Attachment A

Superintendent’s Memo #124-21

May 7, 2021

# Special Education Postsecondary Advancement Services

This guidance is provided by the Virginia Department of Education (VDOE) to assist school divisions in understanding the option of a one-year high school extension for certain students with disabilities, as set forth in the *2021 Appropriation Act*. The *Appropriation Act* provides $6.5 million in 2021-2022 from federal Elementary and Secondary School Emergency Relief funds authorized in the *Coronavirus Response and Relief Supplemental Appropriations Act of 2021* to address the state share of per-pupil costs and costs that do not qualify under the federal *Individuals with Disabilities Education Act* with a focus on a specific group of students.

This initiative confers no rights under the *Individuals with Disabilities Education Act (IDEA) of 2004* or the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. A Post-Secondary Advancement Plan (PSAP) is not (i) a proposal of a free appropriate public education (FAPE); or (ii) an extension of a student's individualized education program (IEP); or an individualized services plan (ISP). Prior written notice (PWN) is not required for its proposal or implementation. Divisions are encouraged to consider the following criteria and guidance and consult with their local counsel and fiscal support staff.

## Required Qualifications for Students

A student with a disability that receives special education and related services

who:

* reached age 22 after September 30, 2020; and
* is scheduled to complete high school in the spring 2021.

The guidance below is intended to assist local school divisions in identifying students who may be eligible for this option. While the required qualifications for students are listed above, what follows are additional areas for consideration.

## Criteria/Guidance for Identification

### Academic/Functional/Behavioral

* Adult students who may typically earn options other than an Advanced or Standard Diploma such as the Applied Studies Diploma
* Disruption in services resulted in deficiencies with attaining an Advanced Studies or Standard Diploma and/or verified credits, when the adult student was expected to earn all necessary credits by the end of the 2020-2021 school year
* Continued literacy, communication, and/or functional skills needs
* Interventions were interrupted or unfinished
* Emerging or breakthrough skills during the pandemic, and there is a need for continued instruction. This may include individual skills that if not developed or generalized to other environments, will reduce the likelihood of the student achieving postsecondary goals.

### Transition-focused

* The adult student was unable to have work-based learning experiences (e.g., Project Search internships could not be implemented due to parameters at the worksite)
* Agency partnerships and/or internship work sites were closed for a period of time resulting in loss of vocational assessment, work-based learning experiences, and case management
* The adult student or parent (as appropriate) consented to pre-employment transition services and outside agency involvement, but services were not coordinated due to extended school and business closures
* Community-focused services in preparation for transition from school/work were not provided, due to the pandemic
* The adult student was unable to complete Career and Technical Education requirements
* The adult student’s work-based learning plan may have been interrupted and he/she is a current client of an outside agency (e.g., Department of Aging and Rehabilitative Services, Department of Behavioral Health & Developmental Sciences, Community Services Board)

## Key Considerations and Decision Points for Divisions and Schools

* Identify adult students that meet the criteria
* Devise a plan to communicate the information to the adult student and/or parent (if rights did not transfer pursuant to *8 VAC 20-81-180.C*)
	+ Telephone, letter, meeting notice, etc.
* Consider who needs to be a member/participant to identify and develop a PSAP
	+ Ex. school-based team, student and/or parent (as appropriate), agency partners
* Make contact with the adult student and/or parent (if rights did not transfer) to inform of this option and the need to discuss
* Invite outside agency providing services to contribute in the decision-making process
* Convene a meeting to determine if the adult student may qualify for postsecondary advancement services; including details of the PSAP:
	+ Is the adult student eligible for postsecondary advancement services options, if so why, and what provisions and supports are needed?
		- Analyze data such as the Summary of Performance to make informed decisions.
	+ Based on the PSAP provisions and supports, the team will consider the setting that is most suitable for the adult student.
	+ Who will be responsible to provide the PSAP provisions and supports, and in what capacity, frequency, duration?
	+ What are the financial implications for extending school and supports, and who will be responsible for what?
	+ Consider: Is the student currently connected to an adult service agency's program? For example, is the adult student already an agency partner client or currently is connected through a waiver or with the Community Services Board? If so, is there already a plan in place for this adult student? How will delaying any current service plan(s) impact him/her moving forward? Would extending an additional year of schooling put the adult student on a waiting list?

## [Post-Secondary Advancement Plan](https://www.doe.virginia.gov/administrators/superintendents_memos/2021/index.shtml) (Attachment B)

## Funding Considerations

The amendment provides $6.5 million the second year from federal Elementary and Secondary School Emergency Relief (ESSER) funds authorized in the *Coronavirus Response and Relief Supplemental Appropriations Act of 2021* to address the state share of per-pupil costs and costs that do not qualify under the federal *Individuals with Disabilities Education Act* with a focus on a specific group of students. ESSER Funds made available to support the state’s share of the PSAP program as outlined in the *Appropriations Act will require the* school division to provide evidence to support costs incurred to support PSAP related activities and services. These costs are reimbursable up to the amount calculated in the State’s Per Pupil funding formula and is subject to the state’s local match requirements. Costs incurred shall be reimbursable using ESSER funds up to the per pupil amount available as computed as part of the state’s per pupil funding calculations. Documentation or evidence to support allowable uses of federal funds shall be available and are subject to federal regulatory requirements including ESSER and Uniform Guidance.