrated employment outcomes.

Competitive Integrated Employment

...(5) Competitive Integrated Employment

The term 'competitive integrated employment' means work that is performed on a full-time or part-time basis (including self-employment) -

(A) for which an individual -

(i) is compensated at a rate that -

(I)(aa) shall be not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate specified in the applicable State or local minimum wage law; and

(bb) is not less than the customary rate paid by the **employer** for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same **employer** and who have similar training, experience, and skills; or

(II) in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and

(ii) is eligible for the level of benefits provided to other employees;

(B) that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and

(C) that, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

Questions?



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Tom Wolf, Governor