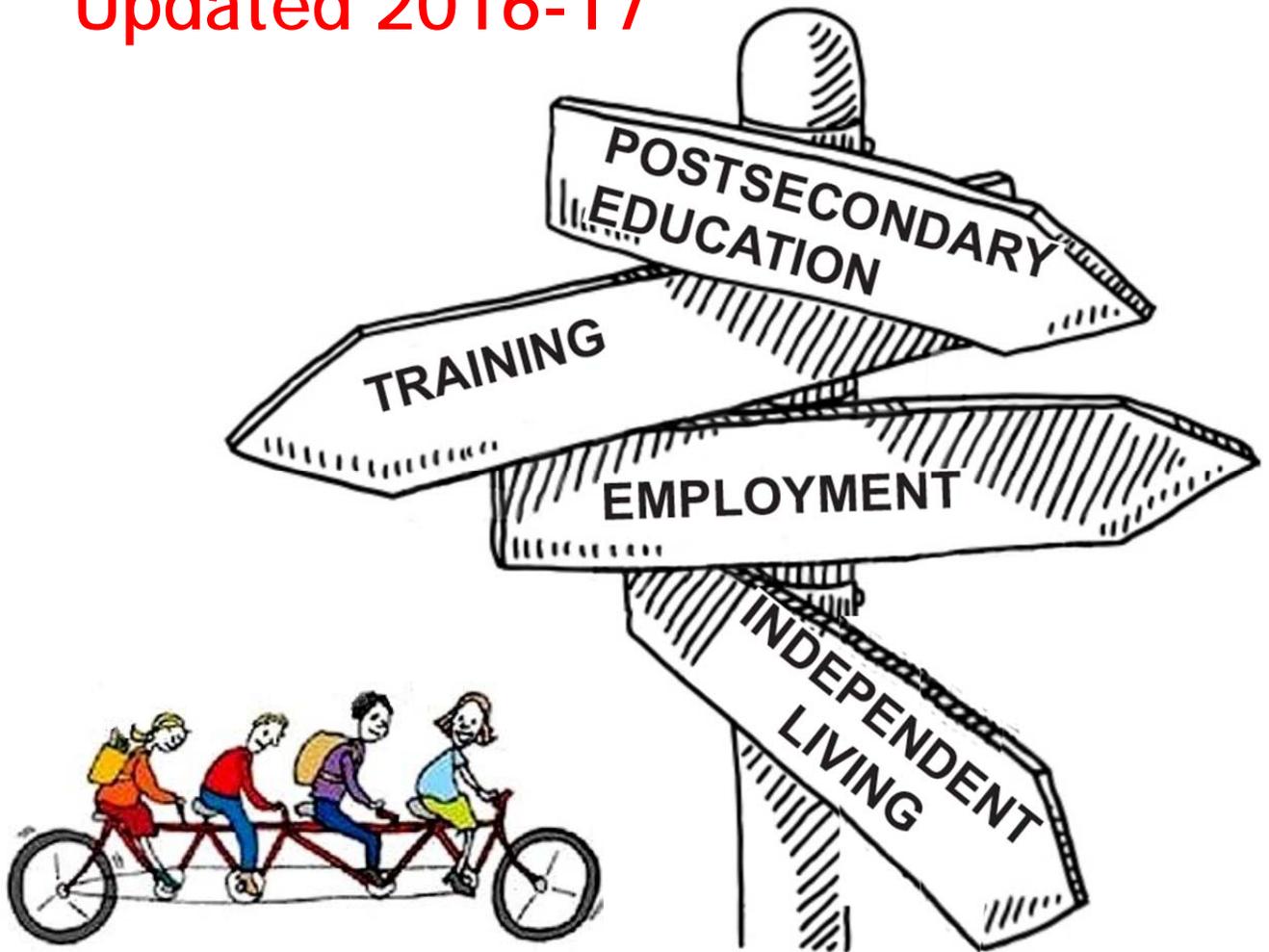# Oregon's Transition Resource Handbook

Updated 2016-17

Office of Learning, Student Services Unit
Oregon Department of Education
The Research Institute at Western Oregon University
September, 2016

Handbook available to download at
http://www.ode.state.or.us/search/results/?id=266

PATH TO TRANSITION PLANNING

Transition planning is most successful when it is a **student driven process** starting the year the student turns16, and involving the family, regular education teacher, special education teacher, agency representative if appropriate, and school district representative.

Invite The Student

Age-Appropriate Assessment
Gather information
- ☑ **P**references
- ☑ **I**nterests
- ☑ **N**eeds
- ☑ **S**trengths

Use assessments to inform **Post-Secondary Goals** for education, training, employment and if appropriate independent living.

Transition Services
May include instruction, related services, community experiences and/or adult & daily living activities.

Course of Study
Multiyear description of coursework/activities designed to help meet post-secondary goals.
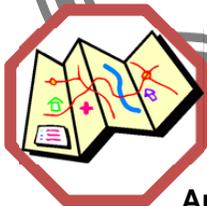
Annual IEP Goals
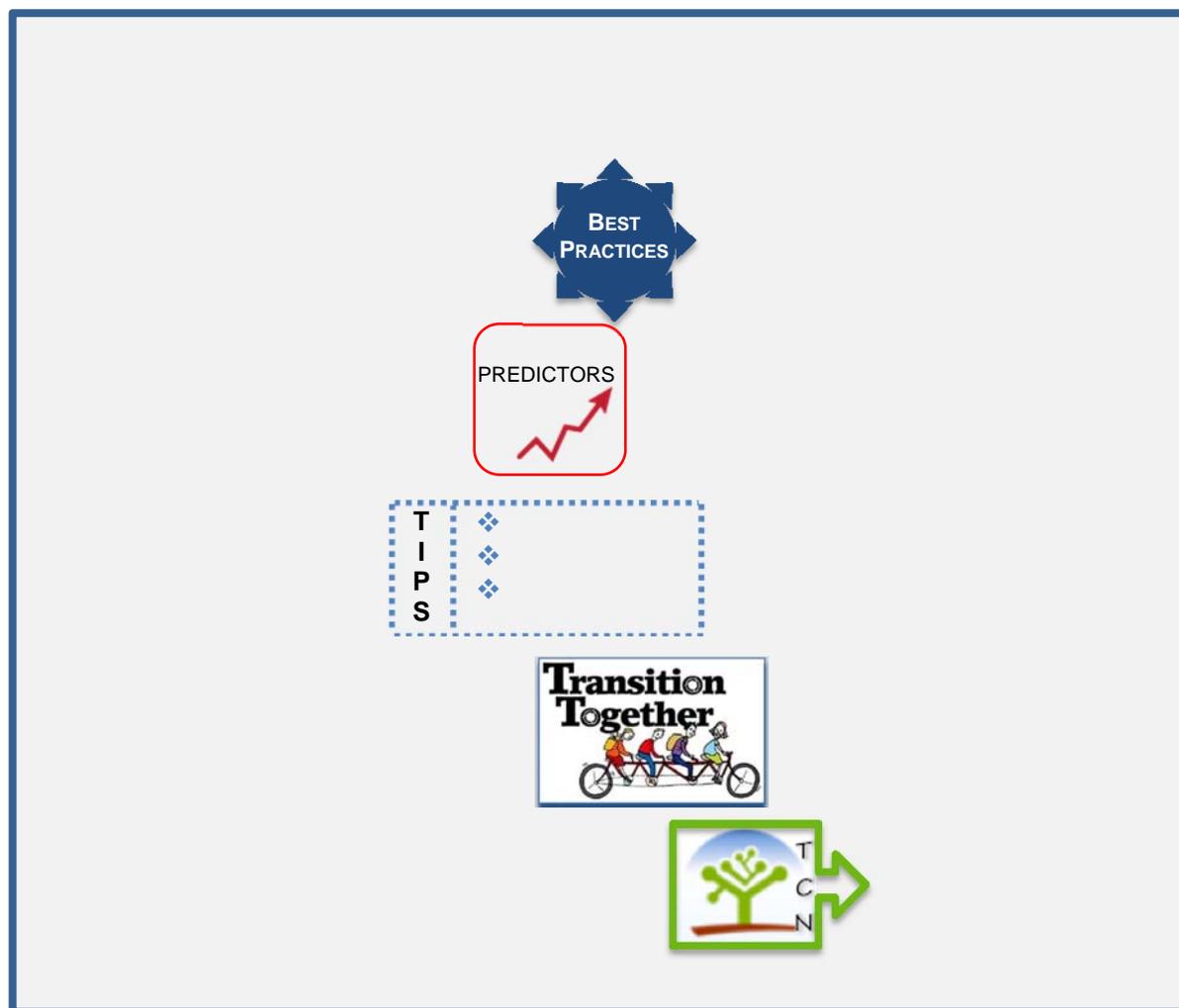Develop both academic and functional measureable goals to achieve post-secondary goals.

Invite & Coordinate with Agencies
Link students in school to services, accommodations & supports they will access after school.

SUCCESSFUL TRANSITION TO ADULT LIFE

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Nationally and locally, the educational system is focusing on college and career readiness—**transition for all, including students with disabilities.** This validates the need for all students to have a plan for their future as they leave school. Earning a living wage requires acquisition of skills that lead to post-secondary training and integrated employment.

By 2025, Oregon's 40-40-20 goal aims for 40 percent of Oregonians to have a baccalaureate degree or higher, for 40 percent to have an associate's degree or certificate in a skilled occupation, and for the remaining 20 percent without a post-secondary credential to have at least a high school diploma or its equivalent credential. There are multiple pathways to careers: on-the-job-training provided by employers, on-line educational opportunities, the military, apprenticeships, occupational certification, and traditional degree programs that are offered through community colleges and four-year universities are some of these.

> "Oregon's Employment First Initiative, one of the first in the country, was a catalyst for state agencies to work together in improving community job outcomes for people with intellectual and developmental disabilities. The goal of a new marketing campaign and website is to connect job-seekers with employers who need their skills, with the unifying message, "**I Work, We Succeed**." (Federal letter to Governors, June 2015)

Priorities for Improvement in Oregon

❖ Decreasing the 30% of former students who have not spent a term in a post-school education or training program or worked for 90 days in the year after leaving high school (measured in the Post-School Outcomes (PSO) data collection).

❖ Decreasing the 6% of students with disabilities who drop out before receiving a diploma.

❖ Increasing the 56% of students with disabilities who have completed school with a regular or modified diploma after five years in school.

❖ Increasing employment training and vocational experiences in school which will lead to better post-school outcomes. *A preliminary look at sample data from the **PSO Exit data** collection showed that three quarters of students who left during 2014-2015 were reported as having 1 or more community work experience while in school.*

❖ Using the 17 Predictors of post-school success in transition planning and service provision to improve outcomes.

❖ Increasing educators' engagement with Employment First as an integral part of new community partnerships across the state.

❖ Increasing the use of the Transition Technical Assistance Network (TTAN), and the talents of the eight Transition Network Facilitators (TNF) who are now available full time throughout Oregon.
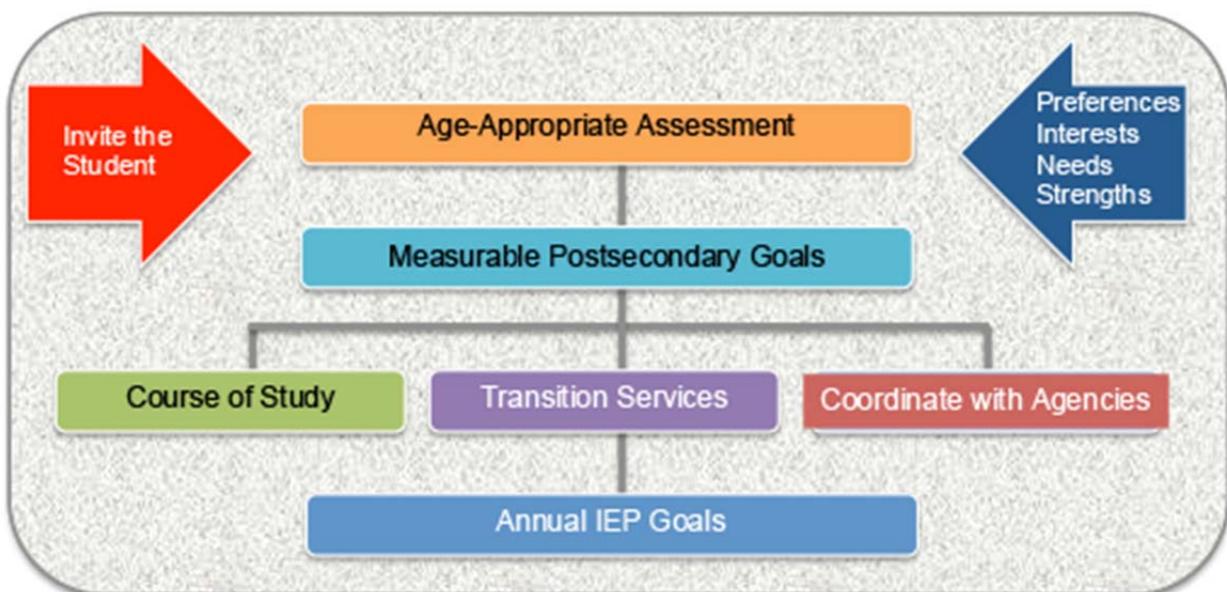
What's NEW in 2016-2017

○ **The Updated 2016-2017 Transition Handbook** contains updated contact information, minor corrections and adds some links to supplemental materials. The handbook is meant to be used in classrooms with parents and community partners, and ODE trainings. This handbook is designed to provide the basics around various transition topics to help educators when designing transition plans with students and their families as they navigate the transition pathway from school-based services into adult services. Download the full handbook or the additional materials on the ODE website http://www.ode.state.or.us/search/results/?id=266 and the Transition Community Network website: www.tcntransition.org.

○ The **Transition Technical Assistance Network** (TTAN) is funded collaboratively through Oregon Department of Education and Vocational Rehabilitation. This unique network provides transition related resources and trainings to local school districts. Under the TTAN, the**Transition Network Facilitators (TNF)** are beginning their third year of providing training and technical assistance to school districts, vocational rehabilitation offices, and local Employment First groups around the state. A sample of training topics include: Guardianship, Transition IEPs, Adult Agency Coordination, and creating community work experiences for students. For more information and future trainings, contact your Transition Network Facilitator listed on page 37 or listed at the link below: www.tcntransition.org

○ **Workforce Innovation and Opportunity Act (WIOA)** This act defines a much larger role for the Vocational Rehabilitation to play in partnership with schools to improve transition. WIOA defines and requires provision of Pre-Employment Transition Services (Pre-ETS). These services are job exploration counseling, work-based learning opportunities, counseling on post-secondary educational opportunities, workplace readiness training, and instruction in self-advocacy. State and local VR offices will work with schools and the local workforce development system to coordinate pre-employment services and activities for all transition-age students.

○ **ODDS Employment Services for Transition Age Individuals** Transmittal by the Oregon Developmental Disabilities Service (APD-PT-15-011) is available. For guidance on what this means for educators, please see page 68 www.dhs.state.or.us/policy/spd/transmit/pt/2015/pt15011.pdf.

○ **Transforming the Future with Post-School Data** trainings were held statewide last year. This training opportunity included incorporating Evidence Based Practices and Predictors of Post School Success into the transition services students receive in school. District accountability now requires using PSO data In the district consolidated plan for the Systems Performance Review and Improvement (SPR&I) based on the College and Career Ready data report on the PSO application. See page 11 for the updated statewide data chart for the four transition indicators. Training materials are available on the **Transition Community Network** website.

○ During the past year, eight **Better Employment Success Together** (BEST) trainings were held around Oregon. These cross agency learning opportunities brought representatives from VR, ODE, and Developmental Disabilities agencies together to share materials and information on the collaborative process to help students and families navigate transition from school to adulthood.

○ **New Legislation** Senate Bill 81 (2015) targeted tuition grants for students who graduated (or the equivalent) from an Oregon high school no more than six months prior to attending and pursuing a certificate or degree at one of Oregon's 17 community colleges. Students and families can find materials introducing the program and eligibility requirements including a short video, Frequently Asked Questions, an infographic, and more at: www.OregonPromise.org.

○ **A Glossary Tool** for Families, Providers, and Multi-Agency Employment Teams has been developed. Terms that can have similar or diverse meanings depending on the agency represented are explained. It is a living document and will change as educators, case workers, counselors and families use it. www.oregon.gov/dhs/spd/Documents/Cross%20Agency%20Employment%20Glossary%20Tool.

IDEA Secondary Transition Services = Transition Planning

The term "transition services" means a **coordinated set of activities** for a child 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 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, and/or community participation;

- ✓ Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

- ✓ Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

- ✓ To the extent appropriate, with the consent of the parents or an adult student who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

- ✓ Transition services begin no later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and are updated annually. The IEP must include measurable post-secondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.

Eight Components of a Transition IEP

NOTES

EDUCATOR SECTION

INVITE THE STUDENT

AGE-APPROPRIATE ASSESSMENT

PREFERENCES INTERESTS NEEDS STRENGTHS

POST-SECONDARY GOALS

T E

COURSE OF STUDY

C A WITH

ANNUAL IEP GOALS

NOTES

STATE PERFORMANCE PLAN

Since 2004, each state is required to have in place a performance plan evaluating the state's implementation of special education services for school-aged children and describing how the state will make improvements. This plan is called the Part B State Performance Plan (SPP) and is required to be posted on the state's website (www.ode.state.or.us/search/page/?id=1813).

Oregon's Performance Plan lists four transition related indicators:
    Indicator 1: Increase **graduation** rate
    Indicator 2: Decrease the **drop-out** rate
    Indicator 13: Achieve compliance **transition related standards** in the IEP
    Indicator 14: Improve **Post-School Outcomes**: employment, education or training, and
                independent living

For Indicator 13 there are eight procedural compliance standards related to transition-aged youth on the Oregon IEPs. Schools are required to document **100% compliance** on these standards.

Oregon <u>has not met</u> the required percentage of compliant IEP's for the past two years on the SPP, dropping from 82% of files being compliant on the eight transition standards to 75% for 2014-2015. This moves the state into the **Needs Assistance** for two consecutive year's category.

T I P S

As districts review the new transition IEP page these eight standards must be considered. **In order to be compliant the answer should be "yes" to each of the following questions.**

1. Is there **evidence that the student was invited to the IEP team meeting** where transition services were discussed?

2. Is there evidence that the measurable post-secondary goal(s) were based **on age-appropriate transition assessment?**

3. Is there evidence that the student's **preferences, interests and needs** were considered as part of the IEP development?

4. Are there **appropriate measurable post-secondary goals** in the areas of education & training, employment, and as needed, independent living?

5. Are there **transition services** in the IEP that will reasonably enable the student to meet his/her post-secondary goal?

6. Do transition services **include courses of study** that will reasonably enable the student to meet his or her post-secondary goal(s)?

7. If appropriate, is **there evidence that a representative of any participating agency was invited to the IEP team meeting** with prior consent of the parent or student who has achieved the age of majority? List not applicable (NA) if the agency did not participate because of age or grade.

8. Is (are) there **annual IEP goals** related to the student's transition service needs?

Using Transition Indicators to Improve What We Do

Post-School Outcomes
~Indicator 14~

Are students <u>engaged</u>?
- ❖ Post-secondary education and/or training
- ❖ Employment
- ❖ Independent living

Not Engaged?

Engaged?

Why Not   Why?

Dropping Out
~Indicator 2~

Students leaving without a diploma?
- ❖ Why?
- ❖ Appropriate programs?
- ❖ Address student and family needs?

Graduation
~Indicator 1~
Students challenged to earn highest diploma?
- ❖ Expectations and standards?
- ❖ Various pathways available?
- ❖ Linkage to post-school environments?

What's the Quality of Our IEPs?
~Indicator 13~
All student files 100% compliant annually?
- ❖ Measurable post-school and annual goals
- ❖ Transition-related assessments
- ❖ Course of study, services, and activities
- ❖ Coordination of services

Updated: How Did Oregon Do On Transition Indicators

A look at Oregon's statewide results for students with disabilities shows room for improvement in preparing students for life after secondary school. A form that districts can use to record district or building results is available online as a district resource at www.tcntransition.org.

Post-School Outcomes

How well are former students doing one year out of school?
- ❖ **22%** are in 2 or 4 year college/university
- ❖ **34%** are competitively employed
- ❖ **15%** are in some other training or work

29%
Not Engaged?

71%
Engaged?

Why Not? Why?

Dropping Out

Students leaving without a diploma
- ❖ **5.8%** of students left school before finishing[1]
- ❖ *1,528 Oregon students leaving in 2014-15 did not finish school*

Graduation
(cohort method)
- ❖ **52.8%** of students left school in 4 years with a regular or modified diploma[1]
- ❖ *3,372 students that entered high school in 2011-12 left school with a diploma in 4 years*

What's the Quality of Our IEPs?
(2014-2015 school year)

- ❖ **39** students in Oregon's school districts did not have documented evidence that they were invited **to their IEP meeting** when transition was on the table
- ❖ **31** students in school districts reported no documentation that appropriate agencies had been invited to IEP meetings
- ❖ **21** students did not have appropriate, measurable, post-secondary goals for education, training, employment, and if appropriate, independent living

NOTE: A different data source was used for graduation and dropout accountability for Oregon performance in 2014 and 2015

PREDICTORS OF POST-SCHOOL SUCCESS

NSTTAC has identified 17 evidence-based predictors of post-school employment, education, and independent living success from correlational research. The checklist below is intended to provide a framework for implementing practices in school transition programs that are likely to lead to more positive post-school outcomes for students with disabilities.

Predictor	Description
Family Expectation	Include family planning and articulate expectation that their child will participate in post-secondary education and will be employed in the community after high school.
Inclusion in General Education	Access to general education classes and curriculum. Classes with non-disabled peers.
Independent Living Skills	Self-care and life skills required to live independently.
Social Skills	Behaviors, attitudes that focus on communication and collaboration.
Family Involvement	Parents/family/supportive adults are active, engaged participants in planning.
Student Support	Network of family, educators, and agencies that provide services to facilitate transition.
Career Awareness	Learn about opportunities, education and skills needed for a variety of careers.
Self-Advocacy/ Self-Determination	Ability to make choices, solve problems, set goals, evaluate options, and state goals.
Program of Study	Courses, experiences, and curriculum designed to develop student academic, functional skills.
Interagency Collaboration	Cross agency and program collaborative efforts to link youth/families to resources.
Transition Program	Contracts with agencies that moves students from school settings to adult life.
High School Diploma	Meet district graduation requirements for diplomas.
Community Experience	Activities that occur outside the school setting and supported by in-class instruction.
Occupational Courses	Career-Technical classes.
Vocational Education	Courses that focus on career development and preparation for specific careers.
Work Study	Paid or unpaid work experience and work skills instruction; integrated academic/work skills.
Paid Employment Work Experience	Participation in workplace. Can include job shadowing, internships or paid work experience.

PREDICTORS Don't miss the predictors displayed throughout the Transition IEP Standards!

Evidence Based Practices that Support the Predictors of Post-School Success

The following table illustrates **evidence-based practices (EBP)** that support implementation of in-school predictors of post-school success. Column 1, Predictor, lists the name of the predictor identified through ongoing reviews of rigorous correlational research. Column 2, Related EBPs, lists examples of evidence-based practices that could be used to support implementation of the predictor.

