



# 2021 RAISE Summit

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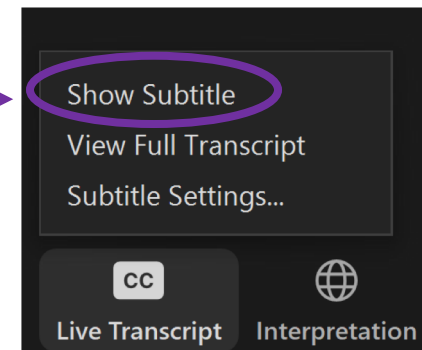
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## Using Closed Captioning (English)

Click the “**CC Live Transcript**” button

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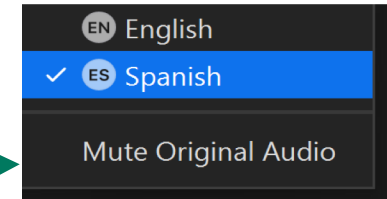


## Uso de la interpretación de idiomas

Hagan clic en el icono de **interpretación**

Seleccionen “**Spanish**”

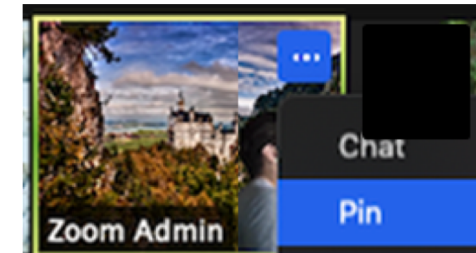
Después de seleccionar “español”, hagan clic en el icono “**Mute Original Audio**”



## Using ASL

To pin the interpreter, hover over the video of the Interpreter(s) and click the “...”

From the menu, click **Pin**.



# Agenda



**Re-opening of Schools: Pre-Employment Transition Services/Secondary  
Transition Service Delivery**

**Break**

**Making Up Lost Instructional Time Due to COVID**



## RAISE Mission

RAISE works with the 8 Rehabilitation Service Administration Parent Training and Information Centers (RSA-PTI's), Parent Centers, youth with disabilities, families, and other transition organizations to improve transition for youth and families.

## RAISE's Charge

Support RSA-PTI in providing transition information;  
Encourage collaborating;  
Create partnerships

# Re-opening of Schools: Pre-Employment Transition Services/Secondary Transition Service Delivery

June 28, 2021

# Who is joining us today?

Type in the “Chat box” your Name, Title, Agency, and State



# What is NTACT:C ?

- Jointly funded by: The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)
- Five Year Grant: October, 2020 – September, 2025
- Awarded to: University of North Carolina at Charlotte, with multi-site partners
  - East Tennessee State University
  - The George Washington University
  - Portland State University
  - University of Kansas
  - University of Maryland
  - University of Oregon

# Outcome of the NTACT:C

All students and youth with disabilities will be prepared to graduate from high school with the knowledge, skills, and supports for postsecondary education, training, employment, and community engagement, with a focus on:

- enrollment in postsecondary education
- credential attainment
- competitive integrated employment
- community engagement



# All Roads Lead to NTACT:C

Visit our website <http://www.transitionta.org>

Email [ntact-collab@uncc.edu](mailto:ntact-collab@uncc.edu) or reach out to any NTACT:C partner staff you already have a relationship or connection

Sign up for our listserv by going to the bottom of the homepage at [www.transitionta.org](http://www.transitionta.org) (can join a CoP too)



# What we will be discussing today:

- Welcome
- Re-opening Snapshot
- Strategies to Maintain Strong & Effective Partnerships
- Administrative Engagement & Support
- Crosswalk of inter-agency services and supports
- Student & Family Engagement
- Resources



# CHANGING BUT STILL CHALLENGING TIMES FOR EVERYONE



# June 2021 School Re-opening Status

- As of June 9, 2021, the status of school closures and re-opening of face-to-face learning for the remainder of the 2020-21 school year:
  - Two states (DE, HI) and Washington, D.C. had state-ordered regional school closures, required closures for certain grade levels, or allowed hybrid instruction only
  - Fourteen states (AR, AZ, FL, IA, KA, NC, NH, NM, MA, OR, SC, TX, WA, WV) have state-ordered in-person instruction
  - Thirty-six states continue to leave this decision to local schools or districts.

