Making Transition Happen:
Dream, Believe, Achieve

2014-15 PA Community of Practice (COP) Series

CTEs and Special Education: A Partnership for Success

January 28, 2015

The powerpoint and handouts for today's webinar can be downloaded from the www.secondarytransition.org website: Under hot topics

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.

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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.

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PA's Secondary Transition Website

www.secondarytransition.org

Today's Presenters

Patty Bicanich
PA Career and Technical Education – Resource Center
Penn State Greater Allegheny

Ruth Liebold
Special Education Facilitator
Steel Center for Career & Technical Education

John Robbins
Secondary Special Education Consultant
Eastern Lancaster County School District

Diane Sobolewski
Special Education Faculty
Indiana University of Pennsylvania

Carla Thimons
Special Programs Coordinator
Lenape Tech

Karen Viggiano
Special Education Teacher, West Jefferson Hills SD – retired

Agenda

- Welcome and Overview
- Career and Tech Center and School District Partnership
- LEA and CTC Partnership - An Effective Practice Example for Student Success
- Understanding Career and Technical Education and Special Education: What IEP Teams Need to Know
- Special Education and CTE Resources

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Beginning with the end in mind for all students…

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

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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)

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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)

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Career and Technical Education is NOT the "vo-tech" of the 1970's…

- serving a few students for few entry-level jobs
- for struggling students or those with discipline issues
- in lieu of academics

- ***Today's CTE provides 21st century career & technical education and prepares students for lifelong learning!***

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The CTE of TODAY!!!

CTE provides students with the opportunity to bundle his/her courses into a meaningful career path that leads to:

- industry-recognized certifications and credentials
- advanced credits towards college or post-secondary training
- exposure to his/her desired career path

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Career and Tech Center and School District Partnership

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Special Education Facilitator
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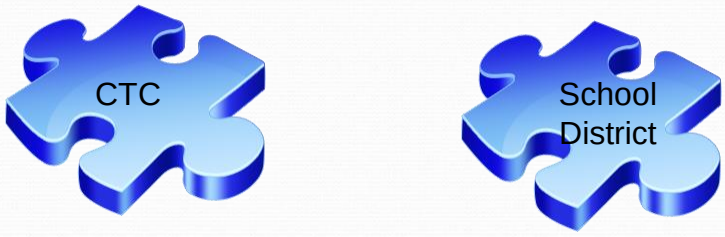
Special Education Teacher, West Jefferson Hills SD – retired

Pennsylvania Training and Technical Assistance Network

Career and Tech Center and School District Partnership



Make It a Success

Making a Good Match

- **Student Interest + Ability + Aptitude =**

- **Successful Student Results**

- **Transition and Vocational Assessment**
- **Transition Planning and Programming**
- **Academic Preparation**
- **SDI and Accommodations**
- **Appropriate Level of Support**

Laws involved in placement of student at CTC:

Chapter 339 – CTE

- Admissions procedure -based on benefit
- Career Objective
- Programs of Study:
  - NOCTI
  - Industry certifications

Chapter 14 – IDEA

- Special Education services needed for success
- Specially designed Instruction
- Supports for School Personnel

339.21 Admissions

- Student provided information to make informed decision
- Emphasis on academics/ post secondary education

CTE staff invited to the IEP meeting

Student's ability to benefit from the program

Timely notice given

Looking @ enrollment procedures for CTC Students with IEPs

Preparing for the First Year

- Special Ed.Teachers:
  - Conduct an assessment to determine program of interest:
    - Consider:
      - Aptitudes
      - Interests
      - Academic skills
  - Guide student to an appropriate program choice
    (preferably in grade 8/9)

- A year before attending:
  - Students -attend general tour of CTC facility
    (scheduled through guidance office)
  - Follow-up visit to explore specific programs (scheduled through CTC Rep) – complete an informal assessment
  - Invite CTC Rep to IEP mtg
    - **Discuss appropriate programming and goals**