PREDICTOR	RELATED TO EVIDENCED BASED PRACTICES www.transitionta.org
Family Expectation	◈ Using Training Modules
Inclusion in General Education	◈ Practices to teach academic skills: ■ Using Mnemonic Strategies ■ Using Peer-Assisted Instruction ■ Using Self-Management ■ Using Visual Displays ■ Using Technology-Based Interventions ■ Using the Self-Determined Learning Model of Instruction
Independent Living Skills	◈ Practices to teach functional life skills (general) ■ Using Backward Chaining ■ Using Constant Time Delay ■ Using Forward Chaining ■ Using Progressive Time Delay ■ Using Self-Monitoring Instruction ■ Using Simultaneous Prompting ■ Using Least-to-Most or Most-to-Least Prompting Systems ■ Using Total Task Chaining
Social Skills	◈ Practices to teach social skills: ■ Using Response Prompting ■ Using Self-Management ■ Using Simulations Practices to teach communication skills: ■ Using Least–to-Most Prompting ■ Using Community-Based Instruction
Family Involvement	◈ Using Training Modules
Student Support	◈ Using Check & Connect ◈ Using Peer Assisted Instruction to teach academic skills
Career Awareness	◈ Using Extended Career Planning Services after Graduation ◈ Using the Self-Determined Learning Model of Instruction
Self-Advocacy/Self-Determination	◈ Using the Self-Determined Learning Model of Instruction ◈ Using Whose Future Is It?

PREDICTOR	RELATED TO EVIDENCED BASED PRACTICES
Program of Study	◈ Currently NSTTAC does not list a specific evidence-based practice
Interagency Collaboration	◈ Currently NSTTAC does not list a specific evidence-based practice
Transition Program	◈ Currently NSTTAC does not list a specific evidence-based practice
High School Diploma Status	◈ Practices to teach academic skills: ▪ Using Mnemonic Strategies ▪ Using Peer-Assisted Instruction ▪ Using Self-Management ▪ Using Visual Displays ▪ Using Technology-Based Interventions
Community Experiences	◈ Using Community-Based Instruction
Occupational Courses	◈ Practices to teach academic skills: ▪ Using Mnemonic Strategies ▪ Using Peer-Assisted Instruction ▪ Using Self-Management ▪ Using Visual Displays ▪ Using Technology-Based Interventions
Vocational Education	◈ Practices to teach academic skills: ▪ Using Mnemonic Strategies ▪ Using Peer Assisted Instruction ▪ Using Self-Management ▪ Using Visual Displays ▪ Using Technology Based Interventions ◈ Practices to teach social skills: ▪ Using Response Prompting ▪ Using Self-Management ▪ Using Simulations
Work Study	◈ Currently NSTTAC does not list a specific evidence-based practice
Paid Employment/Work Experience	◈ Using Community-Based Instruction to teach employment skills and safety skills (transportation) ◈ Using Response Prompting to teach employment skills ◈ Using Mnemonic Strategies to teach job application completion ◈ Practices to teach specific job skills: ▪ Using Computer-Assisted Instruction ▪ Using Constant Time Delay ▪ Using Self-Management

NEW IEP TRANSITION Page

1 ☑ Invite the student to the IEP meeting

TRANSITION PLANNING
Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

7

2 **Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)**

3 **Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments**

Training

Education

Employment

Independent living skills (where appropriate)

4 **Transition Services/Activities:** Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

5 **Course of Study:** (designed to assist the student in reaching the post-secondary goals)

6 **Agency Participation:** To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.

KEY
1. Student Invited to the IEP ✳
   - *Requires Documentation*
2. Age Appropriate Transition Assessment
   - *Requires Documentation*
3. Write Measurable Post-secondary Goals ✳
   - Education and Training
   - Employment
   - Independent Living
4. Identify Transition Services
5. Write the Course of Study
6. Coordinate Services with Representative of Agency that provides post-school transition support invited to the IEP
   - *Requires Documentation*
7. Write Annual IEP Goals directly related to post-secondary goals
8. Procedural Safeguards ✳
9. Transfer of Rights ✳

✳*These IEP transition standards were four of the five least compliant.*

PROCEDURAL SAFEGUARD NOTIFICATION
If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication
YES_____ NO_____ N/A_____

8

Transfer of Rights
The student and parent were informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority:
- ❑ YES
- ❑ Date student was informed: _____
- ❑ Date anticipated transfer will occur: _____

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

9

Graduation
Anticipated Graduation Date: _____
- ❑ With Regular Diploma
- ❑ With Modified Diploma
- ❑ With Extended Diploma
- ❑ With Alternative Certificate

Form 581-5138b-P
10/2014: Oregon Standard IEP

IDEA requires that the school district invite the student with a disability to attend his or her IEP meeting if the purpose of the meeting will be the consideration of the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals.

Transition planning is about the student's movement from high school to post-school life. It is based on the student's plans for the future. The student may need preparation and practice in participating in the IEP meeting. The needs and desires of the student and family are the core of the planning process; therefore the student's input is essential.

◈ Student input provided indirectly based on a questionnaire or survey,

◈ Reluctant participant (avoids conversation or responds only to direct questions).

◈ Student input provided directly by computer or electronic device.

◈ Self-advocate (practices self-advocacy skills).

◈ Leader (demonstrates leadership skills in the IEP).

When the student was invited but did not attend the IEP Team meeting the school district must take other steps to ensure that the student's preferences and interests are considered.

Student Behaviors Associated with Post-School Employment and Education

❑ **Strengths/Limitations**: Able to express and describe personal strengths and limitations; assistance needs

❑ **Disability Awareness**: Ability to describe disability and accommodation needs.

❑ **Persistence**: Ability to work toward goal until it is accomplished or after facing adversity

❑ **Interaction with others**: Ability to maintain friendships; work collaboratively with small groups, or teams

❑ **Goal Setting**: Able to understand importance of setting goals; set post-school goals that match interests

❑ **Employment**: Ability to express desire to work, demonstrate job readiness, complete training, get a job

❑ **Student involvement in IEP**: Discuss goals with IEP team & actively lead the IEP

Source: Transition Education Fast Facts, Council for Exceptional Children (2013)

Student Participation in the IEP

Self-Determination
Self-Advocacy

Self-Advocacy is understanding your strengths and needs, identifying your personal goals, knowing your legal rights and responsibilities, and communicating these to others.

Employ Self-Advocacy strategies to prepare students to participate actively in the IEP.

Career Awareness

- **Inventory your strengths**—areas to improve or learn, goals and choices for learning, or needed accommodations. Students complete an inventory sheet they can use at the IEP meetings.
- **Provide inventory information**—use inventory, portfolio, presentation video, etc.
- **Listen and respond**—learn the proper times to listen and respond.
- **Ask questions**—teach students to ask questions when they don't understand something.
- **State your goals**—students list the goals they would like to see in their IEP.
- Use the IEP as an opportunity to develop self-advocacy and leadership skills.

Self Determination is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions

Characteristics of Self-Determined People

Self-care/
Independent
Living
Skills

- Awareness of personal preferences, interests, strengths and limitations.
- Have the ability to identify wants and needs.
- Make choices based on preferences, interests, wants and needs.
- Ability to consider a variety of options and anticipate consequences for their decisions.
- Ability to evaluate decisions based on the outcomes of previous decisions and revise future decisions accordingly.

Student Support

- Ability to set goals and work towards them.
- Problem solving skills.
- Striving for independence while recognizing interdependence with others.
- Self-advocacy skills.
- Independent performance skills and ability to adjust performance.
- Persistence.

Parental Involvement

- Ability to assume responsibility for actions and decisions.
- Self confidence.

Source: Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). *A Practical Guide for Teaching Self-Determination*, Reston, VA: Council for Exceptional Children

T I P S

There are four ways students can be involved in the IEP process:

1. Planning the IEP includes laying the foundation for the meeting by identifying strengths, needs, establishing goals, considering options and preparing resources to use at the IEP meeting.

2. Drafting the IEP provides practice in **self-advocacy skills** - includes having students write a draft of their IEP that reflects their strengths and needs as well as interests and preferences.

3. Participating in the IEP Meeting: Demonstrate self-advocacy skills. Student has the opportunity to share interests, preferences and needs as well as participate in the process of developing the transition plan.

4. Leading the IEP: Student has the opportunity to demonstrate self-advocacy and leadership skills.

5. Implementing the IEP: Evaluate their own progress toward achieving goals.

PREFERENCES, INTERESTS, NEEDS & STRENGTHS (PINS)

Age-appropriate transition assessments are defined as an ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future work, education, living, and personal and social environments (Council for Exceptional Children).

Assessment data from the age appropriate transition assessments serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP. The present levels of academic achievement and functional performance must include the student's **preferences, needs, interests** and the results of **age-appropriate transition assessment.**

Transition assessments may be paper and pencil tests, structured student and family interviews, community or work-based assessments (situational) and curriculum-based assessments.

These assessments or procedures come in two general formats – **formal and informal**.

> **Formal** measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination.

> **Informal** measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories.

Formal
- Achievements Tests
- Adaptive Behavior and Independent Living
- Aptitude Tests
- Interest Inventories
- Intelligence Tests
- Personality or Preference Tests
- Career Development Measures
- Self-Determination Assessments

Exit Exam Requirements/ HS Diploma Status

Informal
- Curriculum-Based Assessments
- School Performance Measures
- On the Job or Training Evaluations
- Career Planning Resources
- Observations
- Student Interviews

Vocational Education

I LIKE

I AM GOOD AT

I CAN EARN MONEY BY

IDEAL EMPLOYMENT

Remember
THE POWER OF LISTENING TO THE STUDENT'S VOICE
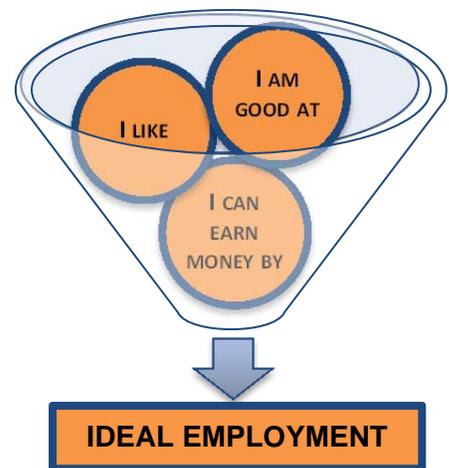
Age Appropriate Transition Assessments and the student's **Preferences, Interests, Needs and Strengths** are the base of transition planning and goal setting.

Assessments should lead to self-discovery

Considerations for choosing career / vocational assessments:

- ☑ Is it easy for the student to use?
- ☑ Is it age/grade appropriate?
- ☑ Can students relate to the language?
- ☑ Does it stereotype career choices?
- ☑ Is it easy to read and interpret? (Does it assess interests or reading skills?)
- ☑ Does it provide feedback that leads to reflection?
- ☑ Does it enhance insights?
- ☑ Does it reflect the current and emerging job market?

Some of the Most Common and Easily Accessed
FREE Resources for Oregon Youth

Access Curriculum www.accesscurriculum.com/home.html	Casey Life Skills (Rates life skills) www.caseylifeskills.org
Oregon Employment Department www.oregon.gov/employ/pages/default.aspx	Bureau of Labor Statistics have resources for students. www.bls.gov/k12/
Oregon Youth Transition Program http://www.ytporegon.org/about-ytp	Oregon Council on Developmental Disabilities www.ocdd.org/
Incight (employment for people with disabilities) http://incight.org/employment	Skills to Pay the Bills www.dol.gov/odep/topics/youth/softskills/
Individualized Learning Plans www.ncwd-youth.info	National Career Information resources O'NET (a National databank of career information) www.onetonline.org www.mynextmove.org
Drive of Your Life (Online career exploration game for middle school and high school students to learn about themselves and their future.) www.driveofyourlife.org	The AIR Self-Determination Assessment http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html

Talk with your **Transition Network Facilitator** to learn about their Curriculum and Assessment Toolkits (see page 37)

For additional assessments, descriptions and costs, please visit www.tcntransition.org.

Purpose of the TAGG

To identify students' strengths and needs and produce annual transition goals referenced to common core standards IEP teams may use for transition planning.

Intended Users

Secondary-aged students with mild to moderate disabilities who plan to attend post-secondary education and/or become competitively employed, their parents or guardians, and related special education professionals.

Multiple Versions and Reading Level

Each assessment set contains three components: TAGG-P (Professional), TAGG-S (Student), and TAGG-F (Family). Reading grade levels for the TAGG versions are TAGG-S 4.8, TAGG-F 5.7, and TAGG-P 10.4. Completing two or more versions allows the IEP team to note differences in student behavior in school as well as the home or other settings. Additionally, including the student version as part of the transition assessment promotes the student voice and increases student engagement in the transition planning process.

Source and Development of the TAGG

TAGG versions include 34 items across 8 constructs identified from transition education research associated with post high school employment and further education of former students with mild to moderate disabilities.

Strengths and Limitations
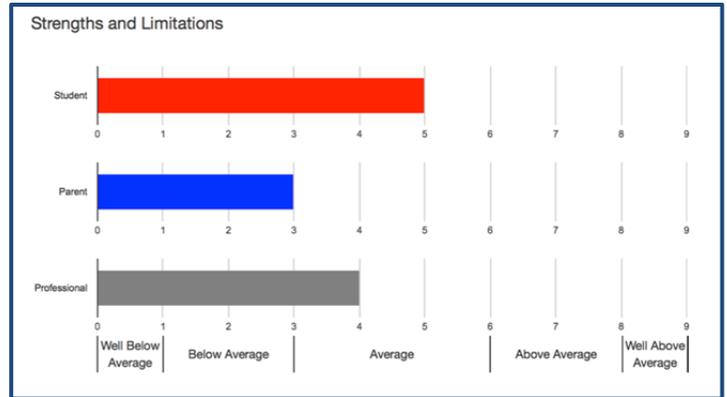
Availability and Cost

Download the TAGG: zarrowcenter.ou.edu/tagg/ *Cost:* $3.00 **per set** of TAGG-P, TAGG-F, and TAGG-S. *Contact your TNF for information on a free trial for your district (see page 37).*

Disability Awareness
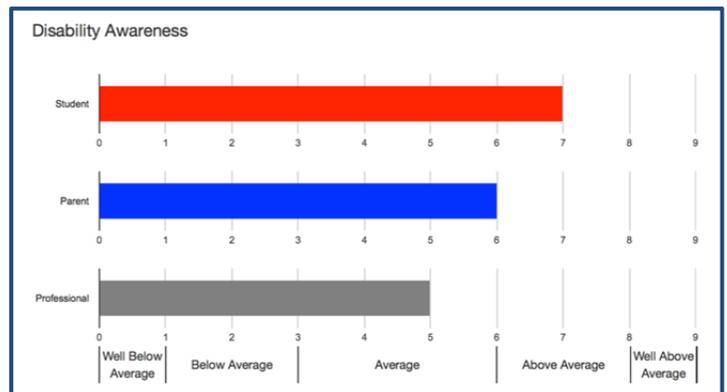
Validity Evidence

Content. Items based on research that identified nonacademic student behaviors.
Structure. Factor structure established, then verified across three years of independent samples.
Stability. Test-retest found strong correlations of .80, .70, and .70 for the TAGG-P, F, and S, respectively.
Internal Consistency. Cronbach's coefficient alpha for the 3 versions ranged from .89 to .95.
Agreement Across Versions. Medium correlations across the three versions
Bias. No overall difference by Social-Economic factors. The TAGG-P does not differ by gender, but the TAGG-F and S have differences with a few constructs by gender. No relation between TAGG scores, GPA, and percent of time in general education classes.

Oregon Extended Assessment Decision-Making Guidance

Starting September, 2015[1], Oregon Individual Education Plan (IEP) teams will be required to select the Oregon's Extended Assessment as the *only* option for all subject areas assessed. Students who participate in Oregon's Extended Assessment **will not** participate in Oregon's general assessments. This reflects a significant change from previous policy which permitted a student to participate in either test or both. This change in criteria is intended to take into account the pervasive nature of a *significant* cognitive disability and allows the state's assessment models to appropriately measure the student populations they were designed to measure.

➢ Students with the most significant cognitive disabilities are typically characterized by significantly below average general cognitive functioning.
➢ Commonly includes a student with intelligence test scores two or more standard deviations below the mean on a standardized individually administered intelligence test, occurring with commensurate deficits in adaptive behavior that are frequently also evident in early childhood.
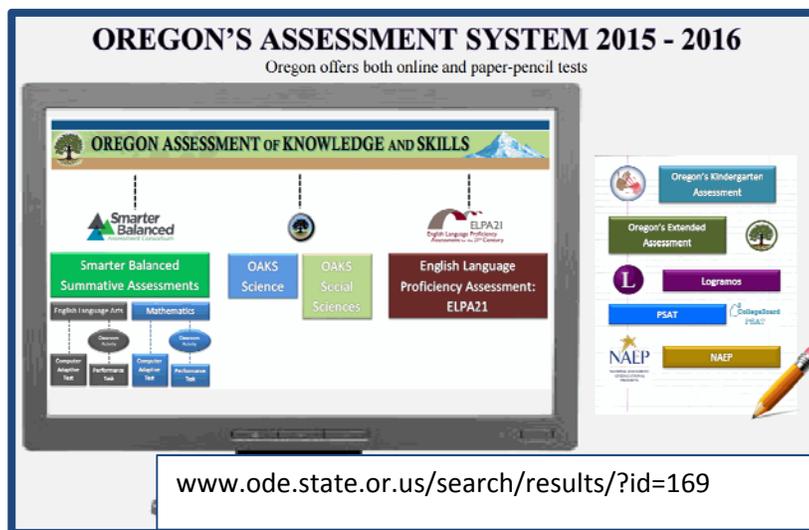➢ The cognitive disability must significantly impact the child's educational performance and ability to generalize learning from one setting to another.
➢ Students with the most significant cognitive disabilities in general, require highly specialized education and/or social, psychological, and medical services to access an educational program.
➢ These students may also rely on adults for personal care and have medical conditions that require physical/verbal supports, and assistive technology devices.
➢ These intensive and on-going supports and services are typically provided directly by educators and are delivered across all educational settings.
➢ See flow chart on the next page.

OREGON'S ASSESSMENT SYSTEM 2015 - 2016
Oregon offers both online and paper-pencil tests

www.ode.state.or.us/search/results/?id=169

For more information:

The Regional ESD partner should be your first contact for all assessment and accountability related support including: OAKS Online, ELPA21, Smarter Balanced, test administration, Braille, test record management, Achievement Data Insight validation site, and the following data collections: Assessment Collections (including Kindergarten Assessment), Cumulative ADM, Staff Position and the Supplemental Report Card Data Collection.

☑ **Contacts**: www.ode.state.or.us/wma/teachlearn/testing/oaks/esdpartners.pdf
☑ **AA Update** (e-newsletter) sign-up at www.ode.state.or.us/search/page/?=1312
☑ **District Test Coordinator**

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[1] This change will be finalized the end of September 2015

Oregon Extended Assessment Decision-Making Flow Chart

The student has been evaluated, found eligible under IDEA and has an IEP?

NO → Student must participate in the Oregon Grade-Level Assessment(s).

YES ↓

The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills that may be combined with physical or behavioral limitations.
- The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments.
  OR
- The student has been determined to have significant cognitive disabilities by the level of pervasive supports needed for the student to access their educational program and significant difficulty generalizing learning from one setting to another.
  AND
- The student demonstrates adaptive skills that are significantly limited compared to same age peers and commensurate with their cognitive ability.

NO

YES ↓

The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction.
- The student requires a highly specialized educational program with intensive and on-going supports, modifications, accommodations, and/or adaptations to allow access to the general education curriculum.
  AND
- The student requires individualized instruction in core academic and functional life skills at a substantially lower grade level even when compared to other peers with disabilities.
  AND
- The student requires alternate methods or significant supports to communicate.

NO

YES ↓

The significant cognitive disability impacts the student's post-school outcomes.
- The student's post-secondary outcomes will likely require supported or assisted living and continued supervision and support into adulthood.

NO → Student must participate in the Oregon Grade-Level Assessment(s). Student may be eligible to use designated supports and/or accommodations based on IEP team decision.

YES ↓

The student's inability to participate in the regular assessment is primarily the result of the significant cognitive disability and NOT excessive absences; other disabilities; or social, cultural, language or economic differences.

NO

YES → **Student is eligible to participate in the Oregon Extended Assessment.**

Use a one-page profile tool to communicate and share a student's gifts and strengths with teachers, employers, caregivers, and others that interact with the student. Check out FACT's website (http://factoregon.org/resources/person-centered-plan-samples/) for examples of profiles.

Photo of Student

Student's Name

Student's vision

Strategies
which work best & which don't

Long-term goals

Strengths, Skills, & Interests

This space can be used to list:
- ❖ goals for the school year
- ❖ highlight achievements; or
- ❖ anything else you would like to share.

Look online at www.tcntransition.org for one-page profiles for Allison, Alex & Rolanda.

APPROPRIATE & MEASURABLE POST-SECONDARY GOALS

A post-secondary goal (PSG) refers to those goals that a student hopes to achieve **after leaving secondary school**. All students who have an IEP in effect the year the student turns 16 or younger, if determined appropriate by the IEP team, must have PSGs. The PSG must be based upon age-appropriate transition assessments. A measurable post-secondary goal provides an outcome, not just a process for the student and it must be able to be counted, tabulated or observed. There must be at least two goals for all students: one for employment and one for education or training. Some students, based on assessment information, may require a goal for independent living.

WHAT IS REQUIRED?

⚠️ The IEP Team writes the PSGs based on age appropriate transition assessment and the student's preferences, interests, needs, and strengths.

⚠️ The IEP team must consider goals in four areas: education, training, employment, and independent living skills, when appropriate.

⚠️ The PSGs must be developed annually at the student's IEP meeting.

Examples:

➢ PSG <u>must</u> be written for education or training. Post-secondary goals for Education or Training can include such options as:
- 4 year college or university
- 2 year community or technical college
- Less than 2 year vocational or technical school program

Inclusion in General Education

- Short-term educational or employment training program (i.e. Job Corps)
- High school completion document (i.e. GED)
- AmeriCorps

➢ A PSG <u>must</u> be written for employment. Post-secondary goals for Employment may include such options as:
- Competitive employment
- Military
- Self-employed

Career Awareness

- Family business
- Supported employment

➢ A PSG <u>may</u> be written for independent living skills. Post-secondary Independent Living skills goals can include such options as:
- Money management
- Grocery shopping
- Housekeeping

Community Experience

- Meal preparation
- Transportation
- Recreation

InterAgency Collaboration

Appropriate & Measurable Post-Secondary Goals

Goals will change as students gain skills, opportunities, training and work experience. They should change from general to specific as students grow and mature. Remember words like "hopes to, plans to" are not measurable.

Education and Training Goals

When determining whether post-secondary goals in the areas of training and education overlap, the IEP Team must consider the unique needs of each individual student with a disability in light of his or her plans after leaving high school.

If the IEP Team determines that separate post-secondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP Team can combine the training and education goals of the student into one or more post-secondary goals addressing those areas.

What should measurable post-secondary goals look like?

Consider this formula to state the goal: _____, I will _____ at/by _____
                                           \<Time\>   *\<Goal Behavior\>*   *\<Where &/or How\>*

Sample goal: After high school I will enroll in two classes at my local community college

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Examples of the behaviors that could go into PSGs

Post-secondary Education or Training	Employment	Independent Living
Behaviors ☞ Enroll at a college or university ☞ Earn an occupational certificate ☞ Enroll in vocational training (beauty school, pet grooming, trucking school) ☞ Enter the military for training in…. ☞ Enter an apprenticeship ☞ Complete on-the-job-training ☞ Enroll in adult education	**Behaviors** ☞ Get a competitive job – work full time / part time ☞ Get a job that is integrated competitive employment ☞ Start a business – Entrepreneurship ☞ Do volunteer work in the community	**Behaviors** ☞ Live independently ☞ Live with family, roommates ☞ Live independently with supportive services ☞ Live in group home ☞ Manage finances, household ☞ Access community – independently ☞ Use public transportation

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T I P S

Ask yourself these questions

- ☑ Does it happen after exiting school system?
- ☑ Is there an education goal?
- ☑ Is there a training goal?
- ☑ Is there an employment goal?
- ☑ Are there independent living skills goals?
- ☑ Are all of the goals measureable?