(2021) Ballotopedia. United States. Web Archive

# Guidance for 2021-22 School Year From A Few States

- [Connecticut - Interim Guidance for Remote Learning](#)
- [Illinois return to in person learning](#)
- [New Jersey Reopening Plan](#)
- [New York - 2021-22 - School Year reopening plans](#)
- [Ohio - Reset and Restart](#)
- [Pennsylvania -Instructional Days/Hours During the 2021-22 School Year](#)

# Current COVID -19 – Re-Opening Guidance

→ [Volume 1 - US DOE - COVID 19 – Handbook](#)

→ [Volume 2 -US DOE - COVID – Handbook](#)

→ [National Safe School Reopening Summit](#)

→ [American Rescue Plan](#)

# Maintain Strong & Effective Partnerships

# Office of Special Education and Rehabilitative Services(OSERS) 2020 Transition Guidance Letter

- Recognizing that COVID-19 has resulted in students accessing educational services differently than in the past, whether it be virtually, in-person, or a hybrid approach, the importance of the provision of transition and pre-employment transition services (Pre-ETS) has not changed.
- OSERS encourages State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, and Vocational Rehabilitation (VR) agencies to use the flexibility afforded under the IDEA and the Rehabilitation Act to engage in innovative strategies, involving students and youth with disabilities and their families in transition and pre-employment transition services as early as possible.



# Updated OSERS Transition Guide

Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, recently updated and released by OSERS, can provide a better understanding of how these partnerships can facilitate improved outcomes for students and youth with disabilities.

# Maintain communication between VR, providers and schools

- Coordinate virtual communication strategies with partners to share and document student participation and progress
- Share school “schedules” for student participation in virtual, hybrid and face to face instruction so VR/provider can try and coordinate services
- Identify who is delivering pre-employment transition services
  - Clearly define roles and responsibilities for connecting with students
  - Keep each other updated on status of planned summer Pre-ETS activities in the community

# Ensure Pre-ETS activities are coordinated and provided without supplanting or duplicating IDEA transition services

- VR/provider should set up virtual pre-ets services/activities separately from LEA virtual learning services
- Share VR/provider “schedule” of Pre-ETS activities being provided to students with the classroom teacher, and generally what is covered in these activities or modules
- Teacher share any Pre-ETS related lessons they are providing with the students under transition planning for IDEA (i.e. mock interviews, resume writing, etc.)

# Administrative Engagement & Support - 1

- Identify common student outcomes
- Discuss individual and joint roles and responsibilities
- Discuss how VR and LEA can leverage roles and responsibilities
- Determine a process for how local educational agency staff and VR personnel will plan, implement, and evaluate their joint work

# Administrative Engagement & Support - 2

- Identify points-of-contact for VR and the school
- Identify other VR and education personnel who support the delivery of pre-employment transition services and transition services
- Identify a space in the school where VR personnel can meet with students
- Discuss VR and school personnel schedules, to include school holidays/breaks, professional development days, early release days; and VR state holidays

# Methods of Service Delivery

## Individual

- Face to face classroom and/or at home Learning Packet
- Provide activities around labor market occupations applicable to student interests
- Guide student self-reflection activities

## Group Setting

- Face to Face Classroom
- Group theme activities (career scavenger hunts, employability Bingo, etc.)
- Group feedback discussions

## Virtual

- Identify strategies for remote learning
- Virtual Classrooms (Zoom, Google Meet, etc.)
- Almost all activities done individually or in a group, can be done virtually; if student has access

Often a combination of all three

# Develop and Map Out A Written Plan

- Identify a process for connecting with students for the provision of Pre-ETS
- Develop a plan and jointly map out how services will be provided
- If providing virtual Pre-ETS, identify a platform for service delivery
- Enhance communication between all parties
- Identify appropriate Pre-ETS curricula and resources
- Determine how student participation, progress, and outcomes will be tracked, reported, and measured
- Identify ways to enhance student and family engagement in Pre-ETS
- Work with VR business specialists and career one-stop partners to develop a plan for employer engagement in creating remote opportunities for students

