Ensuring Successful Outcomes for Transition –Aged Youth in Pennsylvania

Hillary Mangis
Michael Stoehr

Pennsylvania Training and Technical Assistance Network

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.

2

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.

3

Outline of Today's Session

- Today's session will address:

    - Effective Practices for Secondary Transition –
      Current Programs, Initiatives, and Grants

    - 2017-18 Projects and Activities

    - Resources for Secondary Transition in
      Pennsylvania

4

When should secondary transition services and activities begin ?

5

Age Requirement in PA

Transition services must be addressed in the IEP of the student **in the year in which the student turns 14 years of age**

The IEP team does not have to wait until the student's approaching 14th birthday year to consider the student's transition needs

Pennsylvania Chapter 14 Regulations July, 2008   6

Beginning with the end in mind…

We strive to ensure that all students are:

- Proficient in core subjects

- Graduate from high school, ready for **post-secondary education & caree**r

- Achieve equitable outcomes, regardless of background, condition or circumstances

7

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 339

- Outlines requirements for services and accommodations for diverse learners enrolled in CTCs
- Outlines 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

Transition through 2 Lenses

PA 339 – College and Career Ready for All Students	IDEA – College and Career Ready related to Special Education Students
All Students	Individual Student
K-12 Comprehensive Plan	Involvement at age 14
Career Education Workforce Standards CEW • Career Awareness and Preparation • Career Acquisition • Career Retention and Advancement • Entrepreneurship	SPECIFIC INDIVIDUAL GOALS – • Postsecondary Education/Training • Employment • Independent Living
Advisory Counsel with Interagency and Community Representation	Interagency Involvement
Comprehensive curriculum, information collected, ability to organize resources	Individualized to meet the unique strengths and needs

Career & Education Work (CEW) Standards

Became a State law in September 2006

FOR ALL STUDENTS

Four Strands
- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

Four Benchmarked Grade Bands
- K-3
- 4-5
- 6-8
- 9-12

Skills Addressed in the CEW Standards

Career Awareness/Prep	Career Acquisition "Getting a Job"	Career Retention "Keeping a Job"	Entrepreneurship "Creating a Job"
Abilities and Aptitudes	Speaking and Listening in Conversations	Work Habits	Risks and Rewards of being an Entrepreneur
Personal Interests	Interviewing Skills	Cooperation and Teamwork	Character traits of entrepreneurs
Relating school subjects to careers	Resources	Group Interactions	Age appropriate opportunities
Career Preparation Opportunities connected to CTC and Post-Secondary	Workplace Skills	Budgeting	Components of a business plan
	Career Portfolios	Time Management	

These areas build on the previous grade band. All of these areas are represented at each grade band.
- K-3
- 4-5
- 6-8
- 9-12

www.pacareerstandards.com

pennsylvania
DEPARTMENT OF EDUCATION

| Resources | Curriculum | Partners | Career Pathways | Assessment |

Career Education & Work (CEW) Standards Toolkit

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards.

Resources   Curriculum   Partners   Career Pathways   Assessment

The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania.

The Career Education and Work Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

Funded by the Pennsylvania Department of Education, Bureau of Career and Technical Education, this website has been developed by the Career Development Leaders Network and coordinated by Outreach for K-12 at Pennsylvania College of Technology.

When are the guidelines for secondary transition?

14

State Performance Plan (SPP)
20 Indicators

Indicator 13

Pennsylvania Training and Technical Assistance Network

---

State Performance Plan (SPP) – 20 Indicators

1. **Graduation**
2. **Drop-Out**
3. Participation and performance on statewide assessments
4. Suspension and Expulsion
5. LRE school age students (age 6-21)
6. LRE early intervention (3-5)
7. Early intervention improvement goals
8. **Parent involvement**
9. (and 10) Disproportionality

11. Evaluation timelines
12. Transition from birth - 3 to early intervention (ages 3-5) program
13. **Transition services for students age 16 – 21**
14. **Post-school outcomes**

15-20 General Supervision Monitoring, state agency complaints, due process, mediation, resolution sessions, data reporting*

* Indicator 17: State Systemic Improvement Plan - Increasing Graduation Rates for Students with Disabilities

16

Every student by name regardless of background, condition or circumstance…
  Proficient in core subjects
  Graduates from high school, ready for post-secondary education <u>and</u> career
  Achieves high outcomes
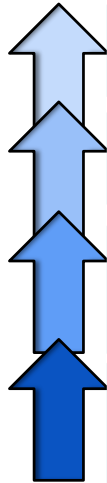
- **Indicator 14:**
- Students achieving their post-secondary goals

- **Indicators 1 and 2:**
- 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

---

Indicator 13: Compliance Module Series

The purpose of the *Indicator 13: Compliance Module Series*
is to enhance practices for writing compliant, transition-based IEPs and
to broaden the foundation for effective practices related to Indicator 13
of the State Performance Plan

Located on www.pattan.net under the Secondary Transition Initiative Tab

http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Indicator_13_Compliance_Module_Series.html

CMCI File Review Questions

246 – Agency Invitation/Participation (Module 1)

247 – Student Invitation to IEP (Module 1)

289 – Age Appropriate Assessment (Module 2)

290 – Post-Secondary Goals for: (Module 3)

      Education/Training

      Employment

      Independent Living

291 – Post-Secondary Goals are updated annually (Module 4)

292 – Transition "Grid" Completed Correctly (Module 5)

292a – Courses of Study Completed Correctly (Module 5)

292b – Activities are listed in the "Grid" in all 3 Areas (Module 5)

292c – Measureable Annual Goals Linked/Listed in "Grid" (Module 6)