TRANSITION SERVICES

Transition services begin no later than the first IEP to be in effect the year the student turns 16, or younger if determined by the IEP Team. Every student is unique and will require individualized transition services. Districts are required to list transition services that will support students in achieving their post-secondary goals.

Self-Determination
Self-Advocacy

IDEA defines the services as

- instruction,
- related services,
- community experiences,
- the development of employment and other post-school adult living objectives, and,
- if appropriate, acquisition of daily living skills and functional vocational evaluation.

Instruction

Educational instruction that will be provided to the student to build the skills necessary to reach their post-secondary goals.

Inclusion in General Education

Related Services

These are the services needed for students to access integrated work, education and living environments. They may include occupational and physical therapy, speech therapy, rehabilitative counseling services, and other professional supports.

Community Experiences

A variety of activities and experiences that are provided outside the school building. These might include community resources utilized as part of the student's school program, whether during school hours or after school hours, to achieve the stated outcome(s) of community integration.

Community Experience

Development of Employment and Other Post-school Adult Living Objectives

This area focuses on the development of work-related behaviors, job seeking, career exploration and actual employment (i.e., career planning, job shadowing, job training)

Career Awareness

Acquisition of Daily Living Skills

Daily living skills are the skills involved in caring for oneself on a daily basis (i.e., dressing, hygiene, household chores, shopping, and managing finances) and an important component of independent living.

Functional Vocational Assessment

An additional assessment process if the regular vocational assessment has not provided enough information to make a vocational program decision. Additional assessment activities (i.e., situational assessments, community-based assessments, assistive technology evaluations) can be performed to get more information about the student's needs, preferences, and interests.

Paid Employment/ Work Experience

Transition Services

The coordinated set of transition services delineates the activities to assist the student in achieving the post-secondary goals. The IEP Team should identify the gaps between the skills the student has and those he or she needs to reach their goals, then select strategies to develop those necessary skills. Services are *coordinated* when there is a link between each of the activities and when the school, family, and any outside agencies are connected to ensure the smooth provision of services. The coordinated activities must be based on a student's preferences, interests, needs and strengths.

Evidence-Based Best practices tell us:

- It is recommended that there should be at least one transition service listed that corresponds or connects to each post-secondary goal; and
- Transition services include documented academic and functional activities, supports and services.

When thinking about Transition Services…..What skill does the student need?

Education or Training	Employment	Independent Living
➲ Instructional support of guided notes for lessons ➲ Instructional support for organization and study skills ➲ Audio-taped texts for English ➲ Extended time on tests ➲ Self-advocacy skills instruction ➲ Computer skills (word-processing, data entry) instruction ➲ Speech language services to increase oral language fluency ➲ Participation in the adapted academic and functional curriculum ➲ Visit Community College including a visit to the disability services office ➲ Apply for possible college financial aid ➲ Vocational rehabilitation referral to determine eligibility for tuition assistance	➲ Job shadow experiences ➲ Part time employment related to student's goals ➲ Work hours (for credit) in the school district business department ➲ After school paid work experience in a business office ➲ Occupational therapy for use of assistive technology ➲ Work related social skills instruction	➲ Interview with adult agency staff regarding possible future needs ➲ Voter registration ➲ Community-based vocational training ➲ Community-based independent and community living instruction ➲ Visits to recreational agencies/facilities in the community ➲ Meeting with SSI representative to determine possible financial benefits ➲ Self-care skill instruction ➲ Evaluation for determination of devices to increase independence in home and center-based environment ➲ Personal banking instruction

What classes or activities include skills that will support this student's post-secondary goals?

The course of study is a multi-year description of coursework and activities from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals (PSGs).

Inclusion in General Education

- Course of study <u>is not</u> the coursework required to attain a specific high school diploma

- The courses of study must **align** with the post-secondary goals.

Community Experience

- Course of study must be **reviewed annually**.

Review the course of study to ensure it:

Program of Study

- Reflects an educational program and plan that specifies all courses, educational experiences, and activities from the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team.

Occupational Courses

- Reflects the planning that relates to the student achieving their desired measurable post-secondary goals and helps them make a successful transition to post-school adult life.

- Reflects multiple years of classes and educational experiences, not just one year.

Vocational Education

TIPS

- ❖ Think of course of study as a path way for student to gain skills in order to achieve their PSGs.

- ❖ Ask what classes or activities include skills that will support this student's PSGs?

Course of Study

The course of study defines **the multi-year set of classes or activities** on a pathway to secondary goals that begins in middle school and culminates the last year in school.

If the Post-secondary **Education Goal** is to enroll at a college or university, the post-secondary institution entrance requirements influence the course of study. The course of study may also **include extracurricular activities** that relate to post-secondary goals (yearbook, school newspaper, athletics, etc.).

EXAMPLE:

Grade 9	Grade 10	Grade 11	Grade 12
English I Social Science (geography) Math (Algebra I) Science (Biology) PE Elective	English II Math (Intermediary Algebra) Health Spanish I Science (Phys Science) Elective	English III Social Science (American Govt) Math (Geometry) Spanish II Elective	English IV Art History Science (chemistry) Social Science (History) Elective Elective

If the Post-secondary **Employment Goal** is to gain competitive employment in a specific field, the job requirements influence the course of study.

EXAMPLE:

Grade 9	Grade 10	Grade 11	Grade 12
Core Classes Health PE	Core Classes Career Exploration Work Study I	Core Classes Work Study II Community Living Computer Applications I	Core Classes Business Math Computer Applications II Work Experience

For students in a **transition program for students 18-21,** the course of study should include activities that support the student's post-secondary goals.

EXAMPLE:

Functional Academics	Domestic Domain	Community Domain	Vocational Domain
Math English / Language Arts Listening / Speaking	Grooming / Hygiene Personal Safety Life Skills	Social Behavior Community Resources Recreation and Leisure Communication Skills	Career Exploration Work Related Training Future Living Working

In the Transition Resource Booklets for the past two years readers have been introduced to materials on three students, based on original information posted on the NSTTAC website (now NTACT). Materials using the three students, **Allison, Alex,** and **Rolanda** include case study information and various examples showing how districts might develop Post-secondary Goals, Transition Services and Course of Study using Oregon requirements and forms.

NEW *Expanded examples for **Allison** and three additional students can be accessed online at www.tcntransition.org*

Alex, is a 7 year old student with autism who will be going to a Technical School and receiving services from Vocational Rehabilitation.

Rolanda, an 18 year old student with a profound cognitive disability who will be entering technologically supported self-employment or volunteer work and will be receiving assistance from Vocational Rehabilitation and Social Security Administration.

---------------------------- NEW*: Expanded* student transition plans -----------------

Allison, an 18 year old student with a specific learning disability in reading comprehension and written expression who will attend Eastern Oregon University and access EOU disability services.

Drew, an 18 year old student identified as Deafblind who will attend a 4 yr university. He will access University Disability Services, Commission for the Blind, and Vocational Rehabilitation.
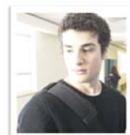
Jason, a 17 year old student with Traumatic Brain Injury who will access College Disability Services.

Susie is a 14 year old student who is Deafblind and Multi Disabled. She is working toward assisted work in the community.

The following three pages of Transition Planning summarize what might be on the IEP for each of these students in three areas:

- ✓ the post-secondary goals,
- ✓ transition services,
- ✓ the course of study

Check out the NEW **expanded student transition plans** for more detailed examples of:

- Case history information
- Transition Planning
- Age-appropriate transition assessments
- IEP discussion starters (planning, academic skills, and functional skills for IEP team to consider)
- Appropriate, measureable post-secondary goals for education, training, employment and independent living
- Summary of Performance to take with student on leaving school
  - Person Centered Plan

The additional online resources are posted at ODE www.ode.state.or.us/search/results/?id=266 and on TCN website www.tcntransition.org

Transition Planning Example

Allison is a College Bound Student

Post-Secondary Goals

	Education or Training	Employment	Independent Living
Post-Secondary Goals	After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of child development.	After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.	Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

Transition Services

	Education or Training	Employment	Independent Living
Transition Services	▪ Instructional support of guided notes for lessons ▪ Instructional support for organization and study skills ▪ Audio-taped texts for English 12 ▪ Extended time on tests in English, Algebra II and Advanced Biology ▪ Visit Eastern Oregon University, including a tour through the admissions department and the disability services office	▪ Job shadow experiences with children ▪ Part time employment in a position related to working with children ▪ Vocational Rehabilitation referral to determine eligibility for tuition assistance ▪ Apply for college and disability support service, no later than December	

Course of Study

	Education or Training	Employment	Independent Living
Courses of Study	**For Allison's upcoming 12th grade year the courses listed include:** • Psychology • English • Algebra II • Physical Education • Advanced Biology	• Cooperative Work Experience • Child Development	• Band • Financial Management • Study Skills

Transition Planning Example

Alex is a Trade School / Employment Bound Student

Post-Secondary Goals

	Education or Training	Employment	Independent Living
Post-Secondary Goals	After graduation from high school, Alex will enroll at ITT (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.	After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.	Upon completion of high school, with the assistance of the Springfield OVRS Office, Alex will improve communication skills with supervisors as indicated by job evaluations.

Transition Services

	Education or Training	Employment	Independent Living
Transition Services	▪ Self-advocacy skills instruction ▪ Personal banking instruction ▪ Work related social skills instruction ▪ Computer skills (word-processing, data entry) instruction ▪ Speech language services to increase oral language fluency	▪ Work hours (for credit) in the school district business department ▪ After-school paid work experience in the business office of Office Depot	▪ Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services) ▪ Voter registration

Course of Study

	Education or Training	Employment	Independent Living
Courses of Study	**This year** • Work Study • Computer Applications • Business Math **Next year** • Work Study • Business Math • Computer Applications	**This year** • Work Experience in local business **Next year** • Work Experience in local business • Business Math	**This year** • Community Living • Speech • Community Resources **Next year** • Community Living • Speech • Community Resources

Transition Planning Example

Rolanda is a student who has Significant Support Needs Preparing for Independent Living

Post-Secondary Goals

	Education or Training	**Employment**	**Independent Living**
Post-Secondary Goals	After graduation, Rolanda will participate in an in-home or center-based program designed to provide rehabilitative and vocational training with medical and therapeutic supports.	Immediately after graduation, Rolanda will receive job development services from Vocational Rehabilitation or a community rehabilitation program. She will participate in technologically supported self-employment or volunteer work within 1 year of graduation.	After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, the entertainment store at the mall.

Transition Services

	Education or Training	**Employment**	**Independent Living**
Transition Services	▪ Participation in the adapted academic and functional curriculum ▪ Self-care skill instruction	▪ Speech therapy services for training in use of augmentative communication device ▪ Occupational therapy for use of assistive technology ▪ Evaluation for determination of devices to increase independence in-home and center-based environment ▪ Physical therapy to maintain and improve strength and flexibility	▪ Community-based independent and community living instruction to increase Rolanda's ability to access community environments ▪ Visits to recreational agencies/facilities in the community ▪ Leisure and recreational interest survey through student response to different leisure opportunities in the community ▪ Meeting with SSI representative to determine possible financial benefits

Course of Study

	Education or Training	**Employment**	**Independent Living**
Courses of Study	**This year** • Functional Reading • Communication **Next year** • Functional Reading • Communication	**This year** • Occupational Skills • Time Management **Next year** • Occupational Skills • Community Resources	**This year** • Healthy Living • Recreation/Leisure • Safety in Community **Next year** • Recreation/Leisure • Healthy Living

Participating Agencies should be invited to the IEP team meeting with the prior consent of the parent (or student who has reached the age of majority). When a representative of a participating agency that is likely to be responsible for providing or paying for transition services is identified, **they should be invited to the first IEP meeting where transition services will be discussed.**
As VR, ODDs and ODE work to improve policies and systems for employment outcomes for students at the state level, schools are working to improve relationships with community partner agencies to ensure these agencies become an integral part of the transition IEP process for the students planning to access services after school. For more information contact your local Transition Network Facilitator.

Linking youth to agencies while in school make connections easier.

T I P S

Guidance from ODE for Agency Attendance

➢ An IEP Team should decide which students on their caseload should have agencies represented at their IEP.

➢ Call parents to obtain required parental consent before inviting representatives from other participating agencies to attend an IEP Team meeting. The representatives of these agencies cannot access all the student's records unless the parent gives consent for such a disclosure.

➢ Schedule IEP meetings with other agency representatives early in the year. Agency representatives have full schedules and may not be able to attend meetings with a short notice.

➢ If you do not have an established relationship with your local VR counselor or other agency representative, contact your TNF for help in this area.

Confidentiality. Getting parental permission to attend the IEP meeting was included in IDEA 2004 specifically to address issues related to the confidentiality of information. *A public agency should be required to obtain parental consent before inviting representatives from other participating agencies to attend an IEP Team meeting. The representatives of these agencies should not have access to all the student's records unless the parent gives consent for such a disclosure.*

Participating agency failure to meet transition objectives. If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the school district must reconvene the IEP Team to *identify alternative strategies* to meet the transition objectives for the student set out in the IEP. This does not mean that the school district must provide the identical services written on the IEP; it means the IEP Team must reconvene to identify alternative strategies to meet the transition objectives.

Invite Representatives: Interagency Collaboration

InterAgency Collaboration

What agencies should the school district invite to an individual student's IEP meeting? How much time will another agency need to prepare for an IEP meeting? Should you invite more than one agency to an IEP meeting? Where can I find the names of people to contact in each agency? These questions may be addressed in the following activities:

Student Support

- Work with TNF's for ideas, resources, and learn which relationships they have made with community partners

- With parent and/or student permission, invite agencies in advance of the IEP meeting

Parental Involvement

- Hold transition fairs. Contact your Transition Network Facilitator for ideas and regional resources

- Create community resource maps and information for students and parents to navigate transition.

Career Awareness

- Learn about adult agencies services and eligibility and gather materials to share with students and families

Self-Determination Self-Advocacy

- Take advantage of cross-training opportunities between agencies

- School districts consider development of procedures for problem solving to address the needs of students with disabilities, and barriers they may face during the transition process

- Develop a systematic way to invite agencies that the student would possibly access after high school

- Learn from community partners: what does student or parent need to do to ready for the post-school environment? For Community College? Trade school? Local businesses?

Self-care/ Independent Living Skills

- Get involved with local Employment First programs

Learn about the local agencies/partners that provide transition services after high school		
Education or Training	**Employment**	**Independent Living**
⬩ Community Colleges/ Universities ⬩ College-Disability Services ⬩ Adult Education ⬩ Short term Certification Community Education ⬩ Military ⬩ Technical Training	⬩ Department of Vocational Rehabilitation ⬩ Department of Labor ⬩ Employment Department ⬩ Work Source of Oregon ⬩ Job Corps	⬩ Social Services-DHS ⬩ Social Security-SSI ⬩ Public Transportation (i.e., Dial-a-Ride, LIFT, CARTS, RideSource) ⬩ City and County Housing ⬩ Health Departments ⬩ Independent Living Services

This team is working to support the Governor's Executive Order (No.15-01) to further improve Oregon's systems of designing and delivering employment services for students with disabilities. Beginning in July 2015, the Transition Technical Assistance Network includes ODE's Secondary Transition Liaison, eight <u>full-time</u> Transition Network Facilitators, and one Regional Employment Coordinator and Trainer. The Transition Network Facilitator will work to support the collaborative efforts of Vocational Rehabilitation and Local Education Agencies in Oregon in the implementation of the Workforce Innovate Opportunity Act and the provision of Pre-Employment Transition Services (PETS). The network is in its second year of development.

The overall vision of the Transition Technical Assistance Network will support alliances that will shift the perception of society and raise expectations for individuals who experience disabilities so they can live full lives integrated in Oregon communities based on choice.

Some of the goals of the Transition Technical Assistance Network for the 2015-2016 year will include:

◈ Offer technical assistance to educators for students with disabilities who are of transition age.

◈ Develop strategies for successful team facilitation and planning.

◈ Continue to develop relationships with community partners such as Vocational Rehabilitation, Developmental Disabilities Service, County Mental Health, family advocacy programs, etc.

◈ Implement training and professional development for regional partners on policy and systems change.

◈ Provide support to districts in understanding Pre-Employment Transition Services (PETS).

For more information about the Transition Technical Assistance Network or for Executive Order and Employment First transition related information: www.ode.state.or.us/search/page/?id=4250

Overview Educator Institute Training Round I and II

The Educator Institute on Networking and Transition was a series of full day trainings designed especially for middle and high school special education teachers to learn more about adult service agencies and effective strategies to assist students with disabilities in the transition process. Topic sessions of this training included an introduction to Vocational Rehabilitation, introduction to Developmental Disability Services, Benefits Planning, Person Centered Planning- one page profiles, sample curriculum, local Employment First Groups, Family Advocacy Groups and training opportunities for families. This was an exciting opportunity for networking with agencies within their regions. For links to presentations from previous Educator Institute: www.ode.state.or.us/search/page/?=4194


What's next?

❑ The next round of Educator Institute on Networking and Transition trainings will be customized by the TNFs for each region. For training development opportunities, please contact your region's Transition Network Facilitator.

❑ Transition Curriculum & Assessment Toolkits are available to view, please contact your region's Transition Network Facilitator.

ODE Transition Network Facilitators
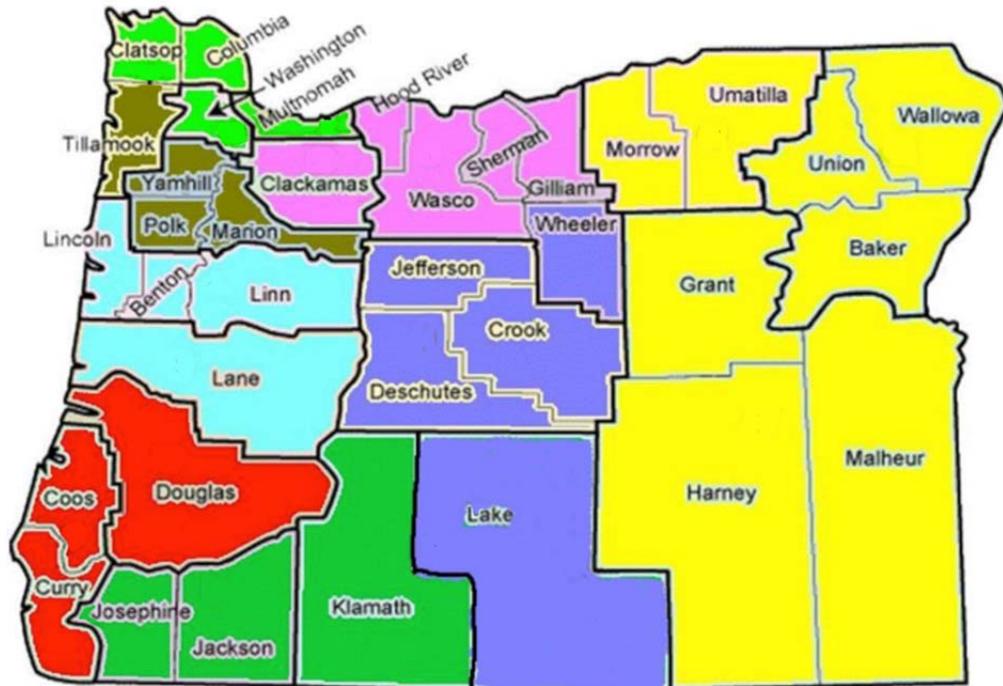
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Transition Technical Assistance Network Regional Programs

Transition Curriculum & Assessment Toolkit – Contact your TNF to view

REGION 3

REGION 1

UNDER CONSTRUCTION

http://tnfregion1.wix.com/tnfregion1

REGION 2

Volume 1, Issue 1 — Spring 2015

Oregon Transition Technical Assistance Network

Region 2 Review
(Marion, Polk, Tillamook, Yamhill)

Governor's Executive Order 15-01

Special points of interest:

- Reaffirms provisions in Executive Order 13-04
- Provides new definitions, clarifies previous definitions
- Incorporates the role of the Transition Technical Assistance network
- Includes integrated job growth for individuals by year
- Recent related various Memo of Understanding (MOU) serve to strengthen the key provisions of the order and clarify agency roles and responsibilities
- Cherry blossoms!

On February 2, 2015, before leaving office, former Governor John Kitzhaber, signed Executive Order 15-01. Executive Order 15-01 replaces Executive Order 13-04 which was signed in April 2013. Executive Order 15-01 incorporates language and additional definitions regarding integrated employment, implementing the Employment First Initiative, and annual job targets for individuals. We thank the former governor and key policy advisors for their support of Oregon citizens who have historically been underemployed. Copies of Executive Order 15-01 can be obtained at the website listed here: www.oregon.gov/gov/documents/executive_order/eo_15_01.pdf

Oregon State Capitol online photo

Transition Technical Assistance Network
(This is a free resource for you and others!)

Inside this Issue:

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Summer Job Training	4
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In late August, 2014, a group of people came together with staff from the Oregon Department of Education to form the Oregon Transition Technical Assistance Network. Transition Network Facilitators work in support of Executive Order 13-04 (now 15-01) and the Employment First Initiative. Facilitators serve counties within their region as well multiple school districts.

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REGION 4

As the TNF in this region, I supported individual schools in creating an informational nights where students, families, and school staff were able to meet with community partners. We invite representatives from Community Developmental Disabilities Programs, Brokerages, Vocational Rehabilitation Services and those programs that provide long term support such as, local colleges, subsidized housing, independent job developers, and recreational opportunities such as Special Olympics and Easter seals in each area. Parents and school staff hear a brief overview from each provider and then have the opportunity to visit the tables or booths to find out more information regarding the eligibility and services that the agency provides.

Transition Technical Assistance Network Regional Programs

REGION 7

High Desert Education Service District

Transition Network Pages
Transition Network Blog
Transition Resources for Educators
Transition Resources for Students & Families

Contact Information

High Desert Education Service District
Bend Education Center
520 NW Wall St.
Bend, OR 97701
Phone: 541-693-5700
Toll Free: 1-866-910-2833
Fax: 541-693-5701

REGION 5

The "*Jobs Alike*" was developed in Jackson, Josephine, and Klamath County for special education professionals to share their instructional practices and promote discussions that build shared knowledge. This collaborative team had email communication for questions, across counties meetings as well as county specific on topics generated by the professionals regarding transition.

REGION 8
http://tnf8.blogspot.com/

Transition Network Region 8
Transition Technical Assistance Resources for Eastern Oregon

Home | Employment First | County Directories | Resource Links | Curriculum/Assessments | Coming Events/Calendar

FRIDAY, AUGUST 28, 2015

TRANSITION TOGETHER

I WORK WE SUCCEED — EMPLOYMENT FIRST

The blog includes an Employment First page, county directories, resource links, curriculum & assessment links, and a coming events calendar updated periodically. Blog posts will highlight events, stories and articles region and state-wide.

REGION 6

The TAGG is an on-line transition assessment, in survey/questionnaire form, for secondary-aged youth, their families, and the staff who work with them. It is low cost and provides lists of strengths and needs, as well as, a present level of performance and goals based on the surveys. We found it very user friendly!