# Identify your partners

**Directions:** Identify key partners and what they bring to the community mapping process.

POTENTIAL PARTNER	WHAT DO THEY BRING?	WHAT IS THEIR SELF-INTEREST?	STEPS TO ELICIT INVOLVEMENT	ROLE IN THE PROCESS



# IEP/IPE Crosswalk

IEP/School Provided	IPE/VR Provided
Attending Career Tech Education in Auto Repair	<p>Career Exploration including Labor Market Information on jobs in Auto Repair</p> <p>Paid Summer Work Experience at Car Dealership/Auto Repair</p>
Identified IEP Goal of increasing competencies in written expression	Pre-ETS service of resume and cover letter development
Goal of leading IEP Senior Year-School providing assistance in setting up a PowerPoint and how to lead an IEP	Pre-ETS Self Advocacy Program through local CIL to work on ability to understand and articulate accommodations, etc.
Post-School goal to attend MCTI for Automotive Auto Body Repair, Class tour of MCTI is arranged through the school.	VR provides assistance with a work-based learning experience – job shadowing in an auto body repair shop.

# Student and Parent/Family Engagement

- Whether services are provided virtually or in person, it is important to help motivate students and families to remain engaged in services.
- Make activities engaging, relevant, and accessible (realistic and can be done at home)
  - Prioritize what you are asking of families, so they do not get overwhelmed
  - Arrange regular times to connect or touch base directly to families
  - Connect families with other families
  - Connect students with peer support like “best buddies”
  - Celebrate success of what students are doing
  - Celebrate the parents too – sometimes need to pay attention to parents first because parent's needs are not being met.

# Parent/Family Support is Crucial

- Discuss/reinforce employment expectations
- Facilitate/model effective communication
  - Reinforce this is a partnership
  - Be mindful of diverse cultural backgrounds
- Discuss supported decision-making
- Align the motivations and goals of education and VR with the motivations and goals of the families (all while giving students a voice)
- Ask the right questions to better understand what impacts a parent's vision for the future, and what causes them concern – it leads to more meaningful work-based learning experiences
- Establish a working relationship with your state's parent training center

# Resources

# Guide for VR and Education

- Overview of IDEA and WIOA in the provision of transition services and Pre-Employment Transition Services
- Information and Tools to support VR and Education partnerships
- Information and strategies to support family engagement

Pre-ETS Guide for Collaboration Among  
State VR & Education Partners

## Pre-Employment Transition Services:

A Guide for Collaboration Among State Vocational  
Rehabilitation Agencies and Education Partners

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# Five Part Webinar Series

## Pre-Employment Transition Services

This series of pre-recorded webinars highlights the five required pre-employment transition services. Each of the five webinars include curricula/activities, state spotlights, examples of expected outcomes and ways to identify student progress, tips for successful service delivery, and additional supports and resources that may be used to provide these services for students with disabilities. The webinars are hosted by The Workforce Innovation Technical Assistance Center (WINTAC), and The National Transition Technical Assistance Center (NTACT).

<http://www.wintac.org/topic-areas/pre-employment-transition-services/training>

# T-Folio

- T-Folio is a free transition portfolio tool for high school age students with disabilities.
- T-folio has five units that correspond to the five required Pre-ETS activities. Each unit is made up of lessons that contain a lesson guide and at least one activity.
- The activities can either be filled in online and then saved as a PDF or printed once complete, or they can be printed first and then completed with pen or pencil.
- Students can also keep track of their documents using the T-Folio Tracker (Word document).

