

Unlocking Potential: Leveraging PACTT & OVR Partnerships

Presented By:

OVR's Vocational Rehabilitation Specialists:

Michael Vore and Brett Glavey

November 7, 2024

1. Participants will recognize the significance of OVR and PACTT's MOU and their strong partnership.
2. Participants will have knowledge of the Office of Vocational Rehabilitation's (OVR) mission, who we serve, our process, services, and how to connect with us.
3. Participants will be familiar with OVR's continuum of Pre-ETS services
4. Participants will understand how services are developed with their local District Office and the importance of the School Profile meeting.

OVR & PACTT's Partnership

A Brief Background On Our United Efforts

- Since 2017, OVR and the Bureau of Juvenile Justice (BJJS) have had a Memorandum of Understanding (MOU) to ensure students involved in the juvenile justice system, who are receiving services through a PA Academic, Career, and Technical Training (PACTT) Affiliate, receive services needed for employment.
- Throughout our seven years of collaboration, OVR and PACTT have been focused on practices and programs that best serve our shared customers.

The Goal: We want the students we work with to be competitively employed after exiting high school.

- OVR and the Bureau of Juvenile Justice Services' (BJJS) Memorandum of Understanding (MOU) allows our agencies to coordinate our work to support students and youth with disabilities receiving services through a PACTT Affiliate.
- Through our MOU, BJJS reimburses OVR for our state funds utilized to provide services to PACTT affiliated students and youth
- OVR coordinates with each PACTT Affiliate to determine need for services through our school profile process
- OVR develops programing specifically to fulfill the needs outlined by the PACTT Affiliates for their students and youth
- OVR assists interested PACTT Affiliates in becoming Pre-ETS providers
- OVR reports out to our PACTT Partners quarterly about our progress towards increasing services being provided to PACTT affiliated students

- Fiscal Overview
 - 2022-2023 SFY OVR BJJS total - \$1,071,928.68
 - 2023-2024 SFY OVR BJJS total - \$1,416,112.54
- Staff Time
 - Total OVR staff hours spent with PACTT Affiliates or PACTT Affiliated students in
 - 2022-2023 SFY – 1,869.7 staff hours
 - 2023-2024 SFY – 2,657.5 staff hours

Office of Vocational Rehabilitation (OVR) Overview

Review of our Agency's Mission, Organization Outline, District Office Locations, Population Served, Services, and Staff Overview

OVR Agency Organization



Commonwealth of Pennsylvania (CWOPA)

Department of Labor and Industry (L&I)

Bureau of Vocational Rehabilitation Services (BVRS)

15 District Offices

Bureau of Blindness and Visual Services (BBVS)

6 District Offices

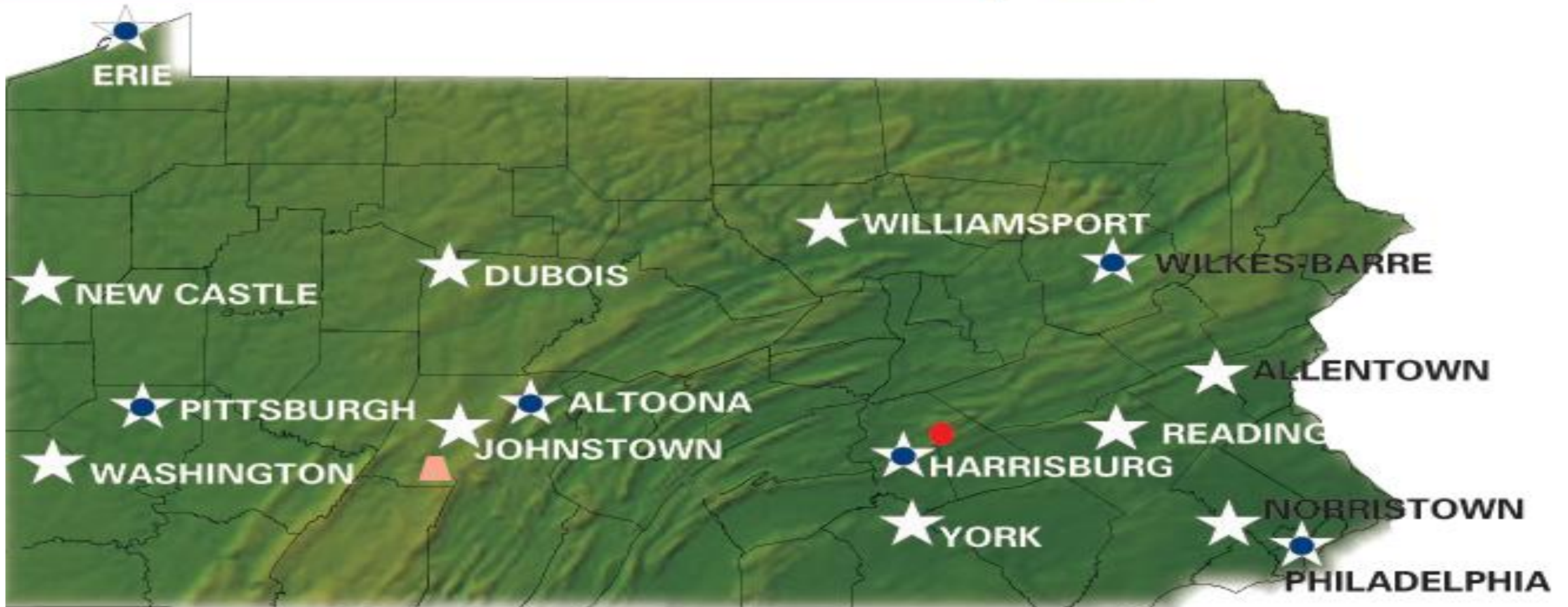
Hiram G. Andrews Center (HGAC)