REGIONAL EMPLOYMENT COORDINATOR & TRAINER

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INTEGRATED EMPLOYMENT-COMPETITIVE WAGES
Three successes1st year

Helping schools learn how to start and sustain in-school businesses. Then, assisting in the training of the staff on how to reach out to community businesses in order to get work experiences and internship opportunities for students.

Bringing together schools, VR staff and DD staff to start successful partnerships and to understand the roles of each stakeholder and often to meet each other. Breaking down the "silos" and creating collaborative teams!

Facilitating "Parent Info" night at schools by inviting VR, DD, brokerages, Benefit counseling and planning and FACT to present and meet with parents and students the services that each can provide in helping their child transition to adulthood.

Self-Determination Self-Advocacy

Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a 12-month period of the student's program. Measurable annual goals include timeframe, conditions,

Self-care/ Independent Living Skills

behavior, and criterion. The annual goals are designed to support improvement in academic and functional skills necessary to achieve post-secondary goals. The IEP should be aligned so that for each post-secondary goal there should be an annual goal that will help the student make progress towards the post-secondary goals.

A Transition Plan has two types of goals:

Goal Type	Specific, Measurable, Attainable, Relevant?	Time Specific
Post-Secondary	Measurable statements of what a student will achieve after leaving school InterAgency Collaboration	**Post- Secondary = AFTER SCHOOL** Post-secondary goals for employment, education or training and independent living are achieved **after** students leave secondary education. Community Experience
Annual	The measurable goals that will be worked on this year to help build the student's skills in achieving the post-secondary outcome Social Skills	**Annual = EACH YEAR** The annual IEP goal identifies what will be accomplished this year to build the student's skills in achieving their post-secondary goals.

Annual Goals

For each post-secondary goal, there should be an annual goal or goals included in the IEP that will help the student make progress towards the post-secondary goals.

SMART Goal Development – After reviewing your present levels (academic and functional performance) develop **S.M.A.R.T. (*Specific, Measurable, Attainable, Relevant, Time-Specific*)** goals that address the individual needs of the student. You will need to do some evaluation of what is most important or what skills build upon each other in order to select the more appropriate goals.

Goal Component	Explanation
Given what…	means…**Under what conditions?** • Accommodations (change materials, procedures, alternative response, formats, etc.) • Assistive Technology (dictation software, calculators, visuals, etc.) • Specialized Instruction • Instructional Strategies (prompts, graphic organizers, etc.) • Modification (change the standard) • Environmental (classroom with predictable routines, etc.)
Who…	means…**The Student**
Will do what…	means…**Observable Behaviors** • Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc.
How Often…	means…**Frequency** • Daily, weekly, during content area, throughout the school day, when work is expected, etc.
How Accurately…	means…**How well or independently** • Percentage of accuracy, with how much assistance, etc.
Mode of Measurement	means…**Assessment (as measured by…)** • Progress monitoring • Teacher Observation • Curriculum Based Assessments • Behavioral Data • Formative Assessments • Self-Charting Progress • Classroom Progress (grades) • Student Work Samples • … and others

NOTE: This is just one way to develop a goal. There might be another process or tool that you may use in your district.

The **Summary of Performance** (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004 (IDEA 2004). The SOP must be given to students that graduate with a regular diploma or age out. ODE guidance is that all students that leave school with a modified diploma, an extended diploma, or an alternative certificate should also receive an SOP. The SOP must be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's post-secondary goals.

The SOP is a portable document that is given to the student before leaving school to assist the student in the transition from high school to higher education, training and/or employment. This important information about students' current level of functioning is intended to help post-secondary settings consider accommodations for access and may be useful in the assessment process for other adult service agencies. Post-secondary institutions will continue to make eligibility decisions on a case-by-case basis.

TIPS

❖ In many situations, waiting until the spring of a student's final year to complete the SOP will provide an agency or employer with the most current information on the performance of the student.

❖ Components of an SOP are all contained in the student's 12th grade IEP

❖ Consider using the functional limitation language for eligibility to VR services in the student's SOP see online resources at www.tcntransition.org

Resources

ODE Sample Summary of Performance Form
www.ode.state.or.us/pubs/forms/schoolage/1278-P.pdf

Example of Functional Limitation Language and Example of SOP documents for Allison, Alex & Rolanda can be found at www.tcntransition.org

Beginning spring 2016, districts are required to complete interviews with all students who received special education services (i.e., had an IEP) and who left secondary school in 2014-15. To help districts prepare for this change, materials from the National Post School Outcomes document, **Contacting Hard to Find Youth: Strategies for the Post-School Interviews,** have been adapted for Oregon districts. Use these strategies below to increase the number of students/families who agree to complete the interviews.

> Materials for the Post School Outcomes Data Application posted under the *ODE Resources* tab on the PSO 2.0 Application (secure district site), as well as on the Transition Community Network public site.

Strategies to Encourage Participation

❑ Provide Pre-Notification & Create Familiarity
- Discuss the follow-up interview with students before they leave school. Tell them what to expect and why.
- Let them know that the district has learned from the experiences of former students who answered the follow-up interview questions one year after leaving.
- The most motivating factor for completing interviews was the chance to help other students. Tell them how the information they share will be used to help others like them.
- Educate families & students about the process and importance of the Exit and the Follow-Up interviews.
- In the fall, have parents or adult students sign agreement-to-participate forms for the Exit interview. In the spring, complete the Exit interview with the students.
- Include PSO information (e.g., the PSO postcard) they will be receiving about the interview) along with other information distributed at the end of school (e.g., information about diplomas, graduation).
- During the last IEP meeting, ask students to identify who should call them for the Follow Up interview (I. e. favorite teacher, coach). Document this online in the contact information on the Exit interview so it will be on the call log for the Follow Up interview.
- During the last IEP meeting, ask students to address the PSO post card to themselves (copy available on TCN). This card will be mailed as a reminder to complete the Follow-Up interview.

❑ Show Interest When Conducting the Survey
- Practice interview before starting calls
- Be enthusiastic and interested in the answers
- Convey a non-judgmental tone

❑ Maintain Contact
- Know who from the family is still in school
- Leave call back number on messages so youth know it's you trying to reach them for the interview
- Use PSO logo on all materials and reminders
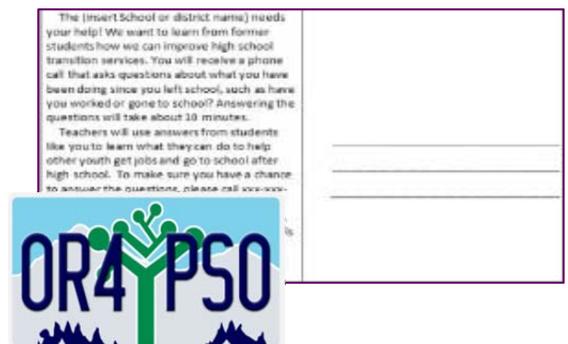
District PSO Results

The **Follow Up reports** found on the Reporting and Download tab of the PSO application are a measure of how effective the transition planning and services are in preparing district students for life after school.

Reports show **Engagement** Rate, the **Response** Rate, how well the interviewed students **represent the district population,** and the question results.

Six years of Exit and Follow Up interview results are available in the PSO application.
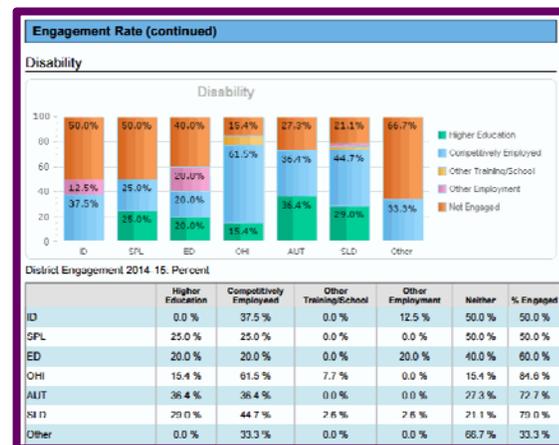
Using Outcome Data to Inform District Improvement

Ultimately, districts that demonstrate a high proportion of their students attending post-secondary school and/or working in competitive settings are likely to offer strong transition programs and quality services,

Post school outcomes should improve when predictors of post-school success and evidence-based practices are used as part of quality transition planning and services. The inclusion of the predictors in assessing district needs and priorities should lead to **higher graduation** rates and **lower dropout** rates as the planning is focused on the needs of the students.

Where to start?

➢ Create a short summary table of the most recent district performance, noting the change from the previous year. See example below and on page 11.

➢ Create charts at the building level if there is more than one high school in the district.

➢ Assemble a team of stakeholders involved in transition planning and services in the district to discuss the findings. Be sure someone familiar with the district data reporting is included on the team.

Example—most current district data	District	District Trend	State
Graduation Rate (4 year)	46%	Decrease 2% *(state increase 14%)*[1]	*51%*
Graduation Rate (5 year)	52%	Increase 2% *(state increase 12%)*[1]	*56%*
Dropout Rate	5%	No change *(state no change%)*	*6%*
Students with quality IEP's as measured by compliance on all 8 transition standards	90%	No change **(state dropped 7%)**	*75%*
Students in post-secondary school 1 year out	25%	No change *(state no change)*	*24%*
Students competitively employed one year out + in post-secondary school 1 year out	56%	Increase 1% *(state decrease .5%)*	*54%*
Total engagement	74%	Increased **2%** *(state no change)*	*70%*

[1] Modified diplomas included as graduates

What to look for?

➢ Highlight the performance that stands out for your district—either because it shows positive outcomes or less than positive outcomes.
➢ Compare district results to state results—look for patterns.
➢ Gather information on possible changes that took place in the district that might have influenced results, such as change in the program, district activities, staffing, and other relevant events.

Next steps

❑ Discuss the areas to examine more closely.
  ▪ For PSO results, look at the available data reports to see if particular subgroups show noticeable differences.
  ▪ Request additional graduation, dropout and the transition standards results for more details on subgroup performance.
❑ Discuss district policies and practices to help understand what the data are showing
❑ Prioritize district needs and begin plan to improve results

Oregon has partnered with the National Post School Outcome Center to explore the use of the *State Toolkit for Examining Post-School Success* (STEPSS). Developed by the National Post-School Outcomes Center (NPSO) in collaboration with the National Secondary Transition Technical Assistance Center (NSTTAC), and the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), STEPSS helps state and local education agencies use secondary transition data in a continuous improvement process. STEPSS is a web-based, multi-phase process enabling stakeholders to:

❖ **Examine** 4 years of graduation, dropout, secondary transition components of the IEP, and post-school outcomes data;
❖ **Assess** progress toward meeting targets in each outcome area listed above;
❖ **Select** predictors of post-school success to focus efforts, and
❖ **Develop** and implement an action plan designed to improve in-school, secondary transition programs for students with disabilities.

If you are interested in exploring this new tool, contact Sally Simich, Sally.Simich@state.or.us

This document is organized into topic areas:

General: Definition and general implementation information

Eligibility: Eligibility criteria

Decision-Making: Guidelines and procedures

Credit Requirements: Credit requirements, definitions, and proficiency levels Implications

Additional Student Requirements

Considerations: Impact on Post High School education, training and career options

Transition Services for 18-21 year old students

Interagency Agreements

Acronym Legend:	
SD	School District
PCS	Public Charter School
RD	Standard or Regular Diploma
MD	Modified Diploma
ED	Extended Diploma
AC	Alternative Certificate
IEP	Individualized Education Program

GENERAL

1. **Who can get the Modified Diploma (MD)?**
    The MD is a high school completion document that may be earned by students who have demonstrated an inability to meet the full set of academic content standards required for a regular high school diploma, even with reasonable accommodations. To be eligible for the MD, a student must have a "documented history"[1] of an inability to maintain grade level achievement due to significant learning and instructional barriers,[2] or a documented history of a medical condition that creates a barrier to achievement.

2. **Will students who receive the MD be eligible for federal financial aid at a post-secondary institution?**
    Yes. A student must receive a certificate of graduation from a school providing secondary education, and a high school diploma is the basic qualification awarded to students who graduate from a state/private school after completing formal instruction. Based on this information, ODE has determined that the Modified Diploma meets this definition. **Oregon students who receive a Modified Diploma are now eligible to apply for federal financial aid. This extends to students who may have received this diploma after 2009.**
    Whether it is prudent for an eligible student to seek federal financial aid is a determination that should be made on a case-by-case basis by a student and his or her family in consultation with a financial aid advisor. Factors that should be taken into consideration include the amount of borrowing involved, if any, and the student's expected ability to repay. A Modified Diploma does not guarantee admittance to a post-secondary institution.

3. **Will the MD be accepted by four-year universities, community colleges, or trade schools?**
    Most <u>four-year universities </u>do not accept the MD for admission purposes. An appeal may be considered by some universities.
    <u>Community college</u> courses are available to students who have the MD. At the community college level, all non-transfer entering freshmen are required to take a placement exam that indicates a student's current level of performance in reading, language arts (comprehension and writing) and mathematics. Community colleges offer remedial courses for students who do not pass the placement exam, but those courses do not count toward college credit.
    <u>Trade schools vary</u>, it is recommended that the school of interest be contacted and asked about entrance requirements, including diploma requirements.

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[1]Evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations (OAR 581-022-1134(1)(a))

[2]A significant physical, cognitive or emotional barrier that impairs a student's ability to maintain grade level achievement (OAR 581-022-1134(1)(b))

4. **Will the MD be accepted by the military?**
   Some branches of the military may accept the MD. Acceptance depends on the current needs of the military; however, criteria may change frequently. Students and their parents should check with military recruiters to determine if the MD is currently being accepted. All branches of the service have minimum scores required for entry on a placement test called the Armed Services Vocational Aptitude Battery (ASVAB).

5. **Who can get the Extended Diploma (ED)?**
   The ED is a high school completion document that may be earned by students who have demonstrated the inability to meet the full set of academic content standards required for a high school diploma or the MD, even with reasonable accommodations. To be eligible for the ED, a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or have a documented history of a medical condition that creates a barrier to achievement or have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments. **OAR 581-022-1133 (5)**

6. **Who can get the Alternative Certificate (AC)?**
   The AC is a high school completion document that may be earned by a student who does not satisfy the requirements for the high school diploma, MD or ED. To be eligible for an AC, a student must have met the criteria requirements as specified in district school board policies.

7. **Why would a student earn the MD or ED instead of a regular high school diploma?**
   A student may not be able to meet the full set of academic content standards, even with reasonable accommodations but may be able to fulfill all requirements for the MD or ED as described in state Rule. The MD requires 24 units of credit. The ED requires 12 units of credit. Credits for the MD or ED may be earned through modified courses, regular education courses (with or without accommodations or modifications), credit by proficiency, or a combination of the above.

8. **Do all modified courses have to be taught by highly qualified teachers?**
   According to the Elementary and Secondary Education Act (ESEA), teachers of core academic subjects are required to be highly qualified. Core academic subjects include reading, language arts, mathematics, sciences, foreign languages, civics and government, economics, arts (visual arts, music and drama), history, and geography. A teacher who does not teach a core academic subject is not required to meet the requirements specified in ESEA. For updated information check: www.ode.state.or.us/search/page/?id=2219 Contact Rae Ann Ray for additional information raeann.ray@state.or.us.

9. **Can a student earning the MD, ED or AC participate in the high school graduation ceremony?**
   Yes, a student receiving the MD, ED or AC <u>shall</u> be offered the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

10. **In order for students to achieve a high school diploma, the MD, ED, or AC, is a SD or PCS required to provide on-site access to appropriate resources at each high school in the SD or at the PCS? Does this include alternative schools and other educational environments for district-placed students?**
    Yes, a SD is required to provide on-site access to appropriate resources to achieve a high school diploma, the MD, ED or AC at **EACH** high school in the SD or at the PCS. However, if a student has already earned the MD, ED or AC, services may be provided at a location determined by the SD. The SD responsible for these services is required to follow the Statutes and Rules, for all enrolled students, including those in alternative education, public virtual schools and students placed in homebound services by the district.

11. **Does the district have the flexibility to change the names of the MD and the ED?**
    No, ORS 329.451 states that SDs and PCSs must offer the MD and ED. Furthermore, the Oregon Legislature has indicated its intent to have statewide uniformity for high school diplomas.
    SDs must offer the AC and may use alternative names for the certificate. However districts may <u>not</u> name that certificate a diploma. A SD or PCS may have policy for multiple ACs.

12. **What do SDs and PCSs need to know about required consents for diploma options?**
Consent to award a diploma option: A SD or PCS may award the MD, ED or AC to a student only upon the consent of the parent or guardian of the student *or upon the consent of the adult student or emancipated minor student*. A district or school **must** receive the consent in writing and during the school year in which the MD or ED is awarded.
A "parent" means one or more of the following persons:
   - A biological or adoptive parent of the child;
   - A foster parent of the child;
   - A legal guardian, other than a state agency;
   - An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
   - A surrogate parent who has been appointed in accordance with OAR 581-015-2320.
The SD should document the receipt of written consent and place the consent in the student's file.

16. **If the parent of a student who is under 18 refuses to sign for the MD, ED, or AC, must the student continue to work toward a regular diploma?**
Yes, the student would continue to work toward a regular diploma. However, when a student turns 18 (adult student) and the educational rights transfer, the student is then responsible for giving consent for the diploma options. The adult student may ask another adult to be his or her surrogate; however, the student can revoke that surrogate permission at any time. If the student is under guardianship, the guardian must give consent.

17. **Can a student earn the MD, ED or AC in less than 4 years?**
Yes, a student may complete the requirements for the MD, ED or AC in less than four years if the parent or adult student gives consent. This regulation does not apply to a regular diploma.
The consent must be written and state:
   - The parent or adult student is waiving the 4 year or until age 21 criteria to complete the requirements for the MD, ED or AC.
   - A copy of the consent must be sent to the district superintendent.
   - Each SD must annually provide the number of consents to the State Superintendent.
Consent may not be used to allow a student to satisfy the requirements of the MD, ED, or AC in less than 3 years.

18. **Are there other consents and notifications related to transition aged students??**
Yes, reducing the total number of hours: If the IEP team reduces the number of hours of instruction and services provided to the student,
   - the SD must inform the parent of the student in writing annually of the SD's duty to comply with the total number of 990 hours for grades 9-11 and 966 hours for grades12 and beyond;
   - the SD cannot unilaterally decrease the total number of hours of instruction and services; and
   - the SD must obtain a signed acknowledgement from the parent of the student that they received the information.
If the student is over 18 and the educational rights have transferred to the student, then the SD must address the letter to the adult student and copy the parents.

19. **What notifications related to the MD, ED or AC are required?**
Availability of the diploma options: Beginning in grade five or beginning after a documented history has been established and then annually, SDs and PCS are required to provide annually information to the parents or guardians of a student taking an alternate assessment who has the documented history, about the availability of a MD, ED, and AC and the requirements for each of these options.
Upon modification of a course: The SD or PCS shall inform the student and parent of the student if the courses in grades 9-12 have been modified for an individual student.

20. **Can a student continue working toward another completion document after they receive the MD, ED or AC?**
Yes. Special education students may continue to attend their regular high school beyond the normal four years until such time as they either receive a regular high school diploma or reach the age of 21. Regular education students may attend up to the age of 19 unless SD policy allows students to

continue after that age.

21. **When should an IEP team discuss diploma options?**
An IEP Team or School Team should start discussing diploma expectations with the parent and student early in the student's academic career.
SDs and PCSs are <u>required</u> to annually provide information to the parents the availability of the MD and ED and the requirements for the MD and the ED.
A student's school team must decide that a student should work toward the MD no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school. However, a student's school team may formally decide to revise the MD decision.
A student's school team may decide that a student who was not previously working towards the MD should work toward the MD when a student is less than 2 years from their anticipated exit from high school if the documented history of the student has changed.

22. **Can an IEP Team or school team change the decision as to what diploma option the student will be working toward?**
Yes, an IEP or school team may change the decision as to what diploma option a student will work toward. The team may determine at any time that the student should work toward a more rigorous option (e.g., change from modified to regular or extended to modified) as long as the student meets any criteria associated with the new diploma type. A team may determine that a student working toward a more rigorous option should pursue a less rigorous option (e.g., change from regular to modified or modified to extended) only if the student meets the eligibility criteria for that option.

23. **How does the IEP team establish that a student who has entered from out of state needs to be working toward a modified diploma?**
The IEP team can make the determination if the student is eligible for the MD and documented evidence exists that the student cannot maintain grade level achievement.

24. **For the MD, does the district implement the plan 2 years before the student's expected graduation date?**
A school team must decide no later than 2 years before the student's anticipated exit from high school, if the student will work toward the MD.
OAR 581-022-1134(4)(c) Except as provided in **subsection (e)** of this section, a student's school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school.

However, if a student is working toward a regular diploma and the IEP team or school team decides circumstances have changed for the student in the last two years of high school, then the IEP Team or school team may revise their decision, at any time, and allow the student to work toward the MD. The circumstances necessitating this change should be documented.
OAR 581-022-1134(4)(e) A student's school team may formally decide to revise a modified diploma decision.
The reverse is also true. If the student is working toward the MD and the IEP team or the school team decides the student can be successful at working toward a regular diploma, then the Team should document the reasons for the change and allow the student to work toward a regular diploma. Remember, to receive a regular diploma all credits must be taken under standard conditions without modifications. In these situations, the student may have to re-take and pass courses that were previously taken under modified conditions.
OAR 581-022-1134(3)(b) A SD or PCS may not deny a student who has the documented history described in paragraph (a) of this subsection the opportunity to pursue a diploma with more stringent requirements than a modified diploma for the sole reason that the student has the documented history.

26. **Does each Public Charter School (PCS) have to provide all diploma options and their requirements?**
Yes. PCSs must ensure that students have access to the appropriate resources to achieve a regular diploma (OAR 581-022-11300), a modified diploma (OAR 581-022-1134), an extended diploma (OAR 581-022-1133) and an alternative certificate (OAR 581-022-1135).

27. When is a student considered to be "first enrolled in the 9th grade"?
The definition of the high school entry year is the first school year in which the student first attended any high school grade in the United States or elsewhere. For most students, this is their first year as a ninth grader.

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ELIGIBILITY

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28. Can the MD be earned by either a student with disabilities or a regular education student?
Yes, the MD can be earned by either a student eligible for special education or a regular education student, as long as the student meets the eligibility requirements of the MD.
OAR 581-022-1134(3)(a) Except as provided in paragraph (c) or (d) of this section, a SD or PCS shall grant eligibility for a modified diploma to a student who has:
  (A) A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
  (B) A documented history of a medical condition that creates a barrier to achievement.

29. Are students who are not eligible for special education, but receive the MD, still eligible for post high school transition services?
School Districts and PCS are not required to provide transition services to a regular education student after they received the MD. However, the district may allow a regular education student to access those services.
A district school board is required to admit all persons between the ages of 5 and 19 who reside within the SD. A person whose 19th birthday occurs during the school year shall continue to be eligible for services for the remainder of the school year *(ORS 339.115 Admission of students)*
Special education students may continue to receive services beyond the normal four years until such time as they either receive a regular high school diploma or reach the age of 21.

30. Who is NOT eligible to earn the MD?
Students who are currently engaged in the use of illegal drugs or alcohol are excluded from consideration of this option if the significant learning and instructional barriers are **due** to the use of illegal drugs or alcohol.

31. What are the definitions in the (Eligibility Criteria)
Documented History is evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.
An instructional barrier is a significant physical, cognitive or emotional barrier that impairs a student's ability to maintain grade level achievement.