# Explore-Work

→ [Explore-work.com](https://explore-work.com)

→ Series of web-based modules that align with the five required activities under Pre-Employment Transition Services that will help students:

- Discover talents and jobs that may be a good fit for you!
  - Get experience and try out jobs right now!
  - Uncover education and training options to help you meet your job goals.
  - Learn about self-advocacy or how to ask for and get things you need.
  - Get skills to help you succeed at work and school.
- Students can create a profile where work can be saved, student progress tracked through certificates of completion and student feedback automatically shared via email with a teacher, VR counselor or other provider.
- Available in Spanish



# Pathways to the Future (West Virginia)

## Pathways to the Future

- 30-minute sample lessons
- Accessible, electronic format
- Lessons can be modified
- Backward design unit plan for each goal area
- Desired results stated up front
- Identifies what students will know and be able to do at the completion of each lesson

# Business/Industry Tours - Nebraska

## Virtual Industry Tours

- Nebraska Career Clusters developed hundreds of virtual industry tours within various career pathways that provide a glimpse inside Nebraska based companies.
- Each video contains interviews with employees and managers discussing work requirements, education levels, salary and job prospects.
- The videos provide information regarding an accurate picture of today's workplace, to help students identify a possible career path.
- Discussion guides accompany the virtual industry tour that includes suggested activities and questions to help guide student learning.
  - Each component of the guide may be used individually or modified to fit the individual needs of the students.

# Transition Tennessee – Self-determination

[transitiontn.org](http://transitiontn.org)

- Includes course objectives and guiding questions that help facilitators identify not only how student progress in the area of self-determination and self-advocacy will be identified, but also how can these activities be incorporated into the classroom or a group setting if possible.
- Includes four different lessons with a video at the beginning and quizzes available at the end of each lesson

# Alaska – S’Cool Store

- [S’Cool Store](#) provides an introduction to entrepreneurship and small business concepts to students with disabilities.
- Each of S’Cool Store’s five modules introduce students to small business concepts as they work through setting a goal, developing a business plan, and putting the plan into action.
- [S’Cool Store FAQ](#)
- [S’Cool Store Teachers Manual](#)
- [S’Cool Store Student Workbook](#)

# Think College - Resources

- Think College creates and curates over 600 selected resources on a wide range of topics related to postsecondary education for people with intellectual disabilities.
- Think College includes some of the most frequently asked questions that families have about college options.

# ODEP - Skills to Pay the Bills

The Office of Disability Employment Policy (ODEP) in the U.S. Department of Labor has developed a curriculum focused on work readiness and interpersonal (soft) skills for youth ages 14-21, including youth with disabilities. The curriculum could be adapted to use when providing pre-employment transition services to students with disabilities.

The curriculum, [Skills to Pay the Bills](#), includes introductory materials, including information on Universal Design for Learning (UDL) and tips for improving access for youth with disabilities. Soft skills are grouped into six categories with multiple lesson activities that are creative, hands-on and reflect universal design for learning principles.

The six soft skill categories include the following:

- Communication
- Enthusiasm and Attitude
- Teamwork
- Networking
- Problem-Solving and Critical Thinking
- Professionalism

# myFUTURE – College Resources

- [myFUTURE.com - College](https://myfuture.com)
- Resources are divided into 4 main sections
  - **Planning** – HS transcripts and how to request a reference, steps to take at each grade level to be prepared, understanding which college entrance exams/tests to take, and testing tips
  - **Applying** – choosing a college, the college application process, campus visit tips, writing a college essay, and college interview tips
  - **Paying** – understanding your options for covering the cost of tuition, books, etc., tips for selecting a school that is covered by financial assistance, and tips to ensure your application for financial aid is correct.
  - **Attending** – what to bring to college, and preparing for all of the new experiences that come with starting a new school.

# Khan Academy – College Careers

## College Admissions

- **Importance of college/Access to college**
- Making high school count/HS classes
- Extracurricular and leadership activities
- Exploring college options
- Types of colleges and other post-secondary education
- Campus visits
- Applying to college/admissions essays/letters of recommendation
- Paying for College/financial aid application process, loans, work-study, grants and scholarships

- **Importance of College**
  - increases confidence
  - expands opportunities
  - offers exposure to diversity
  - brings new friends, learning, freedom
- **Access to college**
  - Overcoming cultural obstacles
  - Anxiety around not fitting in
  - Social obstacles
  - Immigration obstacles
  - Financial obstacles
  - Family obstacles.