Format for Each Module

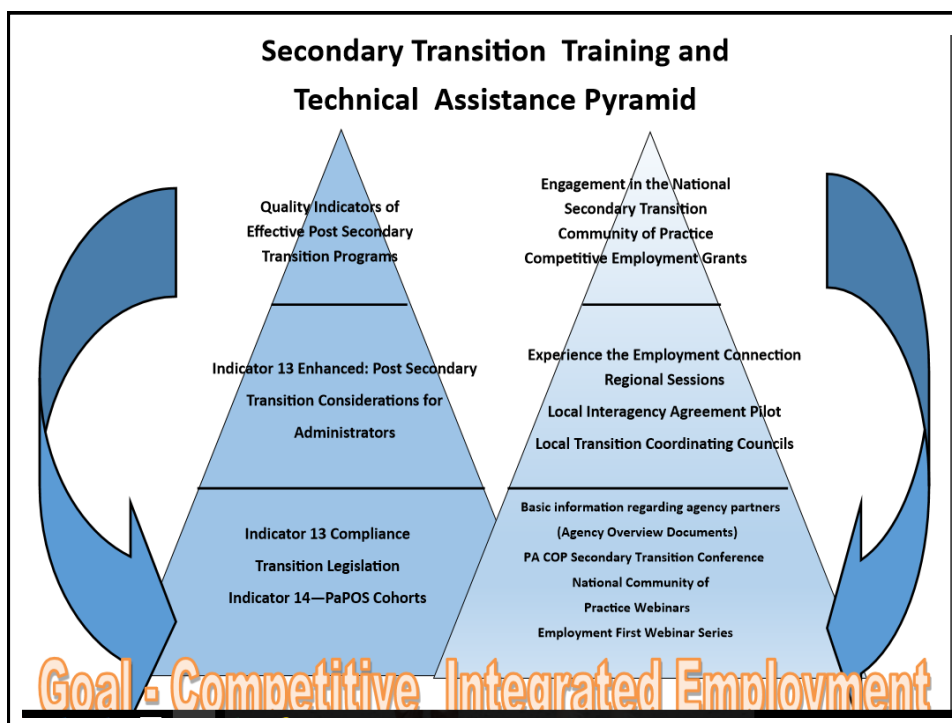|	
Pre-Test	• This should be taken before starting the module • PPID Number is needed for each participant • URL link and QR code provided (either can be used)
Compliance (content via slides)	• CMCI File Review Question(s) Overview • Compliance information regarding the question(s) – what you need to know and do to ensure compliance
Beyond Compliance (content via video)	• Discussion regarding taking the file review questions a little beyond compliance – what you can do (best/effective practices)
Post-Test	• This should be taken after module has been viewed • PPID Number is needed for each participant • URL link and QR code provided (either can be used)

2017-18 Secondary Transition Framework in Pennsylvania

Secondary Transition Training and Technical Assistance Pyramid

Quality Indicators of Effective Post Secondary Transition Programs

Engagement in the National Secondary Transition Community of Practice Competitive Employment Grants

Indicator 13 Enhanced: Post Secondary Transition Considerations for Administrators

Experience the Employment Connection Regional Sessions
Local Interagency Agreement Pilot
Local Transition Coordinating Councils

Indicator 13 Compliance
Transition Legislation
Indicator 14—PaPOS Cohorts

Basic information regarding agency partners (Agency Overview Documents)
PA COP Secondary Transition Conference
National Community of Practice Webinars
Employment First Webinar Series

Goal - Competitive Integrated Employment

2017-18 – Secondary Transition Training Plan

- Targeted LEAs for 2017-18 Cyclical Monitoring

- Targeted LEAs for SPSTCI – (limited number statewide based upon BSE referral) **Tier 1**

- Volunteer LEAs – Building Administrator Capacity for Supporting Transition Age Youth **Tier 2**

Tier 1

Successful Practices in Secondary Transition for Continuous Improvement towards Competitive Integrated Employment

Pennsylvania Training and Technical Assistance Network

Indicator 13: Successful Practices in Secondary Transition for Continuous Improvement towards Competitive Integrated Employment

- The targeted professional development addresses the development of effective secondary transition programming for students with disabilities and how secondary transition planning effects graduation and dropout rates for students with disabilities.

- The targeted professional development includes coordinated student, family, and agency involvement;

- Implementation of activities and services for students ages 14-21; and

- Writing coordinated, measurable, annual individualized education program goals that will reasonably enable students ages 14 and above to meet their postsecondary outcomes

SPSTCI FLOW CHART 2017-2018

Overview Webinar
Transition Program Survey/Interview
Compliance Module Series with Pre and Post Tests

IEP Pre-Review for isuses with Indicator 13 requirements

If YES	If NO
Develop and Implement Targeted Indicator 13 Training Plan	Administer Self-Assessment (Agency & Youth Partnerships/Engagement)
Customized Training Plan devleoped with LEA in collaboration with IU and/or PaTTAN Staff	Training and Technical Assistance Based on 1-2 areas of Need
Post IEP Review	Post IEP Review

Follow up IEP review for generalization

Tier 2 - Building Administrator Capacity for Compliant Transition IEPs

Objectives Session 1

- Define secondary transition and identify the legal requirements and implications

- Describe the transition planning process and list components of effective transition IEP's

- Describe the role of the LEA representative in the IEP meeting and identify ways for LEA to support district transition teams

Objectives Session 1

- Identify the Who, What, When, Where, Why and How of secondary transition

- Identify compliance considerations related to secondary transition

- Describe best practices in programming for secondary transition

Objectives Session 2

- Equip LEA with the tools needed to provide on-going support for special education staff specific to secondary transition

- Identify tasks to accomplish Before, During and After an IEP meeting

- Establish barriers for your system and ways to overcome barriers

- Develop and implement an action plan to create better practices with your system