Johnstown, PA

Bureau of Central Operations

Harrisburg, PA

OVR District Offices (Map)



Office of Vocational Rehabilitation District Office



Office of Vocational Rehabilitation District Office with Blind and Visual Services



Hiram G. Andrews Center



Office of Vocational Rehabilitation Central Office

- We work together to make informed choices regarding a plan of action, including a career goal, the services needed to assist you in getting started or maintaining your career, and your responsibilities.
 - This action plan is called the Individualized Plan for Employment (IPE).
- We will review different careers, job skills, chances for employment in your local area, potential earnings, family responsibilities, training, etc.
- Services can help you prepare for a career. The services you receive will be arranged to meet your individual needs.

- OVR serves Pennsylvania residents, with disabilities that present a substantial impediment to their employment.
 - A person's disability could be cognitive, physical, emotional, psychological, or a learning disability.
 - A disability, for OVR's eligibility criteria purposes, is different than a barrier to employment which may include homelessness, teen pregnancy or parenting, criminal background.
- Our customers must be willing and able to work.

Pre-Employment Transition Services (Pre-ETS)

Review of the origin of Pre-ETS services and their purpose

- Vocational rehabilitation agencies and schools are required to provide certain transition services and supports to improve post-school outcomes of students with disabilities.
- The Workforce Innovation and Opportunity Act (WIOA) amends the Rehabilitation Act of 1973 and requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to provide ***pre-employment transition services*** (Pre-ETS) to students with disabilities who are eligible or potentially eligible for VR services.

NTACT: The Collaborative – National Technical Assistance Center on Transition - <https://transitionta.org/topics/pre-ets/>

- The intent of pre-employment transition services is to:
 - improve the transition of students with disabilities from school to postsecondary education or to an employment outcome;
 - increase opportunities for students with disabilities to practice and improve workplace readiness skills, through work-based learning experiences in a competitive, integrated work setting;
 - increase opportunities for students with disabilities to explore post-secondary training options, leading to more industry recognized credentials, and meaningful post-secondary employment.

NTACT: The Collaborative – National Technical Assistance Center on Transition - <https://transitionta.org/topics/pre-ets/>

Pre-Employment Transition Services are for students:

- Between the ages of 14-21.
- Enrolled in secondary or post-secondary education.
- Have an IEP, 504 Plan, or identify themselves as a student with a disability.

What are the 5 required Pre-Employment Transition Services?

Self-Advocacy Instruction

Counseling On Postsecondary Options

Job Exploration Counseling

Workplace Readiness Training

Work Based Learning



- OVR services are to ****supplement**** what Local Education Agencies (LEA) are providing, ****not to supplant****. OVR services must never replace services provided by the school. Not every student will need a Pre-ETS in each category.
- Most students should begin with Group Instruction/ Individual Counseling on Required Services or Experiential Learning and Instruction Services.
- OVR staff-delivered Pre-ETS will be offered first when available and within the district office's capacity.
- Before referring for a paid work-based learning experience, OVR staff should assess the need for earlier services in the continuum such as workplace readiness training or self-advocacy instruction.
- **Services are not to be repeated without District Administrator approval****. Each supplementary service should expand on students' employment skills (new site, more complex task, longer shifts, etc.).