# Realityworks – Employability Skills Curriculum

- [Realityworks Curriculum](#)
- The [Real Career Effective Employability Skills](#) lessons can be used as a standalone unit in any subject area or as a supplement to an existing career exploration program to help students learn the vital employability skills, attitudes and behaviors they need to succeed in the today's dynamic job market.
- Each lesson begins with an overview, lesson objectives, and a Lesson-at-a-Glance table, which lists the lesson activities, materials required, suggested preparation steps, and approximate class time.
  - Includes a FOCUS activity, the LEARN activity, and end with a SUMMARIZE activity (can be used as an assessment to determine what concepts or skills need reinforcement or review)
- Lessons in this curriculum include: Preparing for a Job Interview, Effective Communication Skills, Effective Teamwork in the Workplace, Problem Solving and Critical Thinking, Using Technology in the Workplace, Time Management at Work

# Career Connect

- **Career Connect** is for job seekers who are visually impaired
- Includes a section on Virtual Worksites
- Includes The Transition to Work: Program Activity Guide
  - Emphasis on Work-based Learning
  - On-the-job training opportunities, internships, and job shadowing experiences will give visually impaired students the opportunity to learn basic employability or transferrable skills, skills that can be learned at any job and used to pursue any career.

# Map It – What Comes Next

- [Map It: What Comes Next](#) is a free, online, interactive training designed for transition-aged students who are deaf or hard of hearing.
- Includes an online portfolio that saves student's answers in a pdf file to every activity, assessment, and interaction.
- The [Getting a Job! for Students Who Are Deaf and Hard of Hearing](#) online training modules developed and designed for students who are deaf and hard of hearing, and the professionals who work with them.
  - Educators guide with sample cover letters, thank you letters, job applications, sample student resumes, etc.
  - Interview Checklist
  - Practice Interview Questions

# Project 10 Transition Education Network– Independent Living - Florida

- [Project 10: Transition Education Network](#) lots of resources and information primarily focused on training and support for Florida school districts and stakeholders, but want to highlight a few really good resources related to workplace readiness.
- [Employment Checklist for Students with Disabilities](#)
- [Independent Living](#)
  - [Financial Literacy](#)
  - [Health](#)
  - [Housing](#)
  - [Leisure & Recreation](#)
  - [Transportation](#)

# Key Points to Remember

## → Communication, Coordination, Collaboration

- Reaching out – checking in regularly goes a long way!!!
- Engage with all secondary transition stakeholders – ID/DD and/or MH supports coordinator, VR counselor, in-home support services, post – school placements, etc.
- Engage in regular meetings to help maintain communication and keep momentum going on joint work
- Use data-based decision making
- Celebrate and build on success

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U.S. Department of Education

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# Break



# Making Up Lost Instructional Time Due to COVID

Raise Transition Summit 2021  
Ron Hager, Managing Attorney  
National Disability Rights Network



# FAPE Standard

- ▶ *Endrew F.*
  - ▶ For children that are in regular education classes the appropriateness of the IEP is typically determined by whether the student is advancing from grade to grade and achieving passing marks.
  - ▶ For students who are not in regular education, appropriateness is determined by whether the IEP is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”

# Wrong Views of FAPE

- ▶ Most recent CASE webinar the president, Erin Maguire, said the question they are asking is what is the impact of COVID-19; they are not talking about comp ed because they are providing FAPE-services in light of the child's circumstances—meaning COVID.
- ▶ Others are saying in light of “current” circumstances—also meaning COVID

# Compensatory education or services

- ▶ OSEP has indicated school districts may need to consider providing comp ed if they did not provide FAPE to students during COVID
  - ▶ In addition, an IEP Team and, as appropriate to an individual student with a disability, the personnel responsible for ensuring FAPE to a student for the purposes of Section 504, would be required to make an individualized determination as to whether compensatory services are needed under applicable standards and requirements. Q. A-1.
  - ▶ [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak. March 2020 \(PDF\) \(ed.gov\)](#)

# Comp ed continued

- ▶ COVID 2 Handbook
  - ▶ Consistent with IDEA and Section 504 and respective applicable standards, students with disabilities might be entitled to additional instruction and services, often referred to as compensatory services to make up for any skills that might have been lost if it is individually determined that the student was unable to receive FAPE, as a result of the closure of school buildings during the COVID-19 pandemic. P. 27
  - ▶ [ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs \(PDF\)](#)

# Comp ed OCR

- If a student does not receive services after an extended period, the student's IEP or 504 team must make an individualized determination whether and to what extent compensatory services are needed to make up for any skills that may have been lost. Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students, 76 IDELR 78 (OCR 2020).

# Wrong Views of Comp Ed

- ▶ NC is saying certain services in the IEP are "mandatory" and others are "supplemental" and they only need to provide comp ed on what is mandatory.
- ▶ Julie Weatherly did a training in FL and she said comp ed only applies if the district has failed to do something intentionally and this was not intentional, although she did seem to say schools will need to do something.

# COVID II handbook on instructional loss

- ▶ In-school acceleration
- ▶ High-quality tutoring
  - ▶ Well trained tutors or educators
  - ▶ At least 3 days per week, for at least 30 minutes in group of 5 or less
- ▶ Out of school time
  - ▶ Access to academic support and enrichment activities
  - ▶ Align with school curriculum
  - ▶ Use data to target students needing support
  - ▶ Certified teachers
  - ▶ Experiential learning

# COVID II Handbook, cont.

- ▶ Summer Learning and Enrichment—typical characteristics
  - ▶ Voluntary, full-day, 5-6 weeks
  - ▶ Academics for half-day
  - ▶ Enrichment activities for rest
    - ▶ Social/emotional
    - ▶ Work-based learning or community service for older
    - ▶ Reduce barriers such as transportation



# COVID 2 Handbook, p. 3

- ▶ Cross- cutting considerations
  - ▶ Include students with disabilities, English learners and other underserved students
    - ▶ Does not replace IEP services
    - ▶ Extended School Year services
    - ▶ Comp ed

# Options to Consider

- ▶ Appropriate remedial services for regular education students, with supports for students with disabilities, per COVID 2 Handbook
- ▶ Compensatory education/services if needed
  - ▶ Purpose of any compensatory-education award is restorative—to put the Student in the education position she would have been had the District appropriately provided FAPE.

# Options to Consider for Students Close to Aging Out

- ▶ Extended year of eligibility
  - ▶ Happening in a number of States
  - ▶ Use COVID relief money to fund

# Options for Students Graduating

- ▶ Compensatory education
  - ▶ Graduation with a regular diploma is a change in placement requiring notice. 34 CFR 300.102 (a)(3)(iii).
    - ▶ The IDEA requires a district to give PWN when it proposes a change in a student's placement. 34 CFR 300.503 (a)(1).
    - ▶ Thus, a parent has the right to request due process after receiving a notice of proposed graduation with a regular high school diploma. 34 CFR 300.507 (a).

## Options for Students Graduating, cont.

- ▶ OSEP has indicated that a student's right to compensatory education is independent of any current right to FAPE.
- ▶ Thus, while the IDEA does not require a district to provide FAPE to a student who graduates from high school with a regular diploma, the student's graduation does not automatically relieve the district of its responsibility to provide compensatory education and related services for previous FAPE violations. Letter to Riffel, 33 IDELR 188 (OSEP 2000); and Letter to Riffel, 34 IDELR 292 (OSEP 2000)

# Options for Students Who Aged Out

- ▶ For students who have aged out, compensatory education is still an appropriate remedy
- ▶ Despite the text of section 1412(a)(1)(A), which statutorily limits a school district's obligation to provide a FAPE only to students under the age of twenty-one, an individual over that age is still eligible for compensatory education for a school district's failure to provide a FAPE prior to the student turning twenty-one. *Lester H.*, 916 F.2d at 872.
- ▶ *Farren C. v. School Dist. Of Philadelphia*, 612 F.3d 712, 718 (3d Cir. 2010).

## **National Disability Rights Network**

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[www.ndrn.org](http://www.ndrn.org)



# Thank you

Please complete our survey

We hope to see you on the 28<sup>th</sup>