32. Examples of an instructional barrier and significant learning barrier
a) Instructional Barrier: Intermittent panic attacks that prevent the student from attending and participating in school on a regular basis and responding to instruction without significant modifications.
b) Instructional Barrier: The level of comprehension, either concrete or abstract. A student who functions on a concrete level and is unable to comprehend the abstract would not be able to maintain grade level achievement, particularly in math and science, unless content were presented concretely, even with intense instruction.
c) Significant Learning Barrier: A specific learning disability in math that would not allow the student to succeed beyond a certain grade level even with a variety of accommodations and modifications and intense instructional opportunities.

33. Does a regular education student who can't pass the Oregon Assessment of Knowledge and Skills (OAKS) or Smarter Balanced test, but demonstrates proficiency in certain essential skills through an approved local option automatically become eligible for the MD?
No. Failure to meet the requirements for a regular high school diploma does not automatically make the student eligible for the MD. Students must meet the full set of eligibility criteria in order to receive the MD, including having a documented history of the inability to maintain grade level achievement

due to significant learning and instructional barriers, or a documented history of a medical condition that creates a barrier to achievement.

34. What is a modified curriculum?
The level of modification is determined by the school district. Modifications are made to assist students in meeting academic standards. For one student, it may mean algebra with modifications that would allow the student to meet part of the algebra standards. For another student, it may mean completing all the requirements for a consumer math course or completing a basic math course on the 6th grade level. The purpose is to push the student to work towards their potential while providing them with any accommodations and/or modifications they require to do so.

CREDIT REQUIREMENTS

35. How do the credit requirements vary for the MD as compared to a regular diploma?

Academic Subject	Credits Required for Graduation with the Modified Diploma	Credits Required for Graduation with the Oregon Diploma
English/Language Arts	3[3]	4
Mathematics	2	3
Science	2	3
Social Sciences[4]	2	3
Physical Education	1	1
Health	1	1
Second Languages/ The Arts/Career and Technical Education (CTE)[5]	1	3
Electives[6]	12	6
TOTAL CREDITS	**24**	**24**

36. Is there a specific level of proficiency in math or other core courses that the student needs to acquire or just the required number of credits?
No, for the MD or ED, the student would not have to reach a specific level of proficiency. Credit could be earned in such courses as consumer math, business math or basic math. Credit could also be earned in courses at a higher level of proficiency, but with significant modifications.

37. What are the graduation requirements for students receiving the MD?
Students are required to earn 24 credits, complete the Personalized Learning Requirements (as described in OAR 581-022-1134), and demonstrate proficiency in the required Essential Skills (as described in OAR 581-022-0615).

38. What are the graduation requirements for students receiving the ED?
Students are required to earn 12 credits, which may not include more than six credits earned in a self-contained special education classroom (as described in OAR 581-022-1133).

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[3] Students shall have access to literacy instruction until the completion of school.
[4] **Social Sciences** may include history, civics, geography and economics (including personal finance).
[5] Second Languages/The Arts/Career and Technical Education (CTE) units may be earned in any one or a combination of courses.
[6] School districts and public charter schools shall be **flexible in awarding the remaining 12 units of credit**. The credits must meet the needs of the individual student as specified in the **education plan** of the student with the expectations and standards aligned to the appropriate grade level academic content standards. These credits may include: (A) Additional core credits; (B) Career and Technical Education; (C) Electives; and (D) Career development.

39. What are the graduation requirements for students receiving the ED?
While in grade nine through completion of high school, students working toward the ED must complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and must include:

- Two credits of mathematics
- Two credits of English
- Two credits of science
- Three credits of history, geography, economics or civics
- One credit of health
- One credit of physical education
- One credit of the arts or a second language

40. What are the rules for credit for the MD?
To receive a modified diploma a student must earn 24 credits between grade 9 and the end of their high school career, with at least 12 of those credits to include:

- English Language Arts—3
- Mathematics—2
- Science—2
- Social Sciences (which may include history, civics, geography and economics, including personal finance)—2
- Health Education—1
- Physical Education—1
- Career Technical Education, the Arts or Second Languages (units may be earned in any one or a combination)—1
- The 12 remaining credits may include:
  - Additional core credits
  - Professional technical education
  - Electives
  - Career Development

Students may earn units of credit through:
- Regular education with or without accommodations or modifications;
- Modified courses; or
- Demonstrating proficiency through classroom work or documentation of learning experiences outside of school, or through a combination.

41. What are the parameters for a student on the MD completing senior projects? Are they expected to do so with modifications?
Students working toward the MD must complete the Personalized Learning Requirements (Education Plan and Profile, Extended Application), and the Essential Skills. However, any of these components may be with accommodations and modifications.
Students working toward an ED or AC are not required to complete the Personalized Learning Requirements or Essential Skills.

42. If a student changes from MD to RD, does the student have to re-take modified classes to have them count?
Yes, all courses/credit required for graduation with a regular diploma must be taken under standard conditions without modifications. All other courses can be modified.
For example, the student may take algebra for the first time in his/her freshman year under modified conditions and the course will not count toward a standard diploma. However, the student may retake the course under standard conditions, without any modifications, and the second algebra course would count towards a regular diploma. NOTE: Taking the original algebra course with modifications does not automatically require a student to work toward the MD. If a student has successfully completed the requirements for a regular diploma, the SD must award the regular diploma to the student.

43. What is Career Development, which is included in the list of 12 remaining credits required for the MD?
Career Development as used in the MD rule aligns with *OAR 581-022-1510 Comprehensive Guidance and Counseling*. Career Development could be any coursework, including working in a career center or other career exploration work that would assist the student in preparing for the career of his/her choice. For a student with disabilities, career development would include transition services and the course of study the student would pursue in order to achieve his or her post-secondary goal.

44. What are "Additional Core classes" which are included in the list of 12 remaining credits required for the MD?
Additional core are classes in English/Language Arts, Mathematics, Science, and Social Sciences.

45. Can we apply credits of Co-Operative Work Experience completed during the summer towards the 12 Elective Credits for a student on the MD?
This will be determined by the SD's policy regarding credit for work experience, including Co-Operative work experience.

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ADDITIONAL STUDENT REQUIREMENTS

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46. Are students working toward the MD required to complete the Plan and Profile and Extended Application and the Career related Learning Experiences?
Yes. Each student is expected to:
1. Develop an **education plan** and build an **education profile;**
2. Be aware of the option to earn **credit for proficiency;**
3. Build a collection of evidence (or include evidence in an existing collection) to demonstrate **extended application** of the standards; and
4. Demonstrate proficiency in essential skills before they are awarded the MD (OAR 581-022-0615).

47. What are the required Essential Skills?
For students first enrolled in Grade 9 in 2010-2011 or later, three of the Essential Skills are graduation requirements:
1. Read and comprehend a variety of text
2. Write clearly and accurately
3. Apply mathematics in a variety of settings

Additional information regarding Oregon's Essential Skills can be found at
http://www.ode.state.or.us/search/page/?id=2042

48. Are modifications allowed in the demonstration of the Essential Skills?
Yes. Students who use modifications on assessments for the Essential Skills are eligible for a Modified Diploma; the use of modifications makes students ineligible for a Regular Diploma.
For students on IEPS or 504 Plans:
SDs and PCSs may administer modified Work Samples or OAKS assessments consistent with the requirements of the student's IEP or 504 Plan.
According to *OAR 581-022-0615*:
- school districts may only administer modifications to students with an IEP or 504 Plan and
- school districts may only administer modifications in accordance with the assessment decision made by the student's IEP or 504 team and documented in the IEP or 504Plan.

When modifying an OAKS assessment, the SD or PCS must:
- Ensure that the modifications are in compliance with section 4(d) of *OAR 581-022-0610: Administration of State Tests.*
- Inform the student's parent that the use of a modification on an OAKS assessment will result in an invalid assessment.

Note: modified OAKS assessments are not valid for the purposes of school and district accountability.
for students who are not on an IEP or a 504 Plan:
SDs and PCSs may administer modifications to Work Samples that are consistent with the modifications the student has received during instruction. *Note:* students who are not on an IEP or a 504 Plan may not receive a modified OAKS assessment or a modified cut score.
- When modifying a Work Sample, the SD or PCS must ensure that: Students have received those same modifications during instruction in the content area to be assessed and in the year in which the Work Sample is administered.
- The modifications have been approved in advance by the student's school team responsible for monitoring the student's progress.

49. May modified OAKS assessments be used for accountability purposes?
No. Although modified OAKS assessments may be used to fulfill the Essential Skills requirement by students seeking the MD, these modified assessments are still considered invalid for school and district accountability purposes (i.e., participation and performance). All of the implications associated with modifying assessments and curricula for the purpose of obtaining the MD should be made clear

to parents and decision-makers.

50. When does the SD determine modifications in OAKS cut score for a modified diploma?
Throughout a student's high school career, a SD should be using other assessment measures to make informed decisions about academic progress and potential need for targeted instruction. If there is a clear pattern or trend that shows a student is not making progress despite focused instruction and/or remediation, then a SD should consider other options. In addition to the student's assessment performance, a SD should consider their grades in other core content classes. The best time to make this decision varies because of student learning styles and other environmental factors.

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CONSIDERATIONS

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51. Is a student who receives the MD, ED or AC considered a Dropout for the Cohort Graduation Collection?
For students who receive the MD in 2014-15 and later, the MD earned in four or five years is included on the Cohort graduation rate as leaving with a diploma.
A student who receives the ED or the AC is counted as a high school Non-Graduate, specifically an Other Completer, on the cohort graduation collection. Non-Graduates, such as GEDs, EDs and AC's negatively affect the district's cohort graduation rate.

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TRANSITION SERVICES FOR 18-21 YEAR OLD STUDENTS

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52. Does a student attending alternative education programs, public virtual schools or district-placed homebound services require the instructional hours, transition services, and other services?
Yes. A student who receives the MD, ED or AC must have access to instructional hours, hours of transition services and hours of other services that are designed to:
- Meet the unique needs of the student; and
- When added together, will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school (990 hours/year for grades 9-11 and 966 hours for grades12 and beyond).

The SD responsible for these services is required to follow the Statutes and Rules, for all enrolled students, including those in alternative education, public virtual schools and students placed in homebound services by the district.
The following process is suggested:
1. Begin the IEP meeting by assuming the student will have a full day of services, 5 days a week.
2. **Based on the student's needs and performance level**, the IEP Team will determine the **instruction** that the student needs. (e.g., academic instruction, behavioral instruction, social instruction, and/or functional instruction). Write the instruction needed in the form of a measurable goal on the IEP.
3. The IEP Team shall determine the amount of time needed for the student to make adequate progress on those goals.
4. The IEP Team shall decide what **transition services** the student needs including:
   - Related services (e.g. Occupational Therapy, Physical Therapy, Speech and Language Therapy),
   - Community experience (e.g. recreation activities, job shadowing, volunteering, community living experiences),
   - Development of employment objectives (e.g. how to get a job, write a resume, complete an interview),
   - Post adult living objectives (e.g. life skills, independent living skills); and
   - Functional vocational evaluation.
   - Write the transition services in the form of a measurable goal on the IEP.
5. The IEP Team must determine how much *time* per week, per month, or per day the student needs in order for the student to make adequate progress on the goal(s).

6. The IEP Team must determine what **other services** the student needs (e.g., comprehensive supports, the Brokerage services, Independent Living Center services, Vocational Rehabilitation services, etc.) Write the other services in the form of a measurable goal on the IEP.
7. The IEP Team must determine how much *time* per week, per month, or per day the other agencies must provide to the student in order for the student to make adequate progress on the goal(s). The SD may count those other services paid for or provided by other agencies toward the total 990 hours/year for grades 9-11 and 966 hours for grades12 and beyond.
8. The IEP Team will add all the hours in # 3, 5, and 7 above. This is the number of hours the student is being served. This is the amount of time the IEP Team, including the parent or adult student determined was necessary to meet the student's needs. If that is less than 990 hours/year for grades 9-11 and 966 hours for grades12 and beyond, the SD will write a letter to the adult student or guardian informing them of:
   a) The SD's duty to comply with the total number of instructional hours; and
   b) That the SD cannot unilaterally decrease the total number of hours of instruction and services.
9. The IEP Team must then write a statement on the IEP that explains the reasons the student is not accessing 990 hours/year for grades 9-11 and 966 hours for grades12 and beyond of instruction and services.
10. The SD must receive a signed acknowledgement from the adult student or guardian that they received the information.

53. Can the IEP team determine if a student needs less than the required instructional hours/year of services?
Yes, based on the student's needs and performance level, the IEP Team can determine if a student needs less than 990 hours/year for grades 9-11 and 966 hours for grades12 and beyond of services. If the IEP Team determines that the student will receive less than the required instructional time, the SD will write a letter to the adult student and guardian informing them of:
 a) The SD's duty to comply with the total number of instructional hours; and
 b) That the SD cannot unilaterally decrease the total number of hours of instruction and services.
The SD must receive a signed acknowledgement from the adult student or guardian that they received the information.
The IEP Team must then write a statement on the IEP that explains the reasons the student is not accessing 990 hours/year for grades 9-11 and 966 hours for grades12 and beyond of instruction and services.

54. Do the instructional hours that are part of the 990 hours/year for grades 9-11 and 966 hours for grades12 and beyond per year all need to be special education or specially designed instruction?
No, all instructional hours included in the 990 hours/year for grades 9-11 and 966 hours for grades12 and beyond do not need to be specially designed instruction.

55. What non-academic hours can be counted in required instructional time (e.g., transportation)?
School assemblies, student orientations, testing, parent-teacher conferences, and other instructionally related activities involving students directly may be included in the required instructional hours. However, transportation to and from school, passing times between classes, non-instructional recess and lunch periods shall not be included unless the student is being taught these skills through specially designed instruction listed on the student's IEP. Passing time is defined as those minutes between segments of the program that is included in the school's daily schedule.
With a local school board approval, annual instructional hour requirements may be reduced as follows:
- Up to a total of thirty (30) hours to accommodate staff development activities, pupil transportation schedules, or other local program scheduling arrangements;
- Up to a total of fourteen (14) hours of emergency school closures due to adverse weather conditions and facility failures; and
- The instructional time requirement for twelfth-grade students may be reduced by action of a local school board for an amount of time, not to exceed thirty (30) hours of instructional time.
For more information on OAR 581-022-1620 visit:

56. IDEA gives districts the authority to designate the location of special education and related services. Does on-site access to resources at each high school for the diploma options contradict what has been set forth in IDEA?
This statute, *ORS 329.451 High school diploma; modified diploma; extended diploma; alternative certificate; grade level advancement,* passed by the Oregon Legislature in 2011 is an example of a State meeting and exceeding the Federal Statute. States may go beyond the requirements as stated in Federal statutes and regulations.

57. If a district sponsored high school provides access, must the district sponsored charter school also provide access?
Yes, the SD and PCS must ensure that students have **on-site** access to the appropriate resources to achieve a high school diploma, the MD, ED, or AC at each high school in the school district including public charter high schools.

58. How does the rule for on-site access at each high school apply to Virtual Charter Schools?
The SD responsible for these services is required to follow the Laws and Rules in all situations, including alternative education, public virtual school and district placed students receiving homebound services.

59. Can a rural school consolidate students and send them to a bigger high school (that provides access already), and still meet the requirements mandated by the law?
No, a school district or public charter school must ensure that students have **on-site access to the appropriate resources** to achieve a high school diploma, a modified diploma, an extended diploma or an alternative certificate **at each high school** in the school district or at the public charter high school.

60. Do the services provided by Brokerages outside of the school day count toward the required instructional hours?
The individual student's school day is defined by the number of hours of instruction, transition services and other services the student will receive as determined by the IEP Team. The IEP Team must determine what **other services** the student needs (e.g., comprehensive supports, the Brokerage services, Independent Living Center services, Vocational Rehabilitation services, etc.) If the Brokerage services are part of the "other services" determined by the IEP Team as necessary and part of the student's school day, then the SD should count those other services toward the total 990 hours/year for grades 9-11 and 966 hours for grades12 and beyond.

INTERAGENCY AGREEMENTS

61. If another agency is providing services for a student through a current contract between the agency and the SD, and the services are being included as part of the total number of hours, does an additional interagency agreement between the district and the other agency need to be developed?
An interagency agreement must be written for each individual student. Transition services and other services **designed to meet the unique needs of the student** may be provided **to the student** through an interagency agreement entered into by the SD and the agency if the **IEP developed for the student** indicates that the services may be provided by another agency.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, marital status, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4772.

COMMUNITY PARTNERSHIP SECTION

COLLABORATION REQUIRES COMMUNICATION

VOCATIONAL REHABILITATION

PRE-EMPLOYMENT TRANSITION SERVICES (PRE_ETS)

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ODDS EMPLOYMENT SPECIALISTS

DISABILITY RIGHTS OREGON

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TRAUMATIC BRAIN INJURY (TBI)

NOTES

Communication is understanding the emotion and intentions behind the speaker and the listener. Effective communication can lead to collaboration when the meanings are understood by all of the team members, especially the students. When there is understanding, connections are made and together that leads to problem solving and decision-making to create successful transition plans for students and families

When Educators use these terms…						
Audience Hears…	**OUTCOMES**	**ASSESSMENT**	**COURSE OF STUDY**	**POST-SECONDARY GOALS**	**SELF-ADVOCACY**	**SELF DETERMINATION**
Student	Where do I go???	Not Another Test!!!	Classes?	I am not sure what my options are.	If I talk, will they listen?	I am in charge of my future?
Parent	What is out there for my child?	Not another test – more test anxiety! Will it help or discourage?	What classes lead to graduation?	Are these goals realistic?	I want them to listen to me too	Where do I get the information to guide my child to ask for what he/she needs?
General Educator	College and career readiness	Academic Finals Smarter Balance	Education or Career Plan	College / University	Pick a university Ask for help	I will guide students to make choices
Special Educator	Post-secondary education or training and employment	Psycho-ed test Academic test Transition & Career surveys Life skills evaluation	Course of Study	Goals related to post-secondary education, training, work, independent living	Know your disability Ask for accommodations	Use you initiative to plan your future and share your plans
College Staff/Faculty	Persistence – complete your degree or certificate Transfer from community college	Placement test Eligibility for DSPS Finals Test for license	Education Plan	Major	Students need to know what classes they want and ask for DSPS services they need	Responsibility for career and education planning They must use initiative to ask for help
VR – Counselor	Employment	Vocational evaluations Work readiness Situational assessment	What classes or programs relate to employment goals	Employment Goals	Can they describe their disability and state their employment goal	Set realistic goals for themselves and advocate for their needs
DD – Case Manager	Integrated competitive employment Quality life	Eligibility for services Specialized assessments	Classes to earn diploma or certificate	Do you want to leave high school with a diploma or certificate?	Request services when developing a program plan	State goals for the future Make choices about services to meet needs
Employers	Responsible Productive Employee	On the job evaluation	What training does the employee need?	Minimum qualifications for jobs	Speak up Ask for what you need Disclose your disability	Plan ahead Complete education and training in advance

Source: Shasta 21st Century Career Connections and California Transition Alliance

VOCATIONAL REHABILITATION

Workforce Innovation and Opportunity Act

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers, including youth and students, access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

Oregon's Workforce Programs, schools and Vocational Rehabilitation are working together to build stronger partnerships and collaboration.

WIOA promotes alignment of workforce development programs with regional economic development strategies to meet the needs of local and regional employers and together these partners are committed to developing career pathways and training opportunities for students.

VR-IDD Counselors:

VR-IDD Counselors have expertise and interest in serving VR participants with Intellectual and/or Developmental Disabilities toward successful supported employment outcomes. Most of their time is spent managing a caseload of individuals with IDD and coordinating with brokerages, schools, county DD and other Employment First Partners on behalf of each VR participant. While their goals develop locally and regionally, generally they will: participate on Employment First Teams; make conference presentations across agencies; outreach to community partners; collaborate with ODE TNFs and ODDS Employment Specialists; share their expertise with other VR staff; and work on special projects.
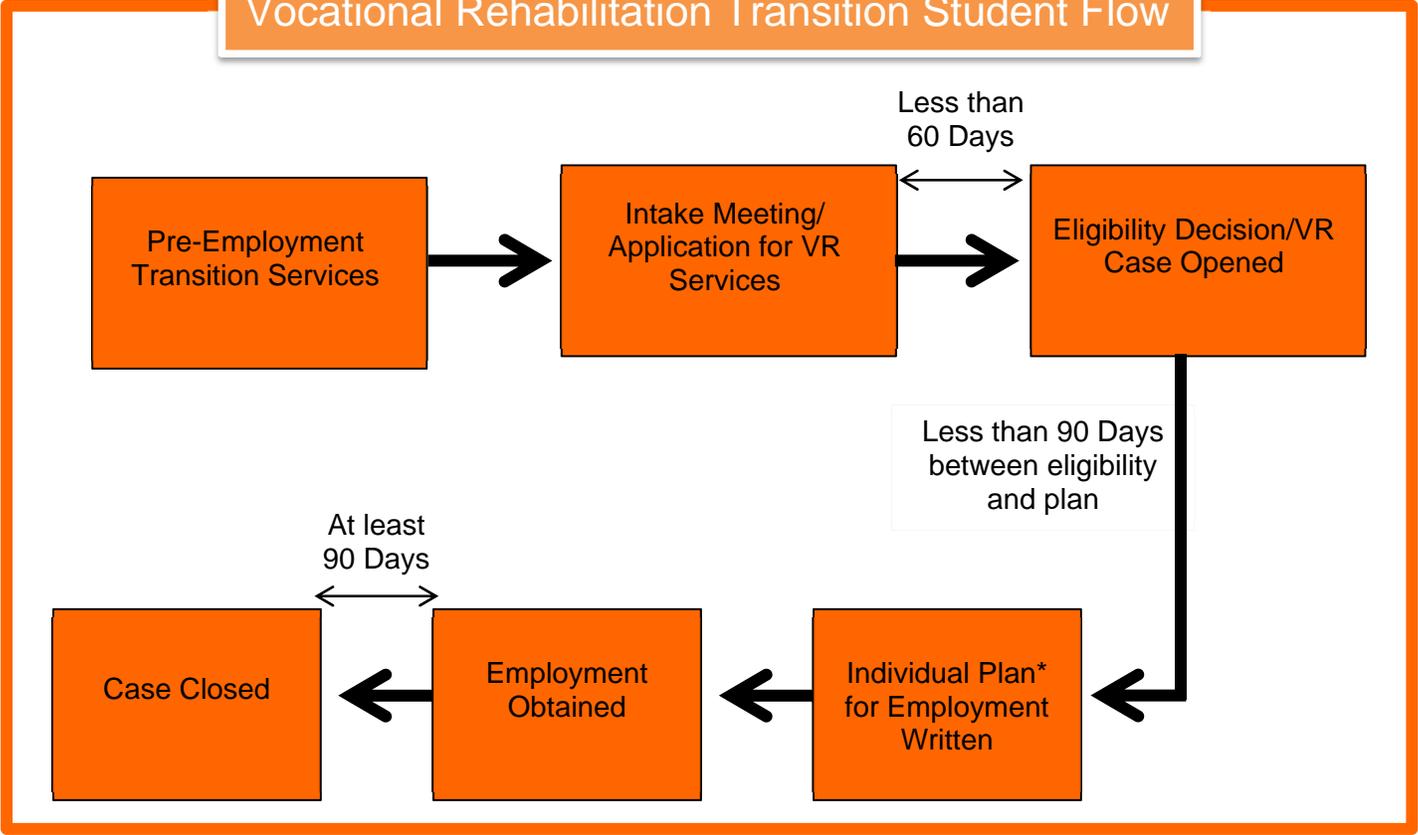