- **Students**:
  - Make a decision
  - Submit an application through guidance counselor
  - PARENT SIGNATURE
- **Guidance Counselor:**
  - Submit application WITH current copy of the IEP

- Items in **bold** are mandated through Chapter 339

- **Guidance Counselor:**
  - Alert the support teacher of student's decision

Schedule an IEP meeting to include the CTC Rep

- **Annual review**

  or

- **Revision**

- **IEP meeting**:
  - IEP team discusses Informal Assessment
  - With CTC Rep present, IEP team reviews program requirements

    (refer to SOAR website - www.pde.state.pa.us)
  - IEP team reviews appropriateness of placement
  - IEP is written to reflect the CTC placement

    Changes to sections II, III, VI-A, VII-C (slides following)
  - SDI determined for CTC placement

    (not always same as home school)
  - CTC Rep receives final copy of IEP **complete with signature page**

(Items in **bold** are mandated through Chapter 339)

IEP TEAM/SIGNATURES

Role	Printed Name	Signature
Parent/Guardian/Surrogate		
Parent/Guardian/Surrogate		
Student*		
Regular Education Teacher**		
Special Education Teacher		
Local Ed Agency Rep		
Career/Tech Ed Rep***	CTE representative	
Community Agency Rep		
Teacher of the Gifted****		

If the CTC is unable to attend information must be provided to be included in the IEP

Written input received from the following members:

If CTC is unable to attend their name/position should appear here and information be included in the PLAAFP.

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
Include the following information related to the student:

•Present levels of academic performance

Sam is currently a sophomore attending Best High School in the Best School District since first grade. Sam has been diagnosed with ADHD with a learning disability in reading. **He is considering attending the CTC to study Heating and Air Conditioning. He plans to work full time in the future and is not sure about the need for post secondary education.** Sam has the potential and the desire to live on his own in the future.

Sam currently struggles with reading materials at grade level but is using assistive technology that reads text to him. He is able to complete his work using Assistive Technology in core academics. His teachers report he is learning material presented as evidence by a B average when using AT to complete homework and take tests. Based on Scantron assessments he has taken without the use of AT he is scoring at the 8th grade level in reading. To continue to make progress academically, Sam needs to continue to use an AT devise to gain meaning from his reading and prepare for his future. If he decides to go to CTC he needs to use AT to access his text. (information on math and writing would also be included)

•Present levels of functional performance (information on what Sam is doing in school behaviorally would be included here)

•**Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team**

Sam completed an interest inventory using a web based program with the results indicating an interest in architecture and construction. When interviewed this fall Sam expressed he wasn't knowledgeable about the duties of a heating and air conditioning tech.

•**Parental concerns for enhancing the education of the student**

Sam's father is a paramedic and the family believes that HVAC would be a better career choice.

•**Strengths**:
- •Independent use of assistive technology
- •Good attendance

•**Academic, developmental, and functional needs related to student's disability:**
- •Increase organizational skills
- •Increase reading skills
- •Explore the field of HVAC
- •Tour CTC
- •Use AT to read technical and academic material

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

HVAC 47.0201

- **Each technology has a distinct CIP code.**
- **They are not consistent in every CTC – same code but different program names**

- **Programs of Study has created curricular consistency throughout CTCs statewide.**

Postsecondary Education and Training Goal: Sam's goal is to continue education at a technical school for HVAC after graduation.					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: **English, Biology, US History, Geometry, HVAC, Phys. Ed.** List appropriate courses always include CTC program					
Service/Activity	Location	Frequency	Start date	End date	Person/Agency Responsible
Tour and Visit the CTC Facility	CTC	1X			Guidance Counselor/ Student
Determine post-secondary options in the career field related to HVAC (CTC program)	District high school/CTC	At least 2 times			Teacher, student
Increase organizational skills	District high school/CTC	daily			Teacher, student

Employment Goal: Sam's goal is competitive employment in the field of HVAC.					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: **English, Biology, US History, Geometry, HVAC, Phys. Ed.**					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Work toward completion of Level 1 competencies in HVAC	CTC	Daily	IEP beginning date	IEP end date	CTC Teacher
Build resume	School district/CTC	At least 2 times			Teacher, student
Prepare for industry certifications	CTC	Daily	Fall		Teacher, student