Tier 3 – Quality Indicators of Secondary Transition Programs
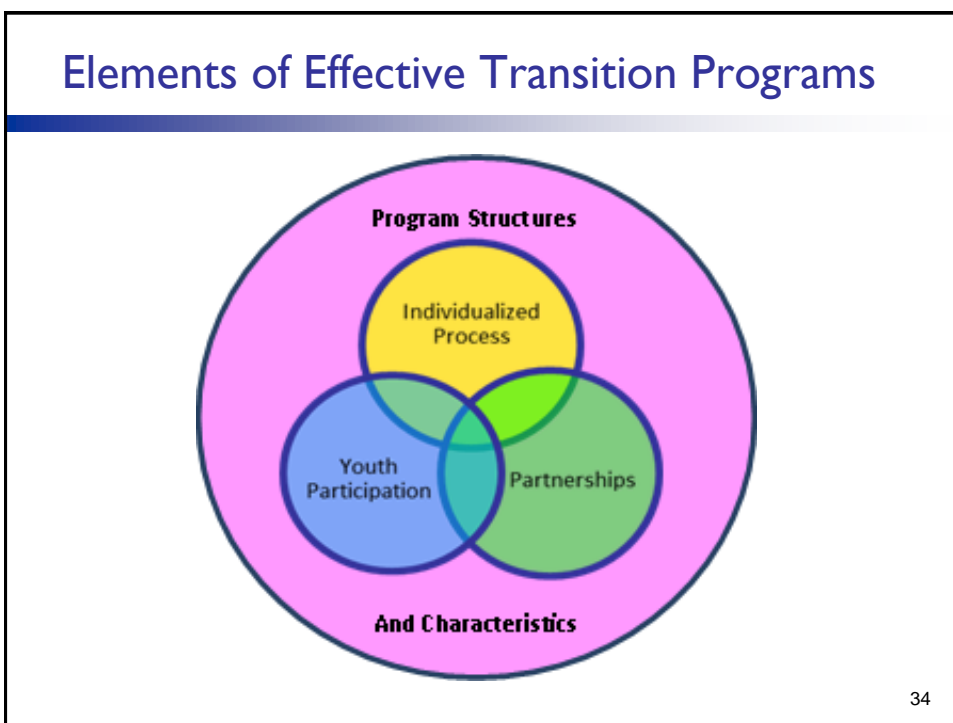
Pennsylvania Training and Technical Assistance Network
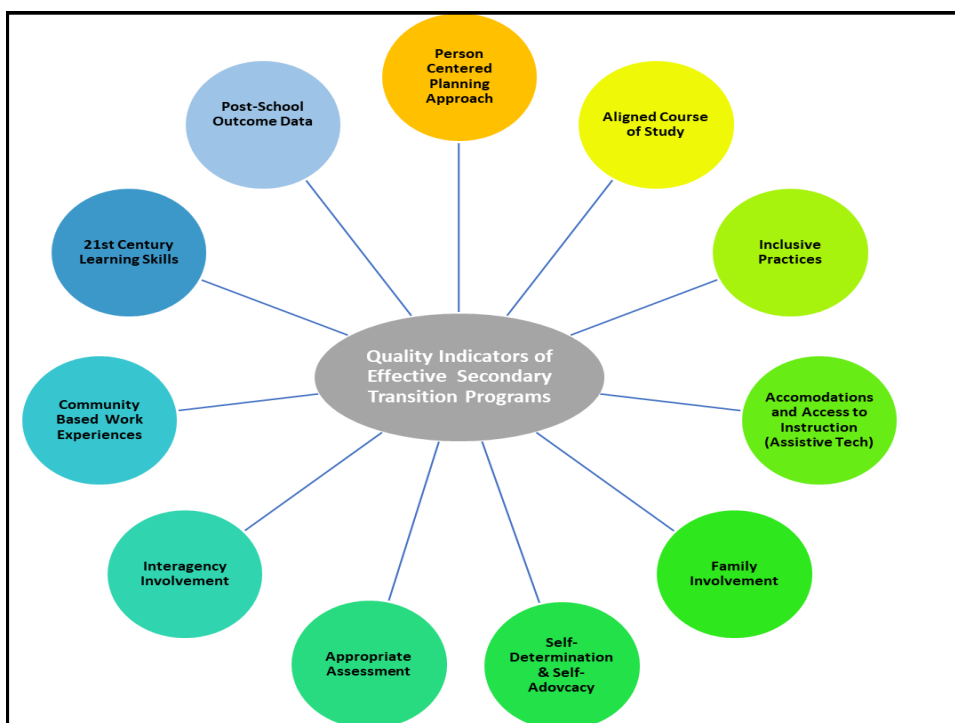
What Constitutes a Compliant and Effective Secondary Transition Program?

33

Elements of Effective Transition Programs

34

CMCI File Review Questions

246 – Agency Invitation/Participation (Module 1)

247 – Student Invitation to IEP (Module 1)

289 – Age Appropriate Assessment (Module 2)

290 – Post-Secondary Goals for: (Module 3)

      Education/Training

      Employment

      Independent Living

291 – Post-Secondary Goals are updated annually (Module 4)

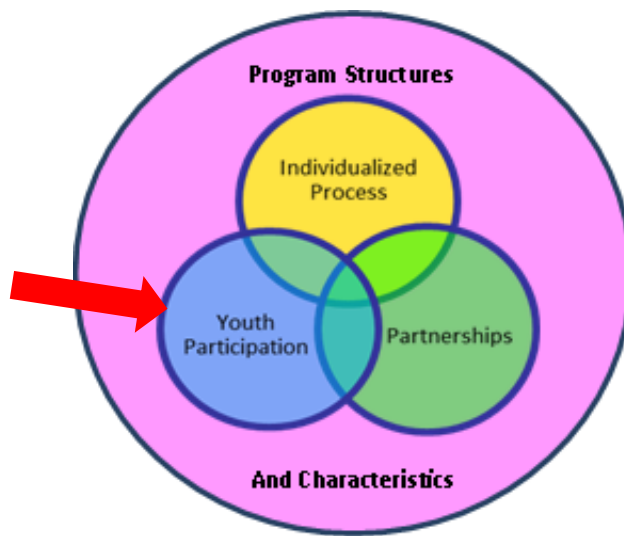292 – Transition "Grid" Completed Correctly (Module 5)

292a – Courses of Study Completed Correctly (Module 5)

292b – Activities are listed in the "Grid" in all 3 Areas (Module 5)

292c – Measureable Annual Goals Linked/Listed in "Grid" (Module 6)
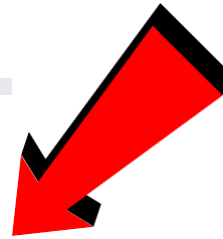
Elements of Effective Transition Programs

36

Student Invite and IEP Team

37

Student Invitation to the IEP Meeting

Invitations must reflect that both the parent(s) and student are invited (for students of transition age)

Ensure that the correct boxes on the IEP Invitation Letter are checked for students eligible for transition planning

This information would be contained in the student file

38

When are youth most engaged?

- They feel like they are being listened to
- Making their own decisions
- When they are being respected
- Part of the conversation
- Not being judged
- Asked their opinions
- Involved in the planning process
- Spoken to in an age appropriate manner

39

What you can do now…….

Help youth to identify their needs and develop strategies to meet those needs

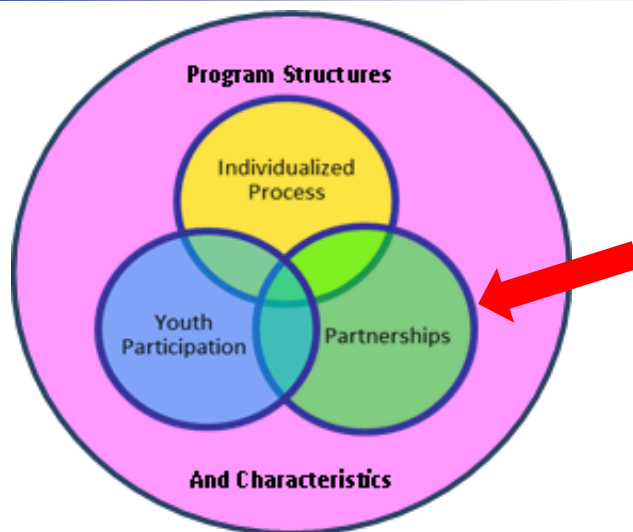Improve decision-making, goal setting and goal attainment skills

Enhance communication and relationship skills

Develop the ability to celebrate success and learn from reflecting on experiences

Help them identify information they would like to share with the educational team

40

Elements of Effective Transition Programs

41

Agency Involvement and the IEP Team

42

Agency Invitation to IEP Meeting

Invitations must include agencies when it is appropriate for them to be invited

If an agency is likely to provide or pay for services

With parent permission

43

When to Invite Agency to IEP Meeting

Invite agency:
- If likely to provide or pay for transition services
- Only with parent permission

Agency involvement is based on *individual* needs
- Younger students may not require agency unless have MH-MR supports or foster care, disability-related need (e.g., autism services, epilepsy).
- OVR may be not be involved until 11th or 12th grade.
- Agency involvement may vary by region.