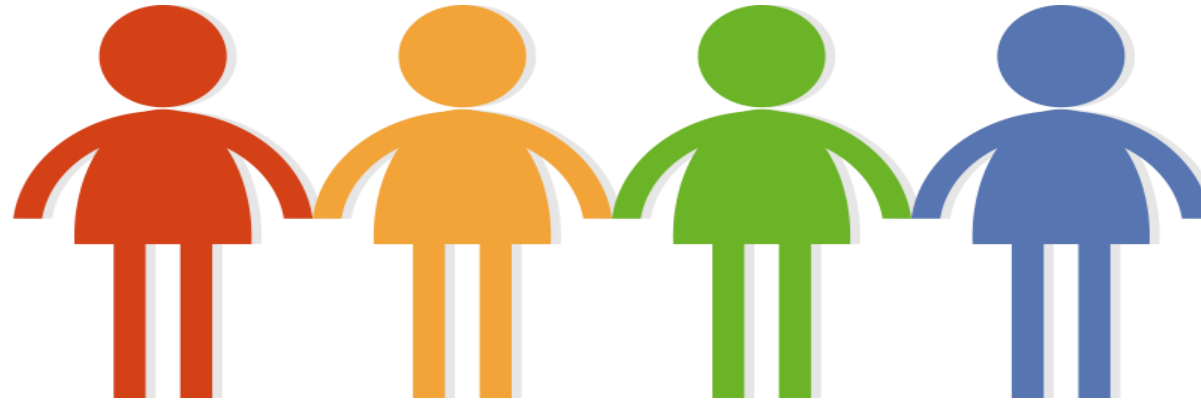
OVR's Continuum of Pre-ETS

The flow of pre-employment transition services

Pre-ETS Categories Available Based on Age/Timeframe

Age/Timeframe	Category
As early as age 14	<ul style="list-style-type: none"> ● Group Instruction/ Individual Counseling on Required Services
3 Years Prior to Exiting High School	<ul style="list-style-type: none"> ● Group Instruction/ Individual Counseling on Required Services ● Experiential Learning & Instruction
2 Years Prior to Exiting High School	<ul style="list-style-type: none"> ● Group Instruction/ Individual Counseling on Required Services ● Experiential Learning & Instruction ● Paid Work-Based Learning Experience
1 Year Prior to Exiting High School	<ul style="list-style-type: none"> ● Group Instruction/ Individual Counseling on Required Services ● Experiential Learning & Instruction ● Paid Work-Based Learning Experience ● Enhanced Exploration Opportunities ● On-the-Job Training (OJT)/Internship
Post-Secondary Education (until 22 nd birthday)	<ul style="list-style-type: none"> ● Group Instruction/ Individual Counseling on Required Services ● Experiential Learning & Instruction ● Paid Work-Based Learning Experience ● Enhanced Exploration Opportunities ● On-the-Job Training (OJT)/Internship





- Students who are 14 to up until their 23 birthday, that are enrolled in high school or a postsecondary training program
- Participants must have a disability as documented by an IEP, 504 plan, or through self-disclosure.
- Students only need a signed copy of the OVR-244 Consent for Pre-ETS Services to participate.
 - Could also have an open Vocational Rehabilitation (VR) case but its not required.

- The OVR-244 is the only document required for students to participate in the OVR's Experiential Learning & Instruction.
- This document captures the minimum data OVR needs to open a Pre-ETS case for the student
- Requires a parent and/or guardian signature
 - If a wet signature from a parent cannot be secured, two witnesses can call the parent for verbal permission. Once given, both witnesses can sign the Pre-ETS documents stating parent approval.

- Any OVR Staff can develop group services And experiential learning & instruction services
- Can be developed by a Pre-ETS Provider IN CONJUNCTION with their local OVR team
- A school or community agency can collaborate with OVR to have a group services and experiential learning & instruction services designed to fit their needs

Paid Work Based Learning Experiences





- Paid Work Based Learning Experiences and VR services typically begin when students are 2 years or less away from their high school graduation/exit.
 - Each case is assessed on an individual basis and is referred for a Vocational Rehabilitation case when it is appropriate for them.
- Paid Work Based Learning Experiences can continue while the student is in high school or enrolled in a postsecondary training program until their 22rd birthday.

- Students participating in Paid Work Based Learning Experiences will need to submit an OVR application for VR services or already have an open VR case with their local office.
- Additional documentation students will be asked for include:
 - Photo ID (ex: School or Agency Photo ID, State ID, Agency Photo Page, Face Sheet)
 - Most Recent Psychological/Psychiatric Evaluation including Diagnoses
 - Educational Records – IEP & Re-Evaluation (if applicable)

- Paid Work Based Learning Experiences are coordinated and authorized by the Vocational Rehabilitation Counselor (VRC) assigned to the student.
- Pre-ETS Providers will likely work with many VRCs.
- OVR customer are provided with provider choice.
 - The VRC will provide the student a list of providers who offer the service they are being authorized to participate in, if there are more than one, and the student chooses the provider.
 - Students can choose a different provider for each service they receive.

Supplementary Pre-ETS



Additional OVR Services

A review of individualized VR services

Vocational Rehabilitation Services:

- Diagnostic Services
- Vocational Evaluation
- Counseling and Guidance
- Transition Services
- Restoration Services
- Training Services
- Vehicle/Home Modification
- Placement Services



Additional Blindness and Visual Services:

- Blindness Skills Training
- Instruction: Mobility
- Instruction: Daily Living
- Independent Living Skills
- Specialized Children's Services
- Randolph-Sheppard Business Enterprise Program (BEP)



- Feel free to reach out and connect with OVR's P2P grant co-leads:
 - Hillary Hubbell – hhubbell@pa.gov
 - Mara Wolfe - marawolfe@pa.gov
- Watch for upcoming P2P grant trainings on PaTTAN's training calendar:
 - <https://www.pattan.net/Events>
- Look for updates on the PA Secondary Transition website
 - <https://pasecondarytransition.com/>
- Read the P2P grant overview document available here:
 - <file:///C:/Users/hhubbell/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/CH2EMBRF/P2P%20Overview%20and%20Timeline%20-%209.6.24.pdf>

How to Coordinate Services with OVR

School Profile Meeting Purpose & Importance

- The School Profile is an assessment tool that OVR utilizes to discuss and document what Pre-ETS programming a school, community agency, or PACTT Affiliate plans to provide to their students with disabilities within a school year.
- This conversation and/or form outlines the Pre-ETS a school, community agency, or PACTT Affiliate would like OVR to develop and implement for their students in that school year.
- School Profiles should be updated each year prior to the provision of services.

- School Profile Meetings typically occur in late spring, summer, or early fall for the coming school year.
 - Updates can be made throughout the year if needed.
- School Profiles should be updated each year prior to the provision of services.
- Methods for completing the profile: In-Person, Electronic Survey in CWDS, or Paper Form OVR-261

New Opportunities Coming Soon!



Introduction to Pathways to Partnership (P2P)

- Total amount of OVR's grant award - **\$9,990,688.97**
- Time frame of grant - 10/1/23 to 9/30/28 (5 Years)
- Pathways to Partnership will enhance and expand pre-employment transition services, including community-based instruction and work-based learning experiences, to provide comprehensive transition planning for students with disabilities. It will also offer professional development opportunities for students, families, employers, and youth service professionals from OVR, ODP, Education, and Centers for Independent Living (CILs), fostering collaboration and improving support for successful transitions.
- The three-component grant model includes:
 1. Pathways to Partnerships—Professional development and capacity building
 2. Pathways to Partnership—Enhanced transition planning in conjunction with our 29 Intermediate Units (IUs) statewide
 3. Pathways to Partnership—Expansion of Community-based Instruction (CBI) and Work-based Learning Experiences (WBLE) in partnership with CILs
- The primary goal of the grant is to build upon and expand the relationships among all youth services providers to support successful school to work transition outcomes for students with disabilities.

1. Professional Development and Capacity Building:

- Project emphasizes professional development and capacity building through CtLC™ and Transition Discoveries.
- Training opportunities will be made available at no cost to children, youth, families, employers, and service professionals.
- Dates will be forthcoming. Please email Hillary Hubbell, hhubbell@pa.gov if interested in these training opportunities.

2. Intentional Support and Planning for Individuals with Disabilities:

- P2P grant is focused on supporting transition planning for individuals with disabilities.
- P2P in grant years three and four will support 29 IUs in implementing a transition planning model in their local regions.

3. Community Engagement and Support:

- P2P aims to enhance community engagement and support for individuals with disabilities.
- The P2P grant will host 16 Community-Based Instruction and WBLE sites across the Commonwealth in grant years 3 and 4 in partnership with the 16 CILs.
- P2P updates and best practices will be shared on the PA Secondary Transition website.

- If you'd like help establishing contact with your local District Office, the PACTT Liaisons are here to help!
 - Michael Vore – mvore@pa.gov
 - Brett Glavey – bglavey@pa.gov

- Local District Office can also be found here:
 - <https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/OVR-Office-Directory.aspx>

The background consists of numerous overlapping, slightly crumpled strips of paper. Each strip has the word "QUESTIONS" printed on it in a bold, black, sans-serif font. The strips are scattered across the frame, creating a sense of movement and abundance. The overall color palette is a muted, dark grey, which makes the white text of the main title stand out prominently.

Questions?



Unlocking Employability Potential: Leveraging PACTT and OVR Partnerships

Pennsylvania Academic, Career and Technical
Training (PACTT) Alliance
And
Office of Vocational Rehabilitation (OVR)

November 7, 2024



Brief History of PACTT

- The PACTT initiative originated in 2008 as a privately operated project as part of Pennsylvania's Models for Change Initiative.
- Focused initially on Philadelphia and Allegheny Counties, the project received its initial support from the Pennsylvania Council of Chief Juvenile Probation Officers, Pennsylvania Commission on Crime and Delinquency and the Juvenile Court Judges' Commission.
- In 2013, at the request of these stakeholders, the project began its transition to the Bureau of Juvenile Justice Services to ensure its sustainability.

PACTT GOALS



Pennsylvania
Department of Human Services

Academic Instruction

Enhance programming; improve coordination with school districts; and promote practices aimed at accelerating remediation, credit recovery, and credit transfer.

Work-Related Services

Develop work readiness and employability soft skills, and create employment opportunities for juvenile justice-involved youth.

Job Skills Training

Develop career and technical training programs that lead to industry-recognized certifications and certificates.



Types of Affiliation

Agencies affiliated with the Pennsylvania Academic, Career and Technical Training (PACTT) Alliance have voluntarily agreed to meet standards in the Core area and in one or more of the following areas:

1. Academics
2. Work Related Service
3. Job Skills Training



- Utilize PACTT's Employability and Soft Skills Manual (ESSM) with all youth, age 14 and older.
- Document ESSM training progress and at the discharge, includes this information as part of the youth's educational record and probation discharge packet.
- Develop a discharge portfolio for youth that indicates their progress toward completion of competencies.
- Provide supports to youth that are participating in General Education Development (GED) or High School Equivalency Test (HiSET) preparation, testing, credit recovery, acceleration and remediation.



- For youth having a disability, facilitate their involvement with the Office of Vocational Rehabilitation (OVR).
- Have an internal quality assurance process to review their academic, job skills and/or work-related services.
- Offer at least one (1) of the following basic certificates:
 - General or industry specific OSHA-10.
 - ServSafe Food Handler.
 - at least one component of Microsoft Office Specialist (MOS).
 - Complete International Computer Driving License (ICDL).



- Offer two or more certificates or certifications beyond what the agency offers at the basic level. (Basic level: General or industry specific OSHA-10, ServSafe Food Handler, at least one component of MOS; and the complete International Computer Driving License (ICDL).
- Offer certificates and certifications that have a logical connection with a high priority occupation (HPO) or employment opportunities specific to the community where the youth is or will be living on a full-time basis.
- In the areas of Programs of Study (POS), vocational programs, and certification or certificate programs:
 - Offer a POS, or make it available through another local academic program that meets the standards established by PDE; or
 - Offer vocational, certificate or certification programs that are offered by the agency that are not recognized as a POS according to PDE's standards yet are taught by certified teachers or qualified individuals that hold the industry-recognized credentials needed to instruct the course.



- Have an agency administrator review and approve the POS lesson plans.
- Review the Department of Labor and Industry's High Priority Occupations with youth, to include those from the region where they will be living.
- Have instructors sign-off on competency lists demonstrating proficiency.
- Have lists of completed industry competencies follow youth at time of discharge that reflect the progress youth has made.



- Conduct a work skills assessment with all youth between the age of 14-21.
- Conduct an interest assessment with all youth between the age of 14-21.
- Directly offer, or make available through another entity, opportunities for youth to participate in a paid work-based learning experience.
- Ensure that an evaluative process is in place, to include providing youth with regular feedback about their performance.
- Establish connections for youth with employment resources.



- In youth's area(s) of interest, identify potential employers in the communities where youth currently live or will be returning to after placement.
- Establish relationships with employers to provide paid work experience opportunities for youth.
- Review the Department of Labor and Industry's High Priority Occupations with youth, to include those from the region where they will be living.