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications and SDI	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
Small group instruction	SCAVTS			
Retake tests when requested	SCAVTS			
Extra time for projects (100% extra)	SCAVTS			

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

School Personnel to Receive Support	*Support*	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*

Review all specially designed instruction to see if appropriate for CTC setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

B. Type of Support

1. Amount of special education supports

- ☐ Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- ☐ Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- ☐ Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports

- ☐ Autistic Support
- ☐ Blind-Visually Impaired Support
- ☐ Deaf and Hard of Hearing Support
- ☐ Emotional Support
- ☐ Learning Support
- ☐ Life Skills Support
- ☐ Multiple Disabilities Support
- ☐ Physical Support
- ☐ Speech and Language Support

CTC should be listed as a place where the IEP will be implemented

C. Location of student's program

Name of School District where the IEP will be implemented: West Jefferson Hills School District

Name of School Building where the IEP will be implemented: Thomas Jefferson High School and Steel Center AVTS

Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

- ☐ Yes
- ☐ No. If the answer is "no," select the reason why not.
  - ☐ Special education supports and services required in the student's IEP cannot be provided in the neighborhood school
  - ☐ Other. Please explain:

The CTC is considered a regular ed placement, but we are still providing accommodations and transition.

- **The application and IEP are complete!**

- **Let's look ahead at year 2 and 3……**

CTE ANNUAL CAREER OBJECTIVE FORM

Chapter 339 requirement

Not part of the IEP but a record of placement at CTE

Student career objective MUST be reflected in the post secondary goal on the IEP

Discuss post secondary education and include as post secondary education goal on IEP

Accommodations can be provided… However, industry testing accommodations for licensing need discussed

Students with IEPs attending a CTC:

- Sections: Info provided from the **District and CTC**:
  - **II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**:
    - attendance
    - task grades
    - competencies earned
    - test grades
    - behaviors/work ethic
  - **III. TRANSITION:**
    - CIP Code
    - anticipated industry certifications
    - how the student is progressing in Program of Study

Students with IEPs attending a CTC:

- **IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS**
  - NOCTI (final year)
- **VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS**
  - **A**. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)
- **VII. EDUCATIONAL PLACEMENT**
  - **C.** Location of student's program

Student Completer/Graduate (last year)

- Present Ed levels cumulative for all years attended
  - great information for OVR rep
- Transition activities reflect CTC activities
  - anything specific needed for employment?
    - ex: construction- driver's license
  - Program of Study articulation option? SOAR
- Participation in assessments
  - NOCTI
  - industry-specific certification testing

Student Completer/Graduate (last year)

SOAR

- www.pde.state.pa.us

SOAR
Students Occupationally and Academically Ready

- Industry-specific certification exams

NOCTI

- National Occupational Competency Testing Institute
  - CIP Code specific
  - Accommodations same as Keystone

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS
Instructions for IEP Teams:
Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on www.education.state.pa.us.
State Assessments

Not Assessed
☐ No statewide assessment is administered at this student's grade level.

PSSA (Math available in grades 3-8; Science available in grades 4 and 8; Reading available in grades 3-8; Writing available in gr... nd 8; and ELA*)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math			
Science			
Reading			
Writing			
ELA*			

*ELA will replace the Reading and Writing PSSAs in 2014-2015 for grades 3-8.

Keystone Exam (Available when student has completed the course/subject; and replaces the PSSA in hig...

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1		X	Small group, extra time
Literature			
Biology			

PASA (Available in grades 3-8, 11 for Reading and Math; Grades 4, 8, 11 for Science)
☐ Student will participate in the PASA
Explain why the student cannot participate in the PSSA or the Keystone Exam for Reading/Literature, Math/Algebra 1, Science/Biology, and Composition:
Explain why the PASA is appropriate:

Add NOCTI or other certification testing

NOCTI (National Occupational Competency Testing Institute) – test given to all graduating completers of CTC programs – accommodations same as Keystone

LEA and CTC Partnership - An Effective Practice Example for Student Success

John Robbins
Secondary Special Education Consultant
Eastern Lancaster County School District

Pennsylvania Training and Technical Assistance Network

Understanding Career and Technical Education and Special Education: What IEP Teams Need to Know

Diane Sobolewski
Special Education Faculty
Indiana University of Pennsylvania

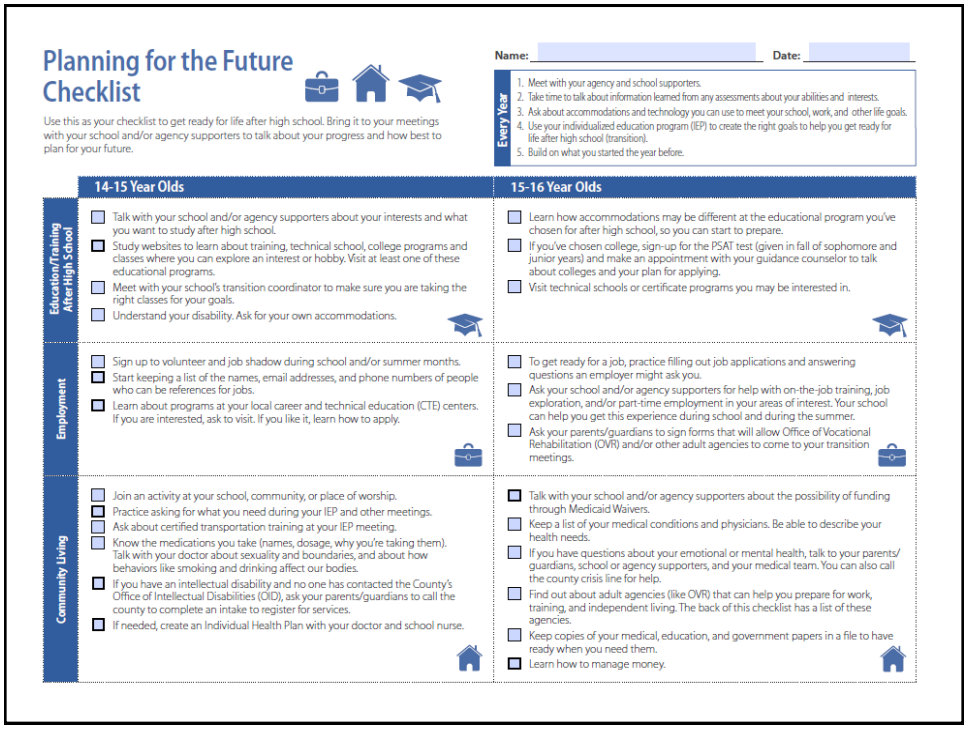
Pennsylvania Training and Technical Assistance Network

Special Education and CTE Resources

Pennsylvania Training and Technical Assistance Network

PA's Secondary Transition Website

www.secondarytransition.org



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	☐ 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.	☐ 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	☐ 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.	☐ 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	☐ 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.	☐ 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.

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

Pennsylvania Career and Technical Education – Resource Center

- http://www.careertechpa.org/

BCTE
Bureau of Career & Technical Education

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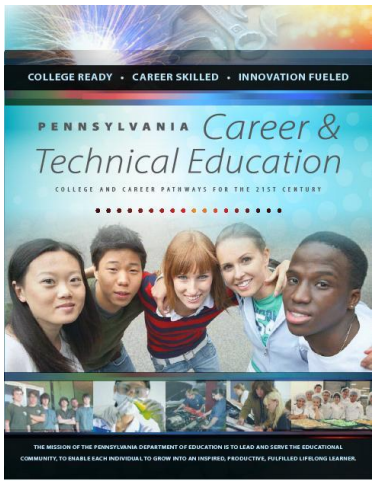
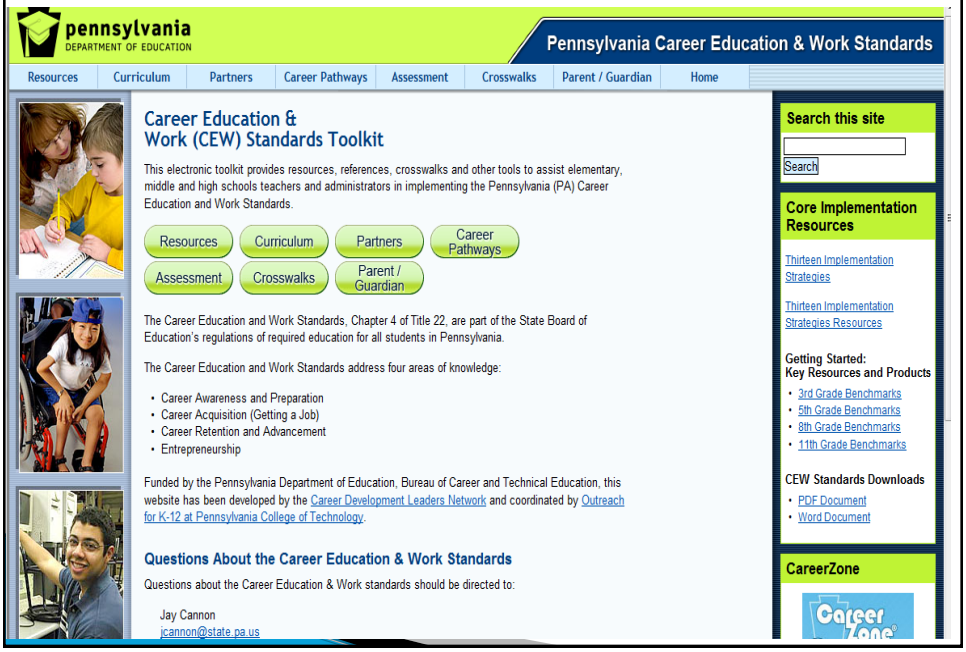
Pennsylvania Career & Technical Education: College & Career Pathways for the 21st Century



http://www.portal.state.pa.us/portal/server.pt/community/career___technical_education/7335

http://www.pacareerstandards.com



History and Framework of the CEW Standards

- Passed into Law- September 2006 (Originated in 1996)
- Introduced by the Business Community to enhance workforce/economic development
- Four Strands
  - 13.1- Career Awareness and Preparation
  - 13.2- Career Acquisition (Getting a Job)
  - 13.3- Career Retention and Advancement
  - 13.4- Entrepreneurship
- Four Benchmarked Grade Bands
  - K-3
  - 4-5
  - 6-8
  - 9-12

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Example 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	

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CAPITAL REGION pcd PARTNERSHIP FOR CAREER DEVELOPMENT
EDUCATION • BUSINESS • COMMUNITY

Standards Aligned System Linked to the "I" Statements
The Academic Standards for Career Education and Work
Grades 9-12

13.1.11 Career Awareness and Preparation

____ I have completed at least two (2) self-assessments (interest, aptitude, personality, and values). **(A)**

____ I have reviewed my career options based on my self-assessments, experiences, and achievements. **(B)**

____ I have researched five to ten careers that match my interests and aptitudes. **(B) (C)**

____ I have participated in three of the following: **(D)**

- Community service
- Cooperative education/Internship
- Job shadowing and/or career-focused field trips
- Part-time employment
- School-based enterprise
- Industry-based career programs

____ Based on research, self-assessment, as well as school and work experiences, I can select my future career path.**(E)**

____ My career goals have influenced my high school course selection. **(E)**

____ I attended a college fair and researched postsecondary training programs, and I can determine the training needed for careers in my interest area. **(F)**

____ I understand postsecondary education and certification

13.3.11 Career Retention and Advancement

____ Based on my school and work/volunteer experiences, I can describe what I need to do to get and to keep a job. **(A)**

____ I contributed to a project's successful outcome while working on a team. **(B)**

____ I have used listening techniques such as clarifying, encouraging, restating, and summarizing when working as part of the team. **(B)**

____ I can give examples of how I used mediation, negotiation, and problem solving in the workplace to diffuse and/or resolve conflict. **(C)**

____ I have estimated a personal budget based on an amount for a realistic income in my chosen career. **(D)**

____ I can give three (3) examples of time management strategies, which help me at school and/or on the job. **(E)**

____ I have evaluated how the global workplace affects my chosen career, and I can describe strategies needed to respond to change. **(F)**

____ I can give five (5) examples of people who have advanced in their careers through continued learning.**(G)**

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Why Were The "I" Statements Developed?

- Needed a manageable way to assist educators with the curriculum integration process of the standards.
- Needed a useful mechanism to include types of materials for a career portfolio (requirement in the CEW standards from grades 8-12).
- To assist school districts with a gap analysis tool to develop a more comprehensive K-12 career development program.
- To use as a transition tool for special education students

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Comparative "I" Statements

CEW Standard (Career Awareness Item D)

K-3: Identify the range of jobs available in the community.
4-5: Describe the range of career training programs in the community such as, but not limited to:
- Two-and-four year colleges
- Career and technical education programs at centers (formerly AVTS) & HS
- Career Links, Local Industry Training Centers
- Community/recreation centers
- Faith-based organizations
- Military
- Registered apprenticeship
- Vocational rehabilitation centers
- Web-based training

6-8: Explain the relationship of career training programs to employment opportunities.
9-12: Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:
- Associate Degree
- Baccalaureate Degree
- Certificate/Licensure
- Entrepreneurship
- Industry Training
- Military Training
- Registered Apprenticeship

I Statement

- **K-3**: I can name five (5) different jobs in my community.
- **4-5**: I can list five (5) different types of career training programs.
- **6-8:** I have researched 3 different types of career training programs and their related employment possibilities
- **9-12:** I understand postsecondary education and certification programs and the degrees awarded in those programs

www.pacareerstandards.com /Resources Tab

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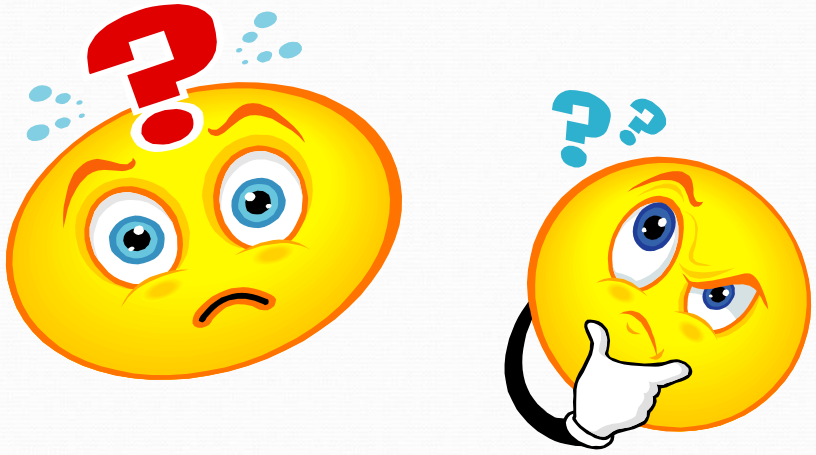
Questions?



2014-15 – COP Webinar Series

- **February 20, 2015** - Transition Tools of Engagement for Families and Caregivers
- **March 4, 2015 –** Tools for Engagement for Inclusive Education, Employment, etc.
- **March 18, 2015 –** Transition Tools of Engagement for Youth and Young Adults
- **April 1, 2015 –**Transportation Resources and Strategies
- **April 15, 2015** – LTCC – Effective Practices and Engagement

Contact Information

www.pattan.net

Patty Bicanich
pjb17@psu.edu
(412) 675-9065

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

pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Commonwealth of Pennsylvania
Tom Wolf, Governor

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