Document agency involvement in present levels section of the IEP under secondary transition.

Putting "Agency Involvement" as a separate bullet in this section is helpful

44

Examples of Agencies

- Office of Vocational Rehabilitation
- County Mental Health
- Department of Public Welfare
  - **Office of Developmental Programs – (County Based)**
    - Intellectual Disabilities
    - Bureau of Autism Services
- Blindness and Visual Services
- Children and Youth Services
- Juvenile Justice System
- AHEDD
- Social Security Administration
- The ARC
- Centers for Independent Living
- Disability Specific Agencies

45

Current Interagency Regulations

- **Workforce Innovation and Opportunity Act (WIOA)**
  - Pre-Employment Transition Services
  - Section 511

- **Governor's Executive Order 2016-03**
  - Establishing "Employment First" Policy and Increasing Competitive Integrated Employment for Pennsylvanians with a Disability

Workforce Innovation and Opportunity Act (WIOA)

- President Obama signed into law on July 22, 2014
- Amends the Rehabilitation Act of 1973 (Rehabilitation Act).

47

Transition & WIOA

- Presumption that all students can work

- No more asking "Do you want to work?" but instead "Where do you want to work?"

- Job shadowing, internships, volunteering, community involvement

- After school/weekend & summer employment

- Integrate students into school-to-work opportunities & vocational courses

WIOA
Pre-Employment Transition Services

- Requires State vocational rehabilitation (VR) agencies to make "pre-employment transition services" available to all students with disabilities.

- Requires a set aside of at least 15 percent of Federal VR program funds to provide pre-employment transition services.

- Allows State VR agencies to prioritize serving students with disabilities and State VR agencies to support advanced training in STEM and other technical professions.

49

Five Required Pre-Employment Transition Services

- Job exploration counseling
- Work-based learning experiences
- Counseling on opportunities for postsecondary education
- Workplace Readiness Training
- Instruction in self-advocacy

50

IDEA Transition Requirements and PETS

- LEAs are responsible for providing and paying for any transition service that is considered special education or related services necessary for ensuring a free appropriate public education (FAPE) as required under IDEA.

- Nothing under title I of the Rehabilitation Act shall be construed as reducing a LEA's obligation to provide the above-described services under IDEA (see section 101(c) of the Rehabilitation Act and §361.22(c) of the VR regulations).

51

Joint Responsibilities

- Providing assessment services
- Career Development
- Exposure to world of work
- Skill development
- Connecting services
- Employment Outcomes

Education's Role and Responsibilities

- Invitation to all other relevant agencies to participate on IEP teams
- Course of Study supports career and post secondary education and training
- Provide opportunities to develop employment skills and participate in community experiences
- Provide available student information to assist agency partners
- Assist agency partners to access the school environment and identify opportunities to work with students

Collaborating at the Individual Student Level

- Student led planning
- Engagement of family
- Understanding of roles and responsibilities
- Alignment of IEP, IPE, ISP
- Work based learning opportunities
- Paid work experience while in high school
- Seamless transition to post-school training/employment/community living

WIOA
SECTION 511

55

What is Section 511 about?

- The purpose of Section 511 is:

  - ensure that individuals with disabilities have access to information and services that will enable them to achieve competitive integrated employment.

  - It includes requirements for State VR agencies, subminimum wage employers and local and/or State educational agencies, including specific requirements for youth prior to their participation in subminimum wage employment.

WIOA - Section 511

- School districts are no longer able to contract with subminimum wage providers for the purposes of the student receiving subminimum wage.

- Students must be referred to OVR for determination of services.

57

WIOA - Section 511

Schools and OVR CAN contract with Providers who have 14c Programs for **other services** that lead to "competitive, integrated employment" such as:

- Pre-Employment Transition Services
- Vocational Evaluation
- Personal Work Adjustment Training
- Community Based Work Assessments
- Discovery
- Customized Employment
- Supported Employment
- Assistive Technology Evaluation/Training
- Benefits Planning Assistance

WIOA - Section 511

- Services should be provided in the most community integrated setting possible.

- Services should NOT be provided entirely within the facility.

- Students/Youth should not be introduced to "subminimum wage employment"

- Services should focus on opportunities for and the benefits of "competitive integrated employment".

Where can I find a copy of the Section 511 Act and Regulations?

- Section 511 is a small piece of the WIOA legislation which can be found on the US Department of Education or the US Department of Labor's web pages.

- Information can be found at http://search.usa.gov/search?utf8=%E2%9C%93&query=section+511+&affiliate=ODEP&x=0&y=0

Executive Order 2016-03 – Establishing **"Employment First"** Policy and Increasing Competitive Integrated Employment for Pennsylvanians with a Disability

HTTPS://WWW.GOVERNOR.PA.GOV/EXECUTIVE_ORDERS/E XECUTIVE-ORDER-2016-03-ESTABLISHING-EMPLOYMENT- FIRST-POLICY-AND-INCREASING-COMPETITIVE- INTEGRATED-EMPLOYMENT-FOR-PENNSYLVANIANS- WITH-A-DISABILITY/

Executive Order 2016-03 – Recommendations

https://www.governor.pa.gov/wp-content/uploads/2016/09/Employment-First-Exec-Order-Plan.pdf

---

Interagency Agreement Pilot Project

Allegheny County
- OVR Pittsburgh Office

- 4 LEAs
  - Baldwin-Whitehall SD
  - Elizabeth Forward SD
  - Mount Lebanon SD
  - Pittsburgh Public SD

- Allegheny County Office of Human Services/ID

2017 - Experience the Employment Connection

- September 13 – York - Heritage Hills Golf Resort
- September 14 – Harrisburg - PaTTAN - Harrisburg
- September 19 – Erie - Edinboro IU #5
- September 20 – New Castle - Park Inn - West Middlesex
- September 21 – DuBois - DuBois Country Club
- September 27 – Williamsport - Genetti Hotel & Suites
- September 28 – Wilkes Barre - The University of Scranton
- October 2 – Pittsburgh - PaTTAN - Pittsburgh
- October 3 – Washington - Double Tree - Pittsburgh - Meadow Lands
- October 5 – Johnstown - Hiram G. Andrews Center
- October 6 – Altoona - Altoona Grand Hotel
- November 1 – Norristown - Plymouth Country Club
- November 2 – Philadelphia - School District of Phila. Headquarters
- November 8 – Reading - The Inn at Reading
- November 9 – Allentown - Lehigh Carbon Community College

Elements of Effective Transition Programs

64
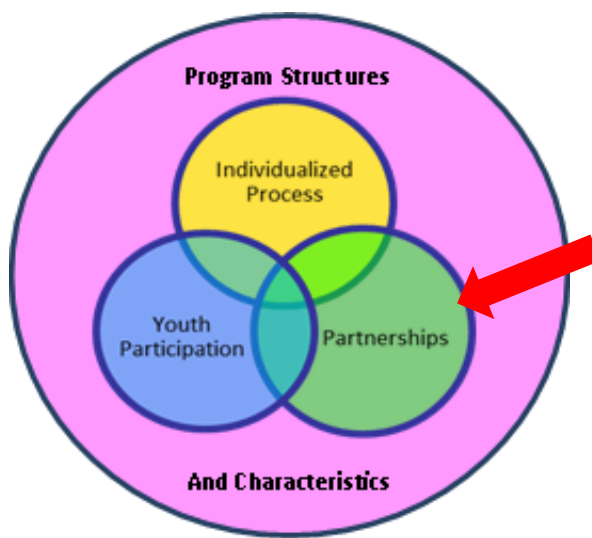
Family/Caregiver Engagement in the Secondary Transition Process

Families

- Family input early in the transition process establishes a solid foundation for planning and builds a critical connections and relationships with the transition partners

- It is vital that educators and agency staff:
  - ☞ Build a trustworthy relationship with the young person and family
  - ☞ Appreciate the fact that families have a long history of working with multiple professionals with mixed results
 - ☞ Provide support to families to plan for change during the transition process

66

Assisting Families

- Introduce concept of transition planning *early*
- Use "preparing for" instead of "transition"
- Help parents promote:
  - ❖ Independence
  - ❖ Self-advocacy
- Share information among team members
- Build *trust* and foster *ongoing communication*

67

Elements of Effective Transition Programs
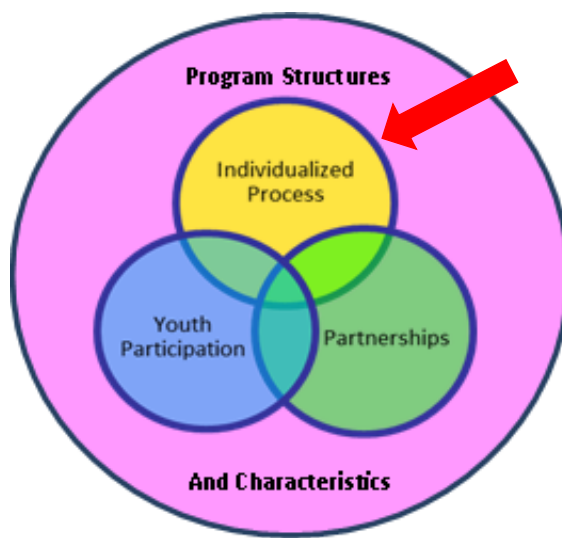
68

Age Appropriate Assessments

69

Transition assessment is a process…

Identify Interests and Preferences

- <u>**Interests**</u>: a measure of opinions, attitudes, and preferences
- <u>**Preferences**</u>: what the student values and likes

Set Post-Secondary Goals

- **Post-Secondary Education and Training**
- **Employment**
- **Independent Living**

Further Assess Abilities, Aptitudes, and Skills

- <u>**Abilities**</u>: talents or acquired skills
- <u>**Aptitudes**</u>: characteristics that inform us of a student's learning strengths or proficiency in a particular area

70

Transition assessment is a process…

Identify Interests and Preferences

- **Interests**: a measure of opinions, attitudes, and preferences
- **Preferences**: what the student values and likes

Set Post-Secondary Goals

- **Post-Secondary Education and Training**
- **Employment**
- **Independent Living**

Further Assess Abilities, Aptitudes, and Skills

- **Abilities**: talents or acquired skills
- **Aptitudes**: characteristics that inform us of a student's learning strengths or proficiency in a particular area
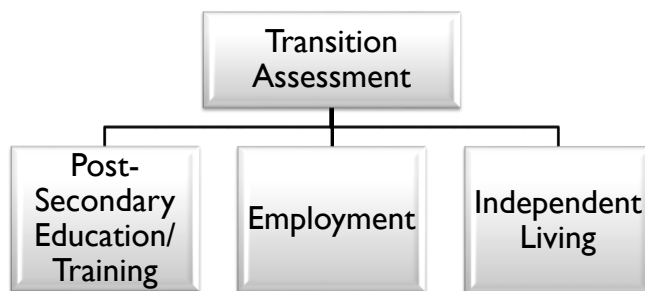
71

Transition Grid

Employment Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study :					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

72

What are Post-Secondary Goals?

- Based on age-appropriate transition assessment (interests and preferences)
- Not the same as IEP measurable annual goals or events occurring in High School
- Statements that reflect what the student plans to do **AFTER** High School in each of the three areas:

```
                    Transition
                    Assessment
        ┌───────────────┼───────────────┐
     Post-                            Independent
   Secondary       Employment           Living
  Education/
    Training
```

Updating Post-Secondary Goals

Post-secondary goals and assessment data must be updated each year starting at age 14.

This is reflected in the Present Levels Section of the IEP (Post-Secondary Transition bullet)

It is a suggested effective practice to bullet the following under the Post-Secondary Transition section:

- Education/Training
- Employment
- Independent Living

Transition assessment is a process…

Identify Interests and Preferences
- **Interests**: a measure of opinions, attitudes, and preferences
- **Preferences**: what the student values and likes

Set Post-Secondary Goals
- **Post-Secondary Education and Training**
- **Employment**
- **Independent Living**

Further Assess Abilities, Aptitudes, and Skills
- **Abilities**: talents or acquired skills
- **Aptitudes**: characteristics that inform us of a student's learning strengths or proficiency in a particular area

75

Assessing Academic Achievement

- Present education levels in academic achievement lead into *Needs* and *Measurable Annual Goals*

- Use classroom work samples, portfolios, curriculum-based assessments, quizzes, comprehension checks, essays, and checklists/rubrics

- Use a norm-referenced instrument to assess a student's performance in and across academic domains (reading, writing, math, language)

The Transition Grid
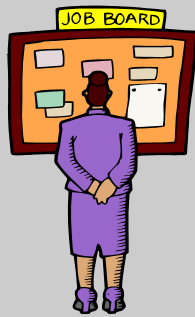
77

Listing Services and Activities in the Grid

- List all services/activities being provided to the student

- When listing instructional services (e.g., reading, math, behavior) in the grid, do not word as a measurable annual goal– but DO indicate what need is being addressed

- Give credit for what's done in general education, e.g.,

Career portfolios → Senior project → Career exploration

- Don't need to list routine Specially Designed Instruction in the Grid

- Don't need to list the same activity under more than one post-secondary goal area

78

Sample Grid → Post-Secondary Education:

Postsecondary Education and Training Goal: Andrew has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: Biology, English 3, American History, Algebra I, Art and Design					
Service and Activity	**Location**	**Frequency**	**Projected Beginning Date**	**Anticipated Duration**	**Agency Responsible**
*Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff
*Increase writing fluency and willingness to write.	High School Academic classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff
Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff

* Denotes measurable annual goal

79

What are *Courses of Study*?

- ❧ Part of the "coordinated set of activities" that helps student move from high school to identified post-secondary goals

- ❧ Support academic and functional achievement

- ❧ Should promote graduation by meeting district standards

- ❧ Courses should be aligned with Post-secondary goals

- ❧ Include "Programs of Study" at Career Tech Centers, whether Exploratory or Laboratory program

- ❧ Courses should be listed by course name used in the LEA's Program of Studies - not "functional curriculum" or "college prep"

- ❧ Course of Study must reflect current year's courses.

Sample Grid → Post-Secondary Education:

Postsecondary Education and Training Goal: Andrew has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: Biology, English 3, American History, Algebra I, Art and Design					
Service and Activity	**Location**	**Frequency**	**Projected Beginning Date**	**Anticipated Duration**	**Person(s)/ Agency Responsible**
*Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff
*Increase writing fluency and willingness to write.	High School Academic classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff
Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/4/13	10/2/2014	LEA, General and Special Education Staff

81

Transition Grid

Employment Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study :					
Service/Activity		Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

82

What are **Transition Services / Activities?**

- Action steps that support the student's movement towards post-secondary goal areas

- Slated to occur during current IEP

- Each post-secondary goal area must have:
  - ✓ At least one SERVICE tied to a Measurable Annual Goal to address skill deficit (e.g., reading, writing, behavior, organization, etc.)
  - ✓ At least one ACTIVITY- other activities that help the student reach his/her goal *(next slide)*
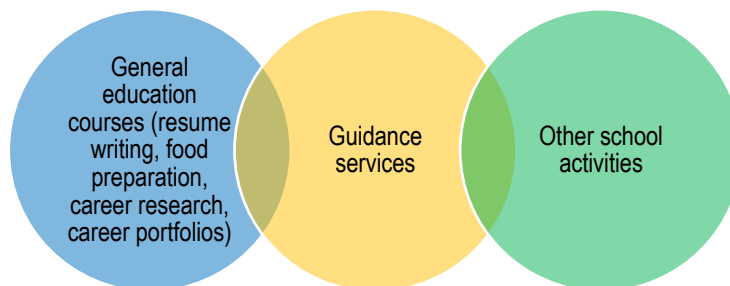
- Part of *coordinated set of activities*

83

Example *Services...*	Example *Activities...*
...ADDRESS SKILL DEFICITS & LEAD TO MEASURABLE ANNUAL GOAL & PROGRESS MONITORING	**Provided to help student achieve post-secondary goals, BUT DON'T NEED MEASURABLE ANNUAL GOALS**
• Build vocabulary skills	• Visit a college or job fair
• Writing conventions	• Complete a virtual tour
• Learn to board a bus	• Complete career portfolio
• Comprehend figurative language	• Job shadow 4 hours per 9 wks.
• Initiate peer interaction	• Meet with guidance counselor to review graduation plan
• Improve skills with budgeting, time management, algebraic equations, etc.	• Senior project
• Follow three-step directions	• Group or individual meeting with OVR counselor
• Self advocacy skills	• Support for voter registration

Services and Activities in General Curriculum

- Make use of transition activities that take place as part of:

General education courses (resume writing, food preparation, career research, career portfolios)

Guidance services

Other school activities

- Be sure to list in the transition grid, as appropriate
- Many districts "map out" activities by grade
- Secondary Transition Mapping Guide Example

85

Measurable Annual Goals

86

43

Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation in which the student will perform the behavior. *Materials, settings, accommodations?* Examples: Given visual cues… During lectures in math… Given active response checks…	Use the Student's Name	Describe behavior in <u>measurable, observable</u> terms. Use action vebs. *What will s/he actually DO?* Examples: **Locate** **Name** **Point** **Separate** **Rank** **Choose** Remember--Academic Standards, Assessment Anchors, Big Ideas, Competencies from the Standards Aligned System (SAS) provide the content for goals.	The <u>level</u> the student must demonstrate for mastery: *How well?* Examples: % of the time #times/# times With the # or % accuracy "X" or better on a rubric or checklist.	<u>Number of times</u> needed to demonstrate mastery: *How consistently?* How consistently will the student need to perform the skill(s) before considered "mastered?"	<u>Evaluation Schedule:</u> *How often?* How often will the student be assessed? AND : What will be the method of evaluation?

87

Alignment: Present Ed Levels to Goals

PLAAFP
- Present Levels of Academic Achievement and Functional Performance : Baseline information that gives a starting point.

Needs
- Needs: Areas of need that must be addressed in the IEP

Grid
- Grid: Services or Activities listed in the Transition Grid that will help the student to achieve his/her post-secondary goals

MAGs
- Measurable Annual Goals: Specific areas of skill deficits that will be targeted for instruction and monitoring

Progress Monitoring
- Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

88

44

SUMMARY OF PERFORMANCE

89

IDEA 2004 Requirement:
Summary of Academic Achievement and Functional Performance

"*For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.*"

300.305 (e)(2)(3)

90

Summary of Performance Resources

- Do You Know About the SAAFP? (Summary of Academic Achievement and Functional Performance)

http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4fc67d808b0332f6650000a2

What are the Current Projects, Activities and Resources in Pennsylvania?

92

School to Community-Based Competitive Employment Grants

Pennsylvania Training and Technical Assistance Network

2015-16 – Competitive Employment Grants Data Summary

Total Number of Students Targeted	**136**
# of Students Involved in Employment Activities	**123 = 90%**
# of Business Sites Utilized	**90**
# of Students with Open OVR Cases	**38 = 28%**
# of Students Who Maintained Competitive Employment	**22 = 16%**

Grants Funded/Timeline - March 1, 2016 – September 30, 2016

94

The Purpose of the Transition from School to Community-Based Competitive Employment Grant is to:

- **Improve competitive employment outcomes for youth with disabilities through the implementation of effective, school-based career development programming;**

- **Utilize a person-centered planning process as an integral component of career development;**

- **Provide unpaid and paid work experiences, with job coaching as appropriate, for youth with disabilities with preference for students at-risk of dropping out and/or youth who have difficulty obtaining employment, independently;**

- **Establish sites that can serve as models for transition from school to community-based competitive employment for youth with disabilities; and**

- **Actively involve OVR and county/community-based organizations such as Behavioral Health Managed Care Organizations, Intellectual Disabilities Administrative Entities, Centers for Independent Living and other disability-specific support organizations during the implementation of the grant-related activities.**

2016-17 – Grantees

Project Name	Agency/IU/SD	Location
Horizons Vocational Program	Central IU # 10	Central
The Transition Program at The Day School	The Children's Institute	Western
Connellsville Area School District Workforce Development Center	Connellsville Area SD	Western
JEVS Human Services	JEVS Human Services	Eastern
School to Community-Based Competitive Employment Initiative	Kutztown Area SD	Central
Lifesteps – Stepping into Employment	Lifesteps Inc.	Western
Partnerships for Successful Futures	Luzerne IU # 18	Eastern
Collaborative Transition Planning Project	Mastery Charter School	Eastern
North Star School To Work Transition Program	North Star SD	Central
Career, Life, and Work Skills	Riverside Beaver SD	Western
Community Based Vocational Instruction Expansion Project	Seneca Highlands IU # 9	Central

2017-18 School to Community-Based Competitive Employment Grant

The Pennsylvania Department of Education (PDE), Bureau of Special Education is requesting proposals from Local Education Agencies (LEAs) and provider-based agencies partnering with LEAs that are interested in establishing or expanding effective, school-based career development programming efforts for transition from school to community- based competitive employment for students for the 2017-18 school year.

Award Amount:$40,000

Click on the links below to access the Request for Application (RFA) and Application Package.

•Request for Application(RFA): School to Community-based Competitive Employment Grant

•Application: School to Community-based Competitive Employment Grant

Application are due by 3:00 PM, on October 16, 2017.

For more information contact Michael Stoehr at mstoehr@pattan.net or Hillary Mangis at hmangis@pattan.net

Secondary Transition Related Projects

- Students on the Autism Spectrum
  - Project AACHIEVE
    - Edinboro, Indiana, Kutztown & West Chester Universities
    - Slippery Rock, Bloomsburg, East Stroudsburg, CCAC, LCCC, BCCC, DCCC
    - Blairsville/Saltsburg SD, East Penn SD, Great Valley SD, Norwin SD, Saucon Valley SD, Tamaqua Area SD and West Chester SD
    - Riverview SD, Girard SD, Upper St. Clair SD, Garnet Valley SD, Unionville Chadds Ford SD

Secondary Transition Related Projects

- Preparing Transition Age Youth with Autism for Employment
  - Arc of Philadelphia, PaTTAN, Businesses including SAP

•	October 17 & 18	PaTTAN Pittsburgh
•	October 24 & 25	Northeastern Educational IU # 19
•	October 26 & 27	Lehigh Carbon Community College
•	November 8 & 9	Northwest Tri-County IU # 5
•	November 16 & 17	PaTTAN East
•	November 28 & 29	Riverview IU # 6
•	November 30 & Dec 1	Central IU # 10 - Centre County Office
•	December 5 & 6	School District of Philadelphia
•	December 7 & 8	PaTTAN Harrisburg
•	December 13 & 14	BLAST IU # 17 - Williamsport Office

Secondary Transition Related Projects

- Interagency Projects
  - Fenner Drives
    - Manheim SD, OVR, Fenner Drives
- Maintenance of Effort & Match (leverage federal funding)
  - 3 current agreements
  - 6 agreements in progress
- Interagency joint planning and training

Secondary Transition: Family 1-Pager Guides

Now available on the PaTTAN website is a series of family friendly 1-page documents designed to provide brief, concise overviews of prioritized topics that address what parents and family members should consider when supporting their youth in preparing for post-secondary education, employment, and independent living.

Topics Include:

- Customized Employment
- Entitlement vs Eligibility
- Exploring the Option of a Two or Four Year College
- Financial Fundamentals: Discussion Starters
- The Importance of Employment: Why Work
- Job Skills: Getting Ready for Work
- Post-Secondary Education Expectations
- Promoting Independent Living While Still in School
- Preparing for Employment
- Understanding Self-Advocacy

http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary_Transition_Family_1Pager_Guides.html

The Planning for the Future Checklist

- The checklist addresses the top considerations that parents and youth, who have exited secondary schools, believe are critical issues in preparing students with disabilities for their secondary transition.

- The considerations span the following areas: education after high school, employment, and community living.

- Four implementation videos showcased on www.pattan.net

- http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary_Trasntion_Checklist_Pilot_Project_.html

Planning for the Future Checklist

Use this as your checklist to get ready for life after high school. Bring it to your meetings with your school and/or agency supporters to talk about your progress and how best to plan for your future.

Name: _____ Date: _____

Every Year
1. Meet with your agency and school supporters.
2. Take time to talk about information learned from any assessments about your abilities and interests.
3. Ask about accommodations and technology you can use to meet your school, work, and other life goals.
4. Use your individualized education program (IEP) to create the right goals to help you get ready for life after high school (transition).
5. Build on what you started the year before.

14-15 Year Olds	15-16 Year Olds

Education/Training After High School

14-15 Year Olds:
- ☐ Talk with your school and/or agency supporters about your interests and what you want to study after high school.
- ☐ Study websites to learn about training, technical school, college programs and classes where you can explore an interest or hobby. Visit at least one of these educational programs.
- ☐ Meet with your school's transition coordinator to make sure you are taking the right classes for your goals.
- ☐ Understand your disability. Ask for your own accommodations.

15-16 Year Olds:
- ☐ Learn how accommodations may be different at the educational program you've chosen for after high school, so you can start to prepare.
- ☐ If you've chosen college, sign-up for the PSAT test (given in fall of sophomore and junior years) and make an appointment with your guidance counselor to talk about colleges and your plan for applying.
- ☐ Visit technical schools or certificate programs you may be interested in.

Employment

14-15 Year Olds:
- ☐ Sign up to volunteer and job shadow during school and/or summer months.
- ☐ Start keeping a list of the names, email addresses, and phone numbers of people who can be references for jobs.
- ☐ Learn about programs at your local career and technical education (CTE) centers. If you are interested, ask to visit. If you like it, learn how to apply.

15-16 Year Olds:
- ☐ To get ready for a job, practice filling out job applications and answering questions an employer might ask you.
- ☐ Ask your school and/or agency supporters for help with on-the-job training, job exploration, and/or part-time employment in your areas of interest. Your school can help you get this experience during school and during the summer.
- ☐ Ask your parents/guardians to sign forms that will allow Office of Vocational Rehabilitation (OVR) and/or other adult agencies to come to your transition meetings.

Community Living

14-15 Year Olds:
- ☐ Join an activity at your school, community, or place of worship.
- ☐ Practice asking for what you need during your IEP and other meetings.
- ☐ Ask about certified transportation training at your IEP meeting.
- ☐ Know the medications you take (names, dosage, why you're taking them). Talk with your doctor about sexuality and boundaries, and about how behaviors like smoking and drinking affect our bodies.
- ☐ If you have an intellectual disability and no one has contacted the County's Office of Intellectual Disabilities (OID), ask your parents/guardians to call the county to complete an intake to register for services.
- ☐ If needed, create an Individual Health Plan with your doctor and school nurse.

15-16 Year Olds:
- ☐ Talk with your school and/or agency supporters about the possibility of funding through Medicaid Waivers.
- ☐ Keep a list of your medical conditions and physicians. Be able to describe your health needs.
- ☐ If you have questions about your emotional or mental health, talk to your parents/guardians, school or agency supporters, and your medical team. You can also call the county crisis line for help.
- ☐ Find out about adult agencies (like OVR) that can help you prepare for work, training, and independent living. The back of this checklist has a list of these agencies.
- ☐ Keep copies of your medical, education, and government papers in a file to have ready when you need them.
- ☐ Learn how to manage money.

2016-17 - Checklist App Launched

Education Community Employment

United Way Checklist ☑

GET READY FOR LIFE AFTER HIGH SCHOOL

pennsylvania
DEPARTMENT OF EDUCATION

pennsylvania
DEPARTMENT OF LABOR & INDUSTRY
OFFICE OF VOCATIONAL REHABILITATION

Google play App Store

United Way of Southeastern Pennsylvania 21andable

PA Planning for the Future Checklist App

The PA Planning For The Future Checklist app is HERE to support young adults with disabilities to successfully navigate transition into adulthood

Download the Planning for the Future Checklist app, available for free on Android and iPhone.

- Android: https://play.google.com/store/apps/details?id=com.sinteksolutions.paplanningforthefuturechecklist

- IOS/Apple: https://itunes.apple.com/ca/app/pa-planning-for-the-future/id1247711490?mt=8

RESEARCH TEAM PARTNERSHIPS

PA DEVELOPMENTAL DISABILITIES COUNCIL PROJECT

WHAT MATTERS TO YOUTH & FAMILIES IN TRANSITION...

- Key themes identified in the youth and family dreams and goals focus groups:
    1. Transition Planning
    2. Youth Development
    3. Person and Family-Directed Planning
    4. Family Engagement
    5. Relationships
    6. Independent Living and Community Engagement
    7. Cross Agency Collaboration
    8. Employment
    9. Post-Secondary Education & Training

TRANSITION DISCOVERIES

107

TRANSITION DISCOVERIES

OUTCOMES OF THE TRANSITION DISCOVERIES
PROJECT:
TRANSITION QUALITY INDICATOR SURVEY PACKAGE
AND RELATED RESOURCES

**DATA-DRIVEN APPROACH TO IMPROVING TRANSITION
PRACTICES**

PA Community on Transition

*Collectively we are making a difference
in the lives of youth, young adults and
families across the state!*

Pennsylvania Training and Technical Assistance Network

111

PA Community on Transition: Year-Round Strategy

- **Annual Statewide Transition Conference**
    - August 9-11, 2017 – State College PA

- **2017-18 – National/State -COP Webinar Series**
    - All webinars recorded and posted to the PaTTAN website
        - October 25, 2017 – Collaborative Employment Initiatives
        - December 6, 2017 – Collaborative Interagency Transition Strategies
        - January 24, 2018 – Collaborative Family Engagement Strategies
        - February 21, 2018 - Secondary Transition Professional Development Models
        - March 21, 2018 - Collaborative Post-Secondary Education and Training Initiatives
        - April 18, 2018 - Youth Engagement/Self-Advocacy Practices

- **PADES Conference**
    - December 2017 – King of Prussia Area

- **Annual Statewide Transition Conference**
    - July 23-27, 2018 – State College PA

112

Pennsylvania Youth Leadership Network and The Leadership Development In Schools Project

What they offer

Database of standards aligned leadership education resources
- Visit imaleaderpa.org for:
  - Lesson plans
  - Worksheets
  - Videos
  - Toolkits for each leadership skill area
- PYLN Website www.pyln.org/pyln Now Linked to www.secondarytransition.org

Current Affiliates

Abilities in Motion – Teens Taking Flight
Teens Taking Flight is an innovative social, vocational, and recreational program dedicated to serving teenagers and young adults with disabilities. Participants come here to learn the skills they will need when they transition from school to adulthood.

Anthracite Region Center for Independent Living
The LIFE group, is a support, educational, recreational, and social group of young adults.

Bangor Area School District
The students at Bangor are focused on providing opportunities in service learning, self-advocacy, and leadership.

CHANGE
CHANGE is a youth-led and youth-initiated group focused on advocating for and educating peers and advising medical providers on navigating the transition from pediatric to adult health care.

Current Affiliates

Eastern Lancaster County School District
The students at ELANCO hope to build leadership and self advocacy skills in order to impact the school and community culture.

Fox Chapel Area High School
A club for ALL Middle School and High School students with and without disabilities who want to increase leadership opportunities for ALL students in their schools.

PA Cyber Charter Schools
PACCT hopes to connect their cyber charter school students with their cyber students and their individual communities to build their service learning, leadership, and self-advocacy skills.

PA's Secondary Transition Website

www.secondarytransition.org

Contact Information   www.pattan.net

Hillary A. Mangis,
hmangis@pattan.net
412-826-6878

Michael Stoehr
mstoehr@pattan.net
412-826-6864

Commonwealth of Pennsylvania

Tom Wolf, Governor