- In July 2017 PACTT and PCCD announced their first “Competitive Grants” of up to \$20,000 to provide a financial incentive for providers who are not currently affiliated with PACTT to achieve “Affiliate” status with the support of PACTT Consultants over a one-year period.
- With available funding, PACTT Competitive Grants are tentatively scheduled to be opened during the month of May.

Non-Competitive Grants



Pennsylvania
Department of Human Services

- In October 2014 PACTT and PCCD announced their first “Non-Competitive Grants” of up to \$25,000.
- Agencies have the flexibility to choose which of its grant tiers it would like to apply for. Often referred to as mini-grants. Once a tier is used, that level will no longer be available.
 - Tier 1 – \$25,000
 - Tier 2 – \$20,000
 - Tier 3 – \$15,000
 - Tier 4 – \$10,000
 - Tier 5 – \$ 5,000
- With available funding, PACTT Non-Competitive Grants are tentatively scheduled to open during the month of September.

Competitive Innovation Grants



Pennsylvania
Department of Human Services

- In 2020 PACTT and PCCD announced their first “Competitive Innovation Grants” of up to \$75,000 over two years.
- Limited to current PACTT affiliates that have exhausted their PACTT Mini-Grant program funding and are seeking to improve services for delinquent youth receiving academic and career/technical training services.
- With available funding, PACTT Competitive Innovation Grants are tentatively scheduled to occur during the month of November.

Rejuvenation Grants



Pennsylvania
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- Beginning in 2023, PACTT affiliates having received an Innovation Grant and completed the 2-year grant period will be eligible for a 3-year Rejuvenation Grant.
- These grants are non-competitive in nature with a total cumulative maximum of \$30,000 over a 3-year period.
- Grants are designed to rejuvenate and refresh the agency's PACTT related efforts and equipment.



In May 2017, the Bureau of Juvenile Justice Services and Office of Vocational Rehabilitation (OVR) entered into an agreement to enhance the level of coordination and support provided to youth with disabilities who are juvenile court involved and receiving services through a PACTT Affiliate.



The primary focus of a PACTT Consultant is to assist affiliated agencies in the delivery and improvement of educational, employment and related transitional services for youth involved in the Pennsylvania Juvenile Court System.



Project Emphasis is Partnership

- Individual Consultant will be assigned to a program and functions as a service hub in support of agency needs.
- Tailored programming delivered through both on-site and remote contacts with focus on collaboration.
- Frequent contact to discuss ongoing or emerging challenges; identification and elimination of system barriers; collaboration designed to grow programming opportunities.



Development of Higher-Level Service Capacity

- Assistance in building and maximizing undeveloped collaborative relationships with new and existing agencies and supports.
- Implementation of best practices and exposure to innovative programming.
- Assistance and expertise to aid data-driven decision making.
- Training opportunities for staff and community associates.



Advocacy and Support

- Strong relationship with all system stakeholders connected to youth.
- Oversight by statewide Executive Steering Committee.
- Ability to influence and drive policy and program investment initiatives.
- Capacity to research ideas and assist with implementation designs.



Over 80% of eligible Youth in an affiliate providing Job Skills and/or Work Experience...

Completed a work skills and ability assessment (83%)

Completed a career interest assessment (91%)

Participated in paid work experience (86%)

Participated in a vocational program (87%)

Earned an agency certificate (89%)

Over 80% of eligible Youth in any PACTT affiliate...

Participated in soft skills training (88%)

Earned an industry recognized certificate (85%)

Completed and were provided with a discharge portfolio (89%)

Key Takeaways



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In summary, most of the youth in relevant PACTT affiliates:

- Participated in credit recovery and/or participated in accelerated courses, if they had a goal to do so;
- Improved their literacy and/or numeracy skills at least one grade level;
- Completed a work skills and ability related assessment, a career interest assessment, and/or a discharge portfolio;
- Participated in soft skills training;
- Participated in a paid work experience and/or a vocational program, if they had a goal to do so;
- Earned a GED, an agency certificate, and/or industry recognized certificate, if they had a goal to do so; and/or
- Exited the affiliate program to employment, if they had a goal to do so.

Community Providers



Pennsylvania
Department of Human Services

Many county probation offices have local providers that they use in their community.

Please refer those providers to PACTT, so we can partner with them to help grow the services that they provide.

PACTT Contact Information



Pennsylvania
Department of Human Services

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