Find your local Agency
www.oregon.gov/dhs/employment/VR/Pages/Locator-Schools-Families.aspx

Who's New

VR−IDD Staff

Karen Burch	Washington County office	(503) 277-2513	karen.b.burch@state.or.us
Susanne Snyder	Springfield office	(541) 736-7813	susanne.a.snyder@dhsoha.state.or.us
Mark Foster	Central & North Portland Offices	(503) 774-1174	mark.j.foster@state.or.us
Derek Hill	Clackamas Office	(971) 673-6130	derek.r.hill@state.or.us
Alan Roberts	North Salem Office	(971) 673-6130	alan.d.roberts@state.or.us
Doreen Earl	East Portland Office	(971) 673-5858	doreen.earl@state.or.us
Cortney Gibson	Bend Office	(541) 388-6336	cortney.gibson@state.or.us
Jaime Ketchum	Roseburg Office	(541) 464-2115	jaime.l.ketchum@state.or.us
Bob Stevens	Bend	(541) 388-6336	bob.stevens@state.or.us
(VRC IDD Specialist)			

For more information, you can contact these VR Administrators:

- Ann Balzell   (503) 945-6975   ann.balzell@state.or.us
- Robert Costello   (971) 673-3055   robert.costello@state.or.us
- Joe Miller   (503) 945-6375   joseph.w.miller@state.or.us

Vocational Rehabilitation Transition Student Flow

Pre-Employment Transition Services	→	Intake Meeting/ Application for VR Services	→	Eligibility Decision/VR Case Opened

Less than 60 Days

Less than 90 Days between eligibility and plan

Case Closed	←	Employment Obtained	←	Individual Plan* for Employment Written

At least 90 Days

Potential Plan Activities*

- Individual Accommodation
- Interest / Career Assessments
- Job Search
- Job Shadows
- Internships
- Supported Employment
- Training
- Other
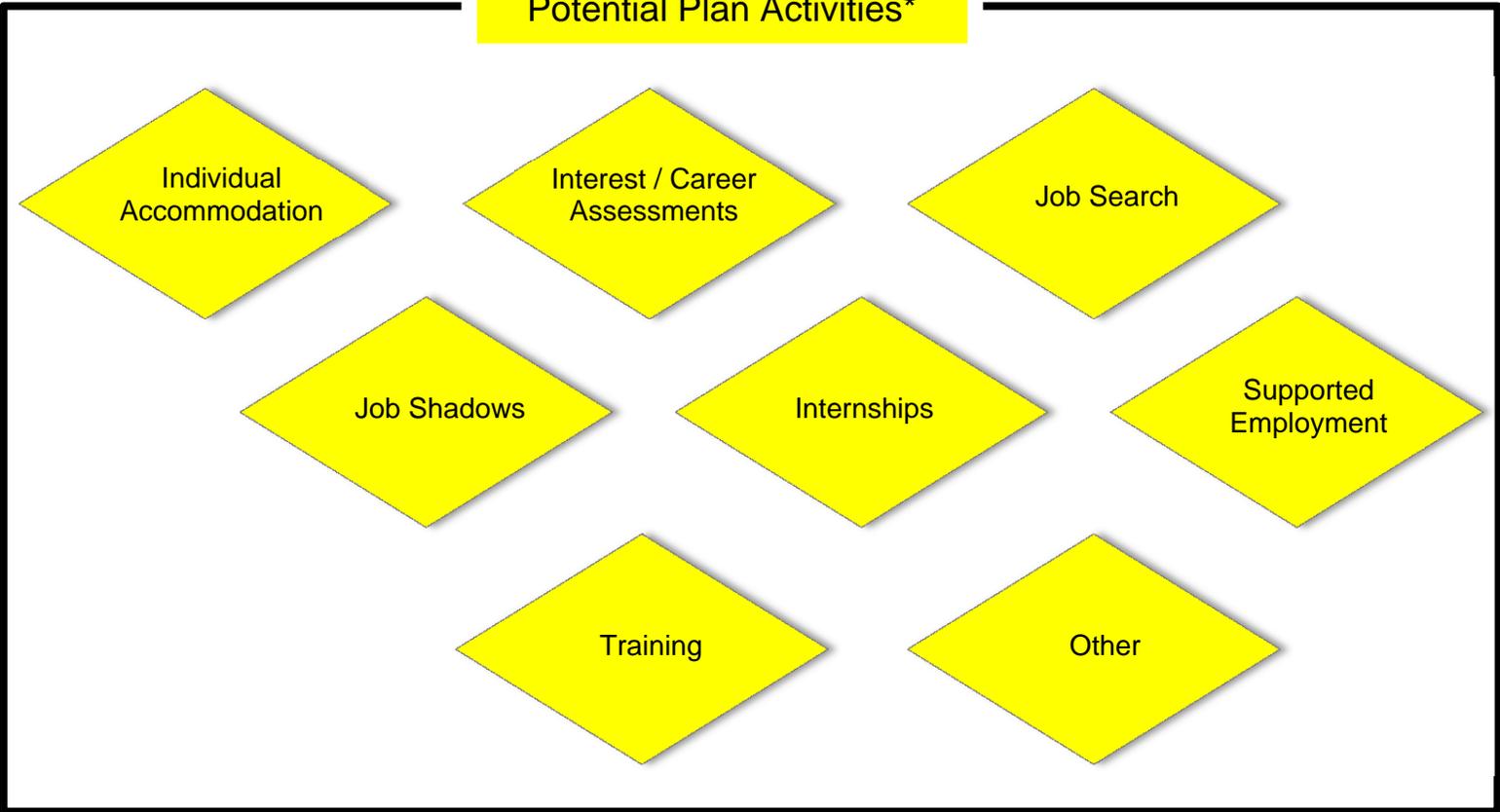
PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS)

WIOA creates the expectation that VR, in collaboration with local educational agencies (LEAs or Districts), shall provide, or arrange for, the provision of pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for VR services.

The five Pre-ETS are as follows:
1. Job exploration counseling;
2. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that are provided in an integrated environment to the maximum extent possible;
3. Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education;
4. Workplace readiness training to develop social skills and independent living; and
5. Instruction in self-advocacy, which may include peer mentoring.

ODE and VR are working collectively to develop trainings, technical assistance, and materials to help districts and VR meet this new expectation. Contact your local Transition Network Facilitator or VR Branch Office to find out more information about the resources that are available.

One example of a resource is the **ACCESS Curriculum** that is free and available online here: http://projectaccess.uoregon.edu/

Project ACCESS

Approximately 1 in 10 adolescents have a disability and many of these youth experience unemployment following high school. The purpose of Project Access is to establish, implement, and evaluate a multi-level interagency transition model in the state of Oregon. The overall goal of the project is to improve and extend transition services to a greater number of students with disabilities through a model program that brings Vocational Rehabilitation Counselors (VRC's) into high school settings.

These VRC's collaborate with special education teachers in the planning and delivery of transition services. VRC's take applications for VR services from students with disabilities and begin to develop employment plans with them at an early age. This school-based model is also designed to provide educators and parents with additional resources to assist them in improving the long-term employment outcomes of youth.

http://projectaccess.uoregon.edu

On the following pages you will find examples of documents available that document the crosswalk between ACCESS lessons and the Pre-ETS.

Crosswalk between ACCESS and Pre-ETS Skills (Example)

The Access Curriculum is a free website resource. There are 287 lessons represented in the curriculum. The Crosswalk provides a method to share which lessons are aligned with the Pre-ETS skills. An "A" on the lesson means the lesson primarily teaches Pre-ETS as indicated. The "B" represents another area covered by the lesson as secondary Pre-ETS skill. All of the Pre-ETS skills are represented by individual lessons. The Crosswalk can be used to help teachers select lessons based on the Pre-ETS Skills being taught. For example the first lesson, The Personal Journal, is primary for Instruction in self-advocacy and secondary for counseling.

1. Job Exploration
2. Work-based learning experiences
3. Counseling
4. Workplace readiness
5. Instruction in self-advocacy

Unit	Number of lessons	1	2	3	4	5
Self-Awareness	40	25	3	10	22	20
Social Skills	47	14	16	2	39	22
Self Advocacy	22	0	1	0	21	10
Cognitive Skills	42	6	1	0	15	20
Academic Skills	46	5	17	14	6	4
Career Options	36	16	15	1	4	0
Essays	38	2	2	4	15	15
Activities	16	3	3	2	4	4
Totals	287					

YTP
Oregon Youth Transition Program

www.ytporegon.org
Property of the Youth Transition Program

Crosswalk between ACCESS and Pre-ETS Skills (Example)

This curriculum is very flexible relying on how you interpret the Pre-ETS. The curriculum has value as a stand alone. The more you use it, the more you will learn which lessons pertain to which skill sets.

1. Job Exploration
2. Work-based learning experiences
3. Counseling
4. Workplace readiness
5. Instruction in self-advocacy

Self-Awareness Lesson Plans--My Values Unit	1	2	3	4	5
The Personal Journal			B		A
Who Am I? Let's Take an Inventory				A	B
Values Shuffle				A	B
Likes and Dislikes Warm-up Game	A			B	
Self-Assessment: Likes & Dislikes Inventory	A				B
Values Clarification Exercise	B		A		

Self-Awareness Lesson Plans --Self-Assessment Unit	1	2	3	4	5
Values Clarification Exercise				A	B
Self-Assessment: Likes & Dislikes Inventory	B			A	
Self Esteem Test	A				B
Essay – Being Content With Myself				A	B
Essay – Never Stop Believing			B		A
Essay – Re-inventing Oneself			B		A

Self-Awareness Lesson Plans –Learning Styles Unit	1	2	3	4	5
Learning Styles Teacher Resource	B			A	
What's Your Learning Style?	B		A		
Learning Style Assessment - 70	A		B		
Learning Style Assessment - 30	A		B		

Self-Awareness Lesson Plans –Hopes and Dreams	1	2	3	4	5
Positive Quotes	A			B	
Essay- Follow Your Dreams	A		B		
Essay- A Grown Up Barbie			B		A
Essay- My Accomplishments			A		B

OREGON YOUTH TRANSITION PROGRAM (YTP)

Established in 1990, the Oregon Youth Transition Program (YTP) is a collaborative partnership between the office of Oregon Vocational Rehabilitation, Oregon Department of Education, and the University of Oregon. The purpose of the YTP is to prepare youth with disabilities for employment or career related post-secondary education or training. What began as a three-year federal grant to seven schools has spread into a majority of Oregon high schools over the last 25 years.

To date, more than 25,000 youth, eligible for Vocational Rehabilitation services, have participated in YTP and that number grows by about 1500 youth yearly.

YTP has two distinct, yet interconnected goals. The first goal is to improve post-school transition outcomes for youth with disabilities by preparing them for employment or career related post-secondary education or training. The second goal is to increase capacity and create systems change in schools and other agencies serving students with disabilities in transition from school to work.

For more information about the YTP visit the website **www.ytporegon.org**

Oregon Youth Transition Program
Procedures Manual

The Oregon Youth Transition Program (**YTP**) provides year-round services to youth typically during the last two years of high school and continuing into the early transition years after leaving high school.

All students in the program receive a comprehensive pattern of service designed to address a broad array of transition needs including:

- *Individualized planning*, focused on post school goals and self determination, and help to coordinate school plans with relevant community agencies;
- *Instruction* in academic, vocational, independent living, and personal social skills and help to stay in and complete high school;
- *Career development* services including goal setting, career exploration, job search skills, and self advocacy;
- Emphasis on *paid employment* such as connections with local employers, development of school-based businesses, on the job assessment and training;
- *Support services* such as individualized mentoring and support or referrals for additional specific interventions;
- *Follow-up* support for one year after leaving the program to assist in maintaining positive outcomes in employment or post secondary settings.

YTP
Oregon Youth Transition Program

Developmental Disability

http://iworkwesucceed.org

- Developmental Disability (DD) is a severe mental or physical impairment or combination of mental and physical impairments

- Begins before an individual is 22 years of age or 18 years of age for an intellectual disability;

- Begins in and directly affects the brain and has continued, or is expected to continue, indefinitely;

- Causes significant impairment of daily living skills (adaptive behavior) such as, but not limited to, communicating, grooming, dressing, safety and social skills.

Other developmental disabilities include autism, cerebral palsy, epilepsy, or other neurological disabling conditions.

See the full definition of Developmental Disability in OAR 411-320-0020.

Intellectual Disability

- Intellectual Disability (ID) means significantly sub-average intellectual functioning with an intelligence quotient (IQ) of 70 and under as measured by a qualified professional, along with a lack of daily living skills (adaptive behavior) such as, but not limited to, communicating, grooming, dressing, safety and social skills, that show up prior to 18 years of age.

- Individuals with IQ's of 71-75 may be considered to have an intellectual disability if there is also significant impairment in adaptive behavior as diagnosed by a licensed clinical or school psychologist.

See the full definition of Intellectual Disability in OAR 411-320-0020.

There are five Regional ODDS Employment Specialists located throughout the state of Oregon. The role of the ODDS Regional Employment Specialists is to work with individuals and their families, Community Developmental Disabilities Programs (CDDPs), Brokerages, Provider Organizations, Vocational Rehabilitation, the Oregon Department of Education (ODE) and other community stakeholders to help move the Employment First initiative and Executive Order 15-01 forward.

The Employment Specialists work closely with the Transition Network Facilitators (TNFs) through Department of Education and the VR I/DD Counselors through Vocational Rehabilitation. The Employment Specialists provide technical assistance and training, establish working relationships with local partners, assist CDDPs and Brokerages to develop effective partnerships with ODE, VR and Provider Organizations, gather information about what is working and not working in the field to inform policy, coordinate communication and most importantly, work as a partner in local communities around employment.

OREGON DEPARTMENT OF HUMAN SERVICES

Services for Children with Intellectual or Developmental Disabilities

DHS | Safety, health for all Oregonians

OREGON DEPARTMENT OF HUMAN SERVICES

Choosing Developmental Disability Services for Children and Adults

DHS | Safety, health and independence for all Oregonians

Find your local office
http://www.oregon.gov/dhs/DD/Pages/county_programs.aspx

Who's New

ODDS Employment Specialists

Nate Deeks	Portland/NorthWest Oregon	nathan.a.deeks@state.or.us	503-510-3323
Brad Collins	Eugene/Central Oregon	bradley.c.collins@state.or.us	503-602-2115
Theresa Knowles	Eastern Oregon	theresa.m.knowles@state.or.us	541-214-9063
Erica Drake	Bend/Central Oregon	erica.drake@state.or.us	541-232-8754
Melanie Hartwig	Roseburg/Southern Oregon	melanie.l.hartwig@state.or.us	

Questions contact: Acacia McGuire Anderson   acacia.mcguireanderson@state.or.us

RE: Transmittal # APD—PT—15-011
Issued 3/27/2015

Listed below is a link for a policy transmittal from for the Office of Developmental Disability Services (ODDS) regarding transition aged youth with Intellectual and Developmental Disabilities who are receiving educational services and have access to Medicaid funded employment services through the DD Waiver.

This message clarifies the language that is used in this DHS transmittal for the purposes of education.

I. Individual Employment Support- Job Coaching

Job coaching includes support to maintain or advance in individual integrated employment. Under the following circumstances, individuals eligible for ODDS-funded employment services may access this service while also eligible for services under IDEA:

Job coaching is available for students in school who have obtained integrated employment at minimum wage or greater and plan to continue after they exit from school. This service is available when job coaching services are no longer available for the student though Vocational Rehabilitation (VR).   This integrated employment cannot be related to the high school transition program, or similar activity that is available to students in a school setting. The student's Individual Service Plan (ISP) through ODDS and the Individual Education Plan (IEP) must be coordinated and job coaching must be documented in both plans.

II. Discovery

Discovery includes a series of work, volunteer, and other community based experiences, to inform the individual and the job developer about the strengths, interests, abilities, skills, experiences, and support needs of the individual, as well as identify the conditions that will contribute to an individual's success in an integrated employment setting in the general workforce. This service is provided in limited or exceptional circumstances in which there is insufficient information from other experiences such as the individual's transition program, YTP program or other employment service such as Supported Small Group for VR Job Development. It is authorized by an individual's Services Coordinator (SC) or Personal Agent (PA) and should only be authorized when all documentation from the school, DD services and vocational rehabilitation have been reviewed and when a shorter-term employment assessment through VR will likely not be enough to help the individual with job placement.

Discovery is most appropriate and effective when an individual is ready to actively pursue an individual integrated job and seek a referral to VR for Job Development. If Discovery is being discussed, the Employment Team must make a recommendation after reviewing all available information (please see policy transmittal for examples of information for review). The employment team may include the student, the case manager, the VR counselor, the school case manager, other Local Education Agency representatives, and any other person invited by the student. The SC or PA through ODDS will authorize the discovery service and must be reflected in the Career Development Plan (CDP). The student's Individual Service Plan (ISP) through ODDS and the Individual Education Plan (IEP) must be coordinated and discovery must be documented in both plans.

Small Group Employment Support

This service includes support and training in community settings for students with disabilities in groups of two to eight individuals with disabilities. This service promotes integration into the workplace and interactions with people without disabilities.

This will impact a select group who may be involved in small group employment and plan to transition into individual integrated employment in the future. The student must work at minimum wage or greater. The student must express an interest in moving towards competitive employment. The student's Individual Service Plan (ISP) through ODDS and the Individual Education Plan (IEP) must be coordinated and small group employment compliments both plans.

III. Employment Path Services

ODDS Employment Path services include support to develop general skills that can be transferred to individual integrated employment. The nature of this service, including support in a volunteer work experience, is available through the local education agency and therefore ODDS does not provide this service to students and transition-aged individuals.

For more information and the full policy transmittal: www.dhs.state.or.us/policy/spd/transmit/pt/2015/pt15011.pdf

DISABILITY RIGHTS OREGON

Disability Rights Oregon (DRO) promotes Opportunity, Access & Choice for individuals with disabilities. DRO is the Protection and Advocacy System for the state of Oregon and a member of the National Disability Rights Network (NDRN).

DRO is a non-profit law office that provides advocacy and legal services to people with disabilities who have an issue related to their disability and that falls within our goals and priorities. Each year DRO sets its goals and priorities, with help from the disability community, to guide the work we do and to further our mission and vision. All of our services are confidential and free of charge.

DISABILITY RIGHTS OREGON

We can help you with services, benefits or accommodations directly related to a disability, including:

❖ Reasonable accommodation requests for the workplace, college, training programs and licenses related to work.

❖ Assistance if you are having difficulty seeking or receiving vocational rehabilitation services from Oregon's Office of Vocational Rehabilitation Services (OVRS), Independent Living (IL) centers, Oregon's Commission for the Blind, and tribal programs.

❖ Legal problems related to assistive technology, including acquisition or maintenance.

❖ Information about work incentives to help you make informed decisions about work if you receive Supplemental Security Income (SSI) or Social Security Disability Income (SSDI).

❖ Protecting individuals against guardianships where there is abuse or neglect.

❖ Special Education representation, training and rights.

❖ Spanish language education rights and Cultural Competency trainings.

❖ Access to appropriate community services, including I/DD.

❖ Access to voting, including reasonable accommodations.

CONTACT DRO

610 SW Broadway, Suite 200, Portland

Voice: 503-243-2081 or 1-800-452-1694 (English and Spanish)

Fax: 503-243-1738

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Website: www.droregon.org

Critical Transitions for Students on SSI who Reach their 18th Birthday: Frequently Asked Questions for Teachers

January 2015

QUESTION: Why do some students with disabilities lose their SSI when they turn 18?

Passage of the Personal Responsibility and Work Opportunity Reconciliation Act in 1996 required that all SSI recipients who turn age 18 must have their eligibility reviewed as if they were applying for adult SSI for the first time, without consideration of previous disability determinations. This review process, called the "age-18 redetermination," is performed because the childhood definition of disability varies greatly from the more stringent adult standard in the SSI program. Because of the way in which age 18 redeterminations are conducted, a youngster can be determined ineligible for SSI benefits as an adult even though no change has occurred in medical condition or ability to function since being found eligible for childhood SSI benefits.

The age-18 redetermination is generally conducted at some point during the individual's 18th year. Social Security may not initiate the redetermination any earlier than the month before an individual turns 18. A written notice is sent to all individuals who will have an age 18 redetermination conducted. If the determination is favorable, the individual continues to receive SSI cash payments and Medicaid with no interruption. An individual who is determined ineligible for SSI benefits as an adult will get a written notice stating that he or she is no longer qualified to receive benefits. These individuals are entitled to receive 2 more months of payments after the date of this notice. Overpayment may occur if an ineligible individual continues to receive payments after this 2-month grace period. The good news is that individuals found ineligible under the adult rules are *not* required to pay back all of the SSI payments received after the birthday month. Social Security will seek to recover only those payments received after the determination is made and the 2 grace months are over.

> *TEACHER TIP*
>
> *All students who receive SSI as children will go through the age-18 redetermination process at some point during their 18th year. Very few students or family members are aware of this! You can help by providing basic information about the age-18 redetermination process to your SSI receiving students SSI during their 17th year.*

QUESTION: Is there anything a family can do to avoid losing SSI and Medicaid if the age-18 redetermination decision is not favorable?

Although there is nothing a childhood SSI recipient can do to avoid the age-18 redetermination process, there is one important strategy that students, parents, and teachers can pursue to minimize the negative impact of an adverse age-18 redetermination. Disability benefit payments may continue even though the young person does not meet the adult definition of disability if eligibility can be established for status under a provision known as "Section 301". Section 301 refers to several parts of the Social Security Act that allow continued disability payments to be made to certain individuals who have medically improved—meaning they no longer meet the disability standard—under certain prescribed circumstances.

Continued payment of benefits under Section 301 requires that the individual be actively participating in an "appropriate vocational rehabilitation (VR) program" prior to the disability redetermination. This could include getting services from the State Vocational Rehabilitation Agency, working with an Employment Network through the Ticket to Work program, or even working to achieve an employment goal under an approved Plan to Achieve Self-Support (PASS). In addition, Social Security will evaluate whether the VR program would provide transferable work skills or experience so the person's vocational capability would support a decision of "not disabled". In other words, to qualify for Section 301 payments, Social Security has to determine that completing the VR program would result in the likelihood that the individual would be permanently removed from the disability rolls.

Section 301 includes some very favorable rules for transition age youth. Under the current regulations, an "appropriate VR program" may also include participation in school for students ages 18-22 as long as the

student receives services under an Individualized Education Plan (IEP) or an Individualized Transition Plan (ITP). Participation in the educational program is defined as taking part in activities or services outlined in the IEP or ITP. In addition, under the current regulations, for students ages 18-22, the SSA simply *assumes* that continuation in the program of special education will increase the likelihood of permanent removal from disability rolls. This makes the "likelihood" decision a great deal easier.

To request consideration for Section 301 status, the student and family would need to notify Social Security that the student is receiving special education services under an IEP or (ITP). It is important to understand that Section 301 status is only a temporary continuation of benefits. SSI and Medicaid will continue only until the student stops attending school, graduates, or otherwise ceases to receive special education services under an IEP.

> **TEACHER TIP**
> *Students receiving special education services under an IEP or ITP have a unique advantage when it comes to the SSI age-18 redetermination. If Social Security determines that a student does not meet the adult disability standard, benefits (cash SSI payments and Medicaid coverage) may still be continued under Section 301 as long as the student remains in school and educational services continue to be provided under that IEP or ITP. This protection remains in place until the child turns age 22 and ages out of the special education system. Teachers should make sure that all students and parents are aware of this special Social Security provision before the age-18 redetermination is performed.*

QUESTION: How can teachers assist adolescents and their families as they prepare for and subsequently go through the age-18 redetermination process?

Teachers can take several important steps to help students with disabilities prepare for the age-18 redetermination process. The first step is simply to inform young SSI recipients and their families about the existence of the age-18 redetermination process, because most families have no idea that this process occurs or do not know how it differs from the regularly scheduled medical reviews.

Second, teachers can help by stressing the importance of planning ahead for the age-18 redetermination. Educators and other involved professionals should provide students and families with detailed, understandable information on the redetermination process during the earliest stages of transition planning; at the very least, planning should occur when the student is age 17. Specifically, teachers should discuss with families the importance of the following:

- Gathering information that contributes to the medical review under the more stringent adult disability standard, as well as contact information for various doctors, therapists, disability professionals, teachers, or others who have information to share on how the young person functions.
- Gathering information that contributes to that part of the redetermination process examining the individual's future ability to earn income through paid employment.
- Developing a contingency plan if the potential for loss of SSI benefits and Medicaid exists. Include alternative plans for meeting the young adult's anticipated support needs for work or community living that are currently tied to SSI eligibility and receipt of Medicaid.
- Determining whether eligibility can be established for Section 301 status, in which case the student may continue to receive disability benefit payments for a limited period of time even though he or she is not found to meet the adult definition of disability. Because Section 301 status is contingent on meeting several important criteria when the redetermination is performed, it needs to be prepared for in advance.

Finally, teachers can provide information about the Social Security appeals process to students who are determined ineligible for SSI as adults. An individual who is dissatisfied with the disability redetermination under the age-18 provisions of the law will have all normal appeals provided for disability cessations, including the Disability Hearing Office hearing. Individuals who appeal an age-18 redetermination are also permitted to retain cash benefits while the appeal is heard if the appeal request is submitted within 10 days of the notice. Students and families need to understand that if the appeal does not result in a favorable decision, the payments received since the date of the original determination will be subject to recovery. All those involved in the transition process should encourage youth and their families to file a formal appeal to Social Security if redetermination results in a loss of benefits.

Teachers can also help in documenting additional evidence for the appeal process. For more information about the Social Security appeals process, go to: http://www.ssa.gov/pubs/EN-05-11008.pdf

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TEACHER TIP

For SSI recipients, age 17 is an important time to plan for the future. This is a good time to refer the student to the local Work Incentives Planning and Assistance (WIPA) project for counseling regarding the age-18 redetermination process and how employment will affect Social Security benefits and Medicaid. WIPA projects are funded by Social Security and are available in all U.S. states and territories. Contact information for the local WIPA project is available at Social Security's Website here: www.chooseworkttw.net/findhelp

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QUESTION: I have heard that going to work can cause students who receive SSI to be found ineligible for SSI as an adult – is that true?

Many young people and their families are under the mistaken impression that SSI recipients must not be working at any level when the age-18 redetermination occurs. In fact, the Substantial Gainful Activity (SGA) step of the sequential evaluation process does not apply to these disability redeterminations.

Normally, if a person is earning more than the current SGA amount ($1,090 per month in 2015) Social Security will decide that they are ineligible for disability benefits of any kind. The good news is that this rule does NOT apply during age-18 redeterminations! This means that your students may earn more than the current SGA guideline and still be found eligible for SSI under the adult rules during the age-18 redetermination as long as they meet the disability standard and all other SSI eligibility rules.

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TEACHER TIP

Since the SGA determination step of the disability evaluation process is skipped during the age-18 redeterminations, there is no reason for students to hold back on paid employment until after they successfully complete this process. SSI recipients can work before, during or after the redetermination and it will not affect eligibility for SSI as an adult! Teachers should actively encourage their students on SSI to participate in summer jobs, work experience, or vocational training programs during high school!

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QUESTION: How likely is it that a student with disabilities will lose eligibility for SSI after the age 18 redetermination?

According to the most recent available data (2014 Annual Report of the SSI Program), Social Security estimates that 55.7% of young adults who are redetermined initially fail to meet the adult disability standard. It is important to understand, however, that not all childhood SSI recipients are at risk of losing SSI eligibility during the age 18 redetermination process. Youth with the most severe disabilities are most likely to meet the more stringent adult disability criteria and should have little to fear from the redetermination process.

Unfortunately, the age-18 redetermination process impacts some disabilities more than others. For example, students with certain behavioral and/or learning disabilities tend to be more likely *not* to meet the adult disability standard than youth with other disabilities. In addition, students who were required to appeal their initial SSI medical determination to be awarded benefits as children may be at greater risk during redetermination because they struggled to meet even the less stringent child's standard. Finally, youngsters who have experienced an improvement in their medical condition since their last continuing disability review may also be at risk of an adverse redetermination.

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TEACHER TIP

There is no guarantee that all of your students with disabilities will continue to be eligible for SSI as adults once they turn 18. It is critically important for students to prepare for employment by developing job skills and getting work experience while they are still in school. Students may receive assistance with preparing for employment from the State Vocational Rehabilitation Agency (SVRA). Be

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sure that you are connecting students with the SVRA at the earliest point possible. Teachers can also help students and families understand that the most reliable pathway to financial stability in the future is through paid employment!

QUESTION: Why is it that some students who were unable to get SSI when they were children are able to get SSI when they turn 18?

Children with severe disabilities are often initially denied SSI due to excess countable income and/or resources (typically deemed income or resources from the parents). Once an SSI recipient turns 18, however, the parents' income and resources are no longer considered when making eligibility determinations in the SSI program. At this point, Social Security only considers the income and resources of the SSI recipient. In most cases, young SSI recipients have little or no income and generally have few if any countable resources.

TEACHER TIP
Special educators should encourage students who were unable to establish eligibility for SSI as children due to excess income and/or resources to apply again once they turn 18. Establishing eligibility for SSI can help ease the transition to adulthood by providing income and Medicaid coverage while self-sustaining job skills are being developed. In addition, the SSI program includes several work incentive provisions that encourage paid employment. SSI recipients always come out ahead financially by working!

QUESTION: Why do some students with disabilities start out getting SSI and then get switched to another Social Security benefit?

SSI recipients and their families tend to think that once eligibility for SSI is established, it will continue indefinitely. In fact, Social Security makes eligibility determinations in the SSI program on a month-by-month basis, and eligibility can stop at any time if the student fails to meet all of the criteria. One of the most common reasons why SSI eligibility is lost is that the student becomes eligible for another form of Social Security benefits and the monthly payment is high enough to preclude eligibility for SSI.

Because the SSI program is always considered to be the payer of last resort, individuals are required to apply for any other benefit for which they might be eligible. When some students turn 18, they establish eligibility for another type of Social Security disability benefit called "Childhood Disability Benefits" or CDB. CDB is provided to disabled individuals who are at least 18, became disabled per Social security's definition prior to the age of 22, and who have a parent with insured status who either is deceased, or is disabled or retired and collecting Social Security benefits. If the young person is potentially eligible for CDB payments, Social Security requires him or her to apply for this benefit. If the monthly CDB payment is over a prescribed limit, SSI eligibility will be lost. It is important to note, however, that special protections are afforded to people who lose SSI due to establishing eligibility for CDB payments: Medicaid is not automatically lost when SSI cash payments cease.

TEACHER TIP
Students who are under age 18 and receiving child's benefits will need to apply and be found eligible for CDB when they turn 18 to continue receiving SSA benefits long term. Remember that child's benefits are not based on disability; they are paid because the child is a dependent of an insured worker who is now either deceased, or disabled or retired and collecting Social Security benefits. To collect CDB payments, the youth must go through the SSA disability determination process and meet SSA's adult disability standard. Just because a student receives child's benefits and happens to have a disability does not mean that benefits are automatically converted to CDB payments when the child turns age 18.

For more information about critical transitions for SSI recipients who are turning 18, or other benefits issues related to employment, contact:
Plan for Work, Portland OR   pfw@DROregon.org 800-452-1694 x227   503-243-2081 x227

QUICK REFERENCE CHART

Comparison of the Types of Social Security Benefits Transition Age Youth may Receive

Supplemental Security Income (SSI)	Child's Benefits	Childhood Disability Benefits (CDB)
Eligibility based on disability, blindness, or being over age 65. Other eligibility factors include income and resource limits and certain citizenship requirements.	Eligibility based on age, dependency, and parental relationship with an insured former worker who is now deceased, disabled, or retired and collecting Social Security benefits.	Eligibility based on disability or blindness and parental relationship to an insured former worker who is now deceased, disabled, or retired and collecting Social Security benefits.
Two different definitions of disability. The definition for children under age 18 only applies to the SSI program. The definition of disability for individuals age 18 and older is the same as for all other Social Security disability programs.	The child's disability (or lack thereof) is not a factor in eligibility for child's benefits. Child's benefits are provided to any eligible child regardless of disability status.	Only one definition of disability applies in this program—the standard definition used by all Social Security disability programs for adults.
SSI is available to any otherwise eligible individual regardless of age. There is no minimum or maximum age limit.	Child's benefits may only be received until the child turns 18 or ceases participation in secondary school. It is possible to receive child's benefits up to a maximum age of 19 years 2 months if the child remains in secondary education.	Individuals must be at least 18 to qualify for CDB. In addition, the individual must have become disabled per Social Security's definition prior to age 22.
Eligibility for SSI is a "means-tested" program. Strict limits are placed on earned income, unearned income, and resources. Parental income and resources also count when eligibility determinations are made for children under 18. Parental income also is considered when Social Security calculates the amount of the monthly SSI payment.	Child's benefits are not means-tested so unearned income and resources are not considered in any way. Earned income is a factor and may cause a reduction in cash payments based on the Annual Earnings Test (AET) rules.	CDB is not means-tested so unearned income and resources are not considered in any way. Earned income is a factor. Employment that Social Security determines to represent Substantial Gainful Activity (SGA) will cause ineligibility for CDB.
In most states, establishing eligibility for SSI leads to automatic eligibility for Medicaid. There are 12 states (referred to as 209b states) in which this is not the case. *NOTE: In Oregon & Washington eligibility is automatic, although in Oregon completion of the process is at the local Medicaid agency*	Child's benefits do not come with either Medicaid or Medicare coverage.	Eligibility for CDB will lead to Medicare coverage once the 24-month Medicare Qualifying Period (MQP) has been served. The earliest that Medicare coverage could begin would be the month a beneficiary turns age 20.
Monthly payment amounts will vary from $1 up to the annual Federal Benefit Rate (FBR). The FBR in 2015 is $733 per month. Some states supplement the FBR using state funds.	Monthly payment amounts are based on the insured worker's past earnings as well as how many other family members are collecting a benefit from the same insured worker.	Monthly payment amounts are based on the insured worker's past earnings as well as how many other family members are collecting a benefit from the same insured worker.
Marriage may affect both SSI eligibility and the monthly benefit amount. Spousal Income and resources are considered in these determinations.	Marriage may cause ineligibility for child's benefits.	Marriage may cause ineligibility for CDB (some exceptions).

Planning My Way to Work

A transition guide for students with disabilities leaving high school

Requesting copies of "Planning My Way to Work"

"Planning My Way to Work" is a guide for students with disabilities and their families to help you navigate services and community resources on your path from school to work.

Looking for an electronic copy?

You can find electronic copies on the Oregon Council on Developmental Disabilities website: http://tinyurl.com/planningmyway. You can download the entire manual, or only download sections that interest you.

This publication will soon be available for download in Spanish, Russian and Vietnamese.

Looking for printed copies?

You can request printed copies in English, Spanish, Russian or Vietnamese by contacting OCDD at 503-945-9941 or ocdd@ocdd.org.

You can also request copies by completing the online order form: www.surveymonkey.com/s/Planning_My_Way_to_Work.

This document can be provided upon request in an alternate format for individuals with disabilities or in a language other than English for people with limited English skills. To request this publication in another format or language, contact the Publications and Design Section at 503-378-3486, 711 for TTY, or email dhs-oha.pulicationrequest@state.or.us.

OREGON COUNCIL ON DEVELOPMENTAL DISABILITIES

OREGON DEPARTMENT OF EDUCATION

DHS Oregon Department of Human Services

The Research Institute at Western Oregon University
https://nationaldb.org
(503) 838.8754
info@nationaldb.org

**NATIONAL CENTER
ON DEAF-BLINDNESS**

Oregon Deaf-Blind State Project
www.oregondb.org
(503) 838-8328

Oregon Deafblind Project

https://nationaldb.org/groups/page/13/transition

National Consortium on Deaf-Blindness

Transition

Practice Perspectives - Highlighting Information on Deaf-Blindness

Number 4   January 2009

Finding a job, learning to live independently, and obtaining further education are important goals for all young adults as they leave high school. But achieving these goals is often extremely difficult for students who are deaf-blind. Limited or absent hearing and vision, difficulties with communication, and the frequent presence of additional disabilities make the transition from school to adult life very challenging. Extensive, thoughtful transition planning is essential.

Excellent transition planning isn't just a good idea. It is required by federal law for all students with disabilities. By age 16 at the latest, a student's individualized education program (IEP) must include annual goals and transition services that are:

- coordinated,
- measurable, and
- designed to reasonably enable a student to meet post-secondary (after high school) goals.

Life After High School For Youth Who Are Deaf-Blind

Employment
- employed
  - 30% *(NFADB, 2008)*
  - 18% *(Petroff, 2001)*
- unemployed
  - 82% *(Petroff, 2001)*

Living Situation
- living at home
  - 57% *(NFADB, 2008)*
  - 61% *(Petroff, 2001)*
- living independently
  - 11% *(NFADB, 2008)*
  - 5% *(Petroff, 2001)*
- other
  - 19% in group homes *(NFADB, 2008)*
  - 34% in residential care *(Petroff, 2001)*

Education
- any type of educational program (e.g., voca-
  tional rehabilitation

College Students Who Are Deaf-Blind

by Katrina Arndt, Ph.D.

Imagine being in college and being deaf-blind. What opportunities might you have? What types of challenges would you face?

This publication describes a study that begins to answer these questions. During the study, 11 college students with deaf-blindness were interviewed about their college experiences. They were like most college students in many ways, but in addition to managing their classes and social lives, they had to educate others about deaf-blindness, adjust to changes in their vision, coordinate interpreting services, and get orientation and mobility instruction. These students are truly role models.

As more young adults with deaf-blindness begin to attend college, it is essential to understand what college is like for them and make sure they have the support and assistance they need to be fully included in college life.

Student Voices

Authentic Assessment

Maria is a quiet 4-year-old who smiles a lot. She has severe hearing loss in both ears, no vision in her left eye, limited vision in her right eye, and significant developmental delays. Maria can walk with minimal assistance but needs physical guidance to interact with other people and participate in the world around her.

Accurate assessment of the educational abilities and needs of children like Maria, who have complex disabilities that include hearing and vision loss, is essential in order to provide educational programs that match their abilities and learning styles. This publication describes a comprehensive approach to assessment known as authentic assessment, which can be used with children who are deaf-blind or have multiple disabilities.

Authentic assessment involves obtaining information about children in their everyday environments during normal activities. It provides a way to learn what children know and can do, as well as the types of situations and settings that encourage them to learn. It emphasizes identifying a child's strengths, which serve as building blocks for further development and skill acquisition.

This issue of *Practice Perspectives* is adapted from a manual called *Assessing Communication and Learning in Young Children Who Are Deafblind or Who Have Multiple Disabilities* (Rowland, 2009). The manual is available for free online at www.ohsu.edu/oidd/d2l/com_pro/DeafBlindAssessmentGuide.pdf.

THINGS people never told me

When you start living on your own from foster care, there are some things in life that people seem to forget to tell you about
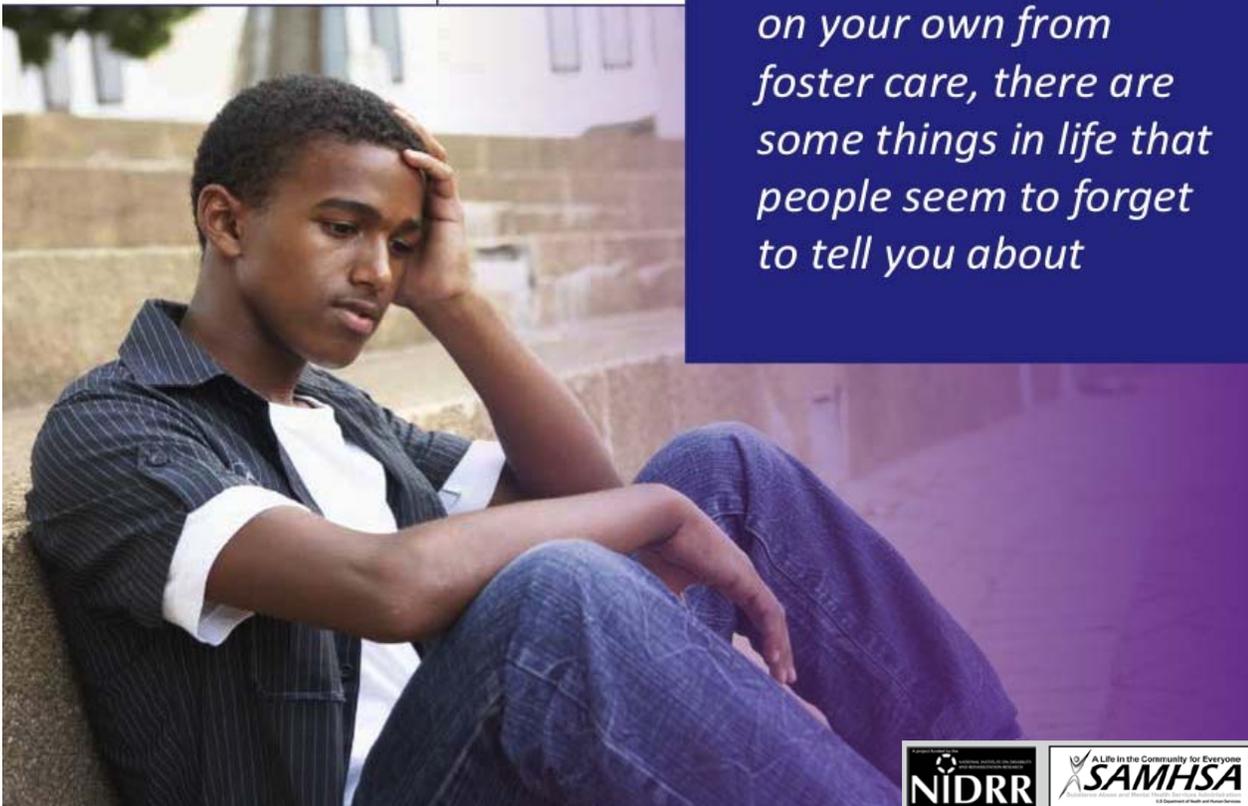
"During Meetings I Can't Stand It When...."

A Guide for Facilitators and Team Members

The Achieve My Plan (AMP!) youth advisory group compiled a list of things that commonly happen in team-based planning meetings* that can be frustrating for young people. Here are some suggestions and strategies that meeting facilitators and team members can use to address these issues and promote meaningful youth participation in planning meetings.

*Note: a team-based-planning meeting can be any meeting where a team of professionals and family members meet with a youth to make plans for their future. This can include: Wraparound team meetings, Individualized Education Plan meetings, etc.

When a youth says...

No one asks me what I think about things and decisions about my life are made without my input.

Try This: Meet with the young person prior to the team meeting to review the agenda. This provides an opportunity for the youth to prepare for the discussion and practice giving and receiving feedback.

When a youth says...

We don't talk about the things I want to talk about. The plan is supposed to be about me, but none of it is really about the things I think are most important.

Try This: Adjust the team meeting agenda to incorporate at least two topics the young person wants to discuss with the team. This provides an opportunity to create space for youth voice and increases a young person's engagement in their team meetings.

When a youth says...

People talk about me like I am not there or they focus on my problems and what I did wrong.

Try This: Develop ground rules that allow members to raise concerns in a manner that fosters an open dialogue with the person they are speaking to. Some examples are: speak directly to the person you are speaking to or about; Focus on strengths and solutions. Assign a person to remind the team about the ground rules and interrupt behavior when the rules are not being followed. These strategies will foster opportunities for youth engage in the discussion and share their thoughts and ask questions without feeling judged.

When a youth says...

People "therapize." (This is when someone asks a youth a series of questions or makes inferences – typically about the youth's emotions and/or motivations – with the clear intention of getting the youth to respond in a specific way.)

Try This: Incorporate a ground rule that team members agree not to probe youth about their feelings in the context of a team meeting, and to offer advice as requested and address questions and comments directly.

When a youth says...

Meetings go on a long time, but we don't seem to get anywhere.

Try this: Include a ground rule that reminds team members to stick to the agenda and to stay on track. It might be helpful to add time limits to each agenda item so everything is discussed in a timely fashion. In addition, use the "parking lot" to ensure that the agenda stays within the meeting's time limits. The "parking lot" is a list of items that come up during a meeting that weren't on the original agenda. Depending upon the time remaining, these unplanned items can be discussed at the end or saved for the next meeting.

When a youth says...

There are surprises, like things we didn't plan to talk about, or people I didn't know would be there.

Try This: Before the meeting let the young person know who will be attending the meeting and what topics will be discussed. This allows the youth to prepare for the meeting and think about how they might respond.

---

www.pathwaysrtc.pdx.edu

Center on Brain Injury Research & Training

The Oregon Traumatic Brain Injury Educational Consulting Team is a multidisciplinary group trained in pediatric brain injury, funded through Oregon Department of Education's regional programs for low-incidence disabilities.

The TBI Team offers follow-up coaching using best practices in:
- ❖ Assisting with school re-entry after injury.
- ❖ Attending meetings.
- ❖ Guiding teachers on classroom techniques.
- ❖ Helping students prepare for transition.

Oregon TBI members also provide support & capacity building for schools in a variety of areas such as:
- ❖ The effects of TBI on school performance.
- ❖ Eligibility for educational support services.
- ❖ Social adjustment.
- ❖ Behavioral management.
- ❖ Educational accommodations.
- ❖ Instructional strategies.
- ❖ Transition planning, such as moving to a new school or readiness for life after high school.

CONTACT
www.cbirt.org
Melissa McCart
mccart@uoregon.edu
541-346-0597

cbirt.org

Transition Toolkit for Students with Traumatic Brain Injury

Sue Hayes
Pat Sublette
Donald Hood

http://cbirt.org/resources/educators/

Center on Brain Injury Research and Training

TBI TEAM REGIONAL CONTACT INFORMATION

Region	Liaison	Liaison email	Liaison phone
1	Kari Baybado	Kari.baybado@imesd.k12.or.us	541-966-3277
2	Sue Hayes	sue.hayes@hdesd.org	541-693-5712
3	Evelyn Henderson	evelyn_henderson@soesd.k12.or.us	541-776-8551
4N	Vicki Jones	Vickie.jones@lblesd.k12.or.us	541-812-2715
4S	Amanda Ford	aford@coquille.k12.or.us	541-396-2914
5	Robin Simmons	Robin.simmons@wesd.org	503-385-4666
6	Karen Menne	kmenne@pps.net	503-916-5570
7	Wendy Friedman	friedman@4j.lane.edu	541-852-2716
8	Cathy Jensen	cjensen@nwresd.k12.or.us	503-614-1335
Oregon Department of Education			
	Lisa Darnold	lisa.darnold@state.or.us	503-947-5786

STUDENT AND FAMILY SECTION

ESSENTIAL LIFE SKILLS

TOP TIPS FOR SUCCESSFUL TRANSITION

CA NTE NVE

F T

FA

INDIVIDUAL PLANNING TERMS

DEVELOPMENTAL DISABILITIES DEFINED

TERMINOLOGY

ACRONYMS
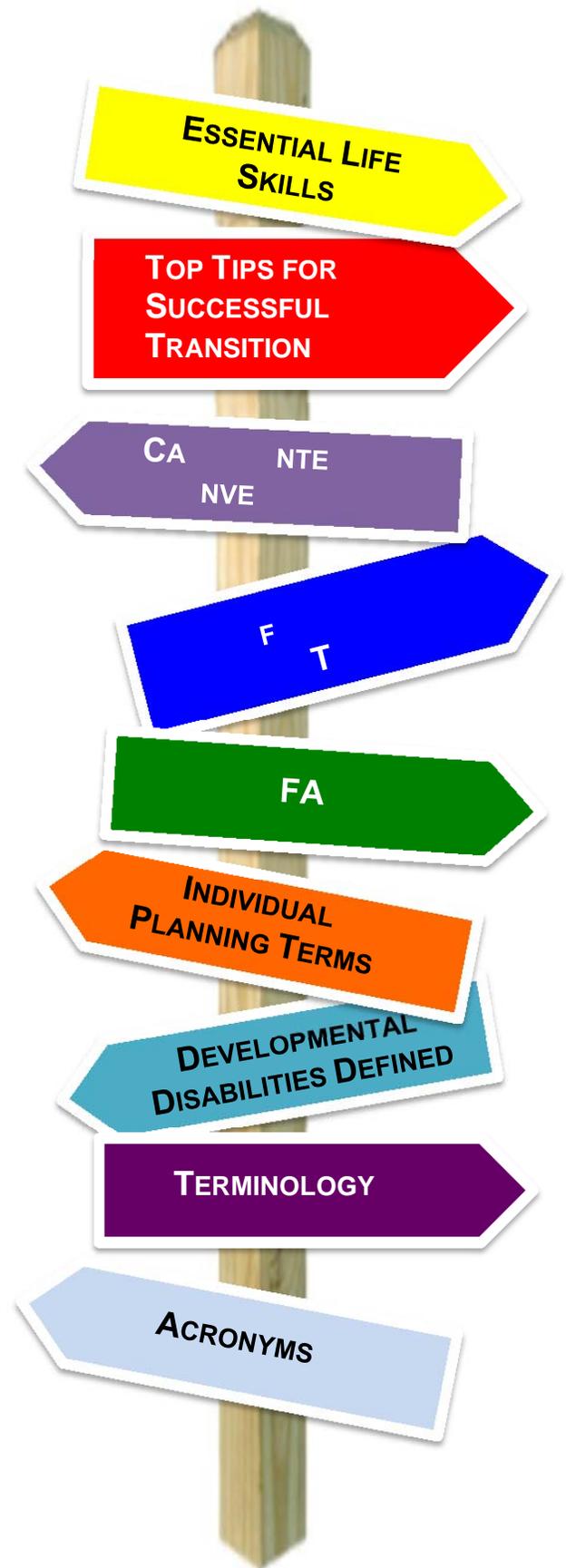
NOTES

Essential Life Skills for All Teens

Independent Living Skills

At Home Skills
- Locate Housing options
- Arrange Rent, Utilities, Phone
- Basic Routine Maintenance
- Clean, Vacuum, Dust
- Find a Circuit Breaker/use it
- Locate, use Water Furnace Shut-off
- Fix Basic Plumbing

Food Skills
- Plan, shop for Healthy Diet
- Prepare, Store Food
- Cook Balanced Meal
- Use Kitchen Appliances

Personal Appearance Skills
- Basic Clothing Repair (buttons, hems)
- Iron Garments
- Fold, put away Clothes
- Laundry -- Follow care labels, treat stains
- Maintain Personal Appearance

Financial Literacy
- Understand Gross/Net pay, Deductions
- Make a Budget -- stick to it
- Use a Bank and/or ATM/ On-Line Banking
- Open, Use, Balance Checking Account
- Apply for Credit Card, use wisely
- Benefits Planning
- Saving Account,
- Keep track of documents file taxes

Health and Wellness
- Basic First Aid
- Maintain Healthy Diet
- Use Medication Safely
- Routine Exercise
- Make Healthy Lifestyle Choices
- Maintain Hygiene/Grooming
- Be aware of Personal Safety

Citizenship
- Register to Vote, Vote
- Comply with Laws, Regulations
- Be Environmentally Responsible
- Participate in Community Activities
- Volunteer

Transportation / Community Access

Drive/Maintain Car & Driver's License
- Buy Car, Buy Insurance
- Registration
- **Pump gas**
- Maintain Vehicle Oil, Fluids
- Maintain, Change Tires,
- Follow Traffic Laws/Safety

Use Public Transportation
- Know Schedules
- Know Routes, Pick-up Points
- Know Options (Bus, Taxi, On-demand)

Community Access
- Know Options
- Read a Map/ Use GPS
- Know Landmarks
- Community Orientation

Career Wheel
- Learn About Talents, Self-Interests, Skills, Personality
- Investigate Research/ Explore Career & Education/Training Options
- Reflect on Insights Gained
- Develop Your Personal Career Plan
- ADVOCATE FOR YOURSELF!
- Test the Waters: Gain Experience
- Prepare: Learn Skills
- Find the Job that is Right for YOU!

Social / Recreation
- Explore Social/Recreational Opportunities
- Pursue Hobbies, Recreational Interests
- Develop, Maintain Healthy Friendships
- Develop, Maintain Healthy Family Relationships

Postsecondary Options
- Explore Options -- Job Center, Web Postings
- Explore Postsecondary Education Options
- Apply Decision-Making Skills
- Use Labor Market Info. to guide choices
- Develop Resume
- Submit Applications/Resume on-line
- Interview skills

Employability Skills
- Communication Skills (Listen, Speak, Customer Service)
- Interpersonal Skills (Leadership, Social Skills, Teamwork)
- Personal Qualities / Work Ethic
- Thinking Skills (Analyze, Prioritize, Visualize, Problem Solve)
- Application of Core Academic Skills
- Use of Technology
- Manage Resources, Time
- Understand Value of Lifelong Learning
- Be Adaptable

Self Determination & Self Management
- Know Yourself -- Your Strengths, Limitations
- Manage Your Time
- Set Priorities
- Monitor Your Performance
- Balance Your Responsibilities and Priorities.
- Adapt and Accept Change
- Advocate for Yourself to Meet Your Needs
- Learn from Mistakes

Believe in Yourself

Use Technology at Work, Home, Socially
- Use Social Media Responsibly
- Know Cyber Presence
- Cell Phone Message & Ringtone should Leave a Good Impression
- Validate Sources of Information
- Maintain Safe Identity
- Maintain Current Knowledge of Technology/Applications

Be A Lifelong Learner: Be curious & interested to learn new things or apply old info in new ways
- Seek Opportunities to Learn – in Classroom, with Computers, with Books, with People
- Learn From and With Others -- Share what you Learn – Recognize You are Not "The Expert"
- Take in Information – Analyze it, join it with other Information, then apply it

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TRANSITION ALLIANCE

Expect Success—High expectations lead to greater outcomes!

Start Early—Eligibility for transition services begins the year the student turns 16. It is important for families to consider beginning as early as possible to learn about options and help their student. Schools can help put adult supports and services in place while your student is in school.

Focus on the Student—Promote independence and build on strengths. Some students may need extra assistance, so it's important for the parent or guardian to assist when needed. Make sure that his or her preferences, interests and needs are at the center of the plan.

Waiting Lists—Apply early for agency services, waivers, housing, etc., as there may be waiting lists.

Network—Connect with other parents, team members, community supports.

Learn All You Can—Build on knowledge and skills through research and attending workshops and conferences.

Work Cooperatively—Your student's well-being is vitally important. The best way to advocate for your student is to be cooperative while voicing your concerns respectfully. Best practice is collaboration.

Put it in writing—You will have many conversations, with many different people during the course of transition planning. Keep copies of any documents about your student. This will help you stay on top of your student's plan.

Continuum—Transition checklist, grids, timelines, etc. may be designated by age or grade, however, some students may need more time to master skills in a skill area or may be ready to move to the next skill level.

Ask Lots of Questions—Know what's available, who to contact, and how to get needed services. Call FACT (Family and Community Together) for support and information to help you with the transition process, see page 88 for additional information.

CAREER INTEREST INVENTORY SAMPLES

Shasta 21st Century Career Connections (www.shastacareerconnections.net)

Career Interest Inventory

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic — Total -- R

Are You:	Can You:	Like To:
Handy	Fix things	Build things
Active, enjoy sports	Read a drawing	Work outdoors
Good with Animals	Play a sport	Work with Tools
Good with Tools	Put up a Tent	Use your hands

Investigative — Total -- I

Are You:	Can You:	Like To:
Interested in Learning	Use facts to answer questions	Find things
One who asks questions	Think	Use computers
Alert	Solve math problems	Work alone
One who likes Science	Use a microscope	Read magazines about computers

Artistic — Total -- A

Are You:	Can You:	Like To:
Artistic	Sketch, draw, paint	Attend concerts, art exhibits
Able to Imagine new things	Play a musical instrument	Read
Able to Think of new ideas	Write stories, sing, act, dance	Work on crafts, make things
Yourself	Decorate your room	Take pictures

Social — Total -- S

Are You:	Can You:	Like To:
Friendly	Teach a Child	Work with other people
Helpful	Tell people what you need	Help people
A people person	Cooperate with others	Play team sports
Kind	Plan an Activity	Participate in meetings

Enterprising — Total -- E

Are You:	Can You:	Like To:
Confident	Sell things	Make decisions
Able to be firm	Talk to people	Plan get-togethers with friends
Active	Organize Activities	Meet important people
Able to Argue	Start Projects	Win an Award

Conventional — Total -- C

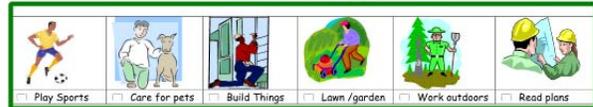| Are You:	Can You:	Like To:
Neat and Clean	Follow school rules	Use computers
Accurate	Keep records	Work with numbers
Careful to be neat	Write letters	Be exact with words, numbers
Careful to do things right	Use a computer	Follow directions

© by Shasta Twenty-first Century Career Connections

Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic: The Doer

Play Sports · Care for pets · Build Things · Lawn /garden · Work outdoors · Read plans

Total Checked _____

Investigative: The Thinker

Use computers · Read · Do math · Work alone · Research · Ask questions

Total Checked _____

Artistic: The Creator

Paint, draw · Take pictures · Sing, Play music · Arrange flowers · Make things · Decorate

Total Checked _____

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Page 1 of 2

Career Interest Inventory

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.
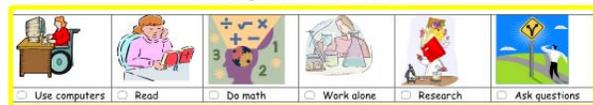
Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

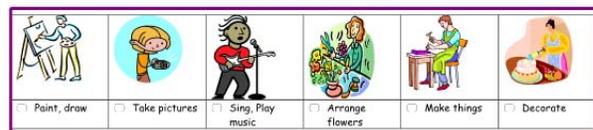### Realistic — Total -- R

Are You:	Can You:	Like To:
Practical	Solve mechanical problems	Build things
Athletic	Read a blueprint	Work outdoors
A nature lover	Play a sport	Tinker with mechanics
Mechanically inclined	Pitch a tent	Use your hands

Investigative — Total -- I

Are You:	Can You:	Like To:
Inquisitive	Analyze data	Explore ideas
Analytical	Think abstractly	Use computers
Observant	Solve math problems	Work independently
Scientific	Use a microscope	Read technical magazines

Artistic — Total -- A

Are You:	Can You:	Like To:
Creative	Sketch, draw, paint	Attend concerts, art exhibits
Imaginative	Play a musical instrument	Read fiction, plays, poetry
Innovative	Write stories, sing, act, dance	Work on crafts
An individualist	Design fashions or interiors	Take photographs

Social — Total -- S

Are You:	Can You:	Like To:
Friendly	Teach/Train others	Work in groups
Helpful	Express yourself clearly	Help people with problems
Outgoing	Cooperate well with others	Play team sports
Understanding	Plan and supervise an activity	Participate in meetings

Enterprising — Total -- E

Are You:	Can You:	Like To:
Self-confident	Sell things or promote ideas	Make decisions affecting others
Assertive	Give talks or speeches	Start your own political campaign
Energetic	Organize activities and events	Meet important people
Persuasive	Initiate projects	Win a leadership or sales award

Conventional — Total -- C

Are You:	Can You:	Like To:
Well groomed	Work well within a system	Use data processing equipment
Accurate	Keep accurate records	Work with numbers
Methodical	Write effective business letters	Be responsible for details
Conscientious	Use a computer	Follow defined procedures

© by Shasta Twenty-first Century Career Connections

Social: The Helper

Serve people food · Work with children · Friendly · Work with Older people · Help people · Work on a team

Total Checked _____

Enterprising: The Persuader

Talk with people · Sell things · Plan parties · Persuade people · Lead a group · Run a business
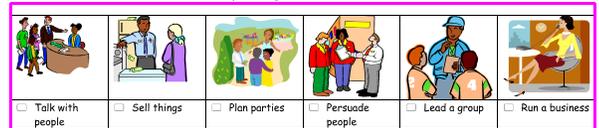
Total Checked _____

Conventional: The Organizer

File · Sort · Cashier · Data Entry · Keep records · Follow a plan
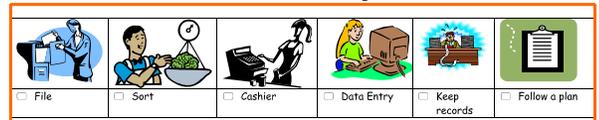
Total Checked _____

Which set of pictures do you enjoy the most?

❑ Realistic – the Doer	❑ Social - The Helper
❑ Investigative – the Thinker	❑ Enterprising – the Persuader
❑ Artistic – the Creator	❑ Conventional – the Organizer

Page 2 of 2

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STC | **ITOP Futures Project**

TIPS FOR SUCCESS
GUIDE TO TRANSITION

Name _____
Address _____
_____
Phone _____
E-Mail _____

Emergency Contact Information:
Name _____
Relationship _____
Phone _____

POSTSECONDARY EDUCATION / TRAINING DOCUMENTS

EDUCATIONAL HISTORY
High School _____
Year Graduated _____

✔ Diploma ✔ GED ✔ Other

My school records may be requested at:
_____
_____

Location of Evaluations / Test Results
_____
_____

HEALTH HISTORY:
Allergies _____
Medications _____
(Some medications affect drug tests)
Injuries _____
Illness _____

AGENCIES I AM CONNECTED WITH:

☐ Vocational Rehabilitation
☐ County/Brokerage Service
☐ ODDS
☐ College
☐ FACT
☐ _____
☐ _____

DISABILITY INFORMATION
If you have a disability that creates challenges for you, the disability may qualify you for assistance from a variety of agencies. It is up to you to decide to tell anyone about your disability. If you choose to talk about it, some information that would be helpful is:

What is your disability?
_____
_____

How does your disability create barriers to overcome at work or in the classroom?
_____
_____

Where are records that document your disability?
_____
_____

Help that you need (Accommodations):
_____
_____

DIRECT YOUR OWN LIFE: KNOW YOURSELF
MY GOALS: MY PLANS FOR MY FUTURE
_____
_____

MY INTERESTS:
➤ **Realistic:** Active, use Tools, Equipment
➤ **Investigative:** Analyze, Study, Research
➤ **Artistic:** Creative, use Imagination
➤ **Social:** Help People
➤ **Enterprising:** Lead, Persuade, Sell
➤ **Conventional:** Organized, like Routine

OPTIONS I AM CONSIDERING TO ACHIEVE MY GOALS
(go to Work at, get Training at, attend a specific College, etc.)
_____
_____

DEFINE YOUR STRENGTHS:

Types of Learning Styles:
Auditory: Learn by hearing, listening
Visual: Learn by seeing, reading, using graphs, maps
Kinesthetic: Learn by feeling, using all senses.
Independent: Prefer to work alone, with no distractions
Group: Prefer to work with a group, learn from each other.

MY Learning Style is: _____

UNIQUE TALENTS I HAVE:
➤ **Body Smart** Coordinated, Athletic
➤ **Self Smart** Like to Study, Concentrate, Work Alone
➤ **Interpersonal** Social, Friendly
➤ **Nature Smart** Enjoy Outdoors, Nature
➤ **Picture Smart** Use images , Visualize,
➤ **Music Smart** Think in Music, Sounds, Rhythms, Patterns
➤ **Number Smart** Learn through Numbers, Problem-Solving
➤ **Word Smart** Learn by Reading & Listening, Like Writing

SKILLS EMPLOYERS & TEACHERS VALUE:
Interpersonal Skills People Skills, Teamwork, Leader
Customer Service Skills Greet, Assist Customers
Communication Skills Speak, Listen, Like People
Thinking Skills Make Decisions, Visualize, Prioritize
Basic Skills Math, Reading, Writing
Problem-Solving Analyze Problems, Develop Solutions
Technology Skills Use Computer, Knowledge of Programs
Technical Skills Have Skills Specific to a Career/Occupation.

SKILLS / ATTRIBUTES I HAVE THAT LEAD TO SUCCESS IN THE CLASSROOM & THE WORKPLACE:
_____
_____

TRAITS EMPLOYERS & TEACHERS LIKE

Hardworking	Honesty
Reliable	Organized
Confident	Enthusiastic
Flexible	Willing to Learn
Clean Driving Record	Drug Free

INFO FOR JOB SEARCH

CAREER CLASSES

- ❑ Agriculture   ROP
- ❑ Business   _____
- ❑ Family Life Science
- ❑ Industrial Technology   Other
- ❑ Computer Science   _____

EXTRACURRICULAR ACTIVITIES

- ❑ Art
- ❑ Drama   Athletics / Sports
- ❑ Music   _____
- ❑ School Newspaper   Student Clubs
- ❑ School Yearbook   _____
  _____

VOLUNTEER / COMMUNITY SERVICE EXPERIENCES

_____
_____

AWARDS / RECOGNITIONS EARNED

_____
_____

WORK HISTORY

Employer _____
Address   _____
     _____
Job title   _____
From _____ to _____
Phone _____
Supervisor _____

Employer _____
Address   _____
     _____
Job title   _____
From _____ to _____
Phone _____
Supervisor _____

REFERENCES

Name _____
Phone Number _____
Address   _____
      _____

Name _____
Phone Number _____
Address   _____
      _____

Name _____
Phone Number _____
Address   _____

EMPLOYERS SAY:
*"I like to interview people who are prepared.
It tells me they are interested in working!"*

TIPS FOR FINDING A JOB

TOP FIVE WAYS TO FIND JOB LEADS:
- Friends / Family Members
- School Career Center
- Smart One-Stop Career Center
- Knock on Doors -- drop in to apply
- Cal Jobs or Web-Based Resume Services

GET READY TO SEARCH FOR A JOB

Always DRESS like you are ready to go to work immediately when you are looking for a job.

> **Employment Documents** that all employers are required to see:
> - ❑ SS Card / # _____
> - ❑ Birth Certificate
> - ❑ Driver's License / DMV Picture ID
>   # _____

TOOLS TO SELL THE EMPLOYER ON HIRING YOU

Have a current **Resume** to attach to your job application. Use the information you have compiled on this form.

Write a **Cover Letter** that helps the employer know you are interested in the job and are the best person to hire for the position.

Be prepared to complete a **Job Application** either on a computer or by hand when you are contacting employers. Make sure all information is current.
Use this document as a master file.

Read the Job Announcement carefully. Make sure you put the minimum qualifications and skills listed on the announcement on your application and resume.

GET READY FOR THE INTERVIEW

Get a good night sleep
Dress neatly & appropriately -- Avoid strong colognes
Plan ahead – Arrive 15 minutes early
Make sure you have the Address & Phone Number
Research the Services/Products the Business provides
Be Enthusiastic
Review your Qualifications for the job
Don't smoke or chew gum.

Send a **Thank You Letter** the next day following your interview. This will let the employer know you are sincerely interested in the job.

INTERVIEW HINTS

REMEMBER TO: *Shake Hands -- Make Eye Contact -- Sit Attentively with Good Posture!*

EMPLOYERS WANT TO MAKE SURE YOU ARE THE BEST PERSON FOR THE JOB -- BE PREPARED TO:

Talk about your work history (paid and unpaid) -- Remember babysitting, chores, lawn mowing, volunteering count.
Talk about why you would make a terrific employee -- Review the attributes & skills listed on this document.
Discuss what you liked about your last job & why you left -- If this is your first job, talk about why you want to work.

SOME COMMON QUESTIONS EMPLOYERS ASK:

Tell me about yourself. **TIP:** They want to learn about your experience & your skills related to the job.
Why would you like to work here? **TIP:** Know something about the business/company & the job & what you would do.

SOME QUESTIONS YOU MAY WANT TO ASK:

What hours would you expect me to work?   *What do you look for in an employee?*
Do you offer any training?   *What is your dress code?*
Will there be any opportunities to advance?   *Please describe a typical day & specific tasks I would do?*

Source: Shasta 21st Century Career Connections (www.shastacareerconnections.net)

Family and Community Together (FACT)

FACT is a family leadership organization based in Oregon for individuals and their families experiencing disability, working collaboratively to facilitate positive change in policies, systems, and attitudes, through family support, advocacy, and partnerships.

FACT strives to:

✳ Strengthen the voice of Oregon families raising children experiencing disability

✳ Connect families to families

✳ Provide and promote peer-delivered family support

✳ Create opportunities for meaningful collaboration

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FACToregon

Empowering families experiencing disability.

T I P S

Family Advocacy Network Recommends

➤ Be Prepared: Gain insights into how to be the best advocate you can by participating in an advocacy training.

➤ Get Involved: Serve on budget committees and work groups; attend forums and information sessions.

➤ Connect: Identify other families and pull your energy together to form a stronger alliance.

➤ Be Heard: Tell your story; share at board meetings, meet with stakeholders and decision-makers.

IEP: *Individualized Education Program*   A written document that includes the special educational services a child identified with a disability will receive as part of his/her Free and Appropriate Public Education (FAPE). The student, their family, school staff and invited professional will participate in the writing of the IEP. Beginning at age 14, the IEP will include a post-secondary community employment goal and create a transition plan to achieve the identified adult goals. A 504 team generally includes the school counselor (case manager), general education teachers, and other specialists. The development of the IEP or 504 is a person centered planning process in that it includes formal and informal information gathered about the student's academic and functional performance. This information is then used to develop a plan of service that includes instructional goals, accommodations, modifications, specialized support services, transportation, and where the student will be served throughout the day including the percentage of time spent in the general education environment.

IPE: *Individualized Plan for Employment*   Plan to reach the agreed upon work goal. The IPE outlines the vocational rehabilitation services needed to achieve the employment outcome. Each person is unique and therefore requires an individualized approach to reach their employment goals. Individuals, their VR counselor, with assistance from their SC/PA, will work together to establish their goal and identify the services that are necessary for the participant to achieve and maintain their goal. At the meeting, the participant, their team and guests will talk about things like: • Experiences they've had that have given them skills to use at work • Their strengths, gifts, capacities and abilities • Specific information on what they need to be successful at work • Challenges and support strategies • Resources • What work settings fit them • Names of people who can assist with the employment process

ISP: *Individual Support Plan*   The ISP outlines when individuals need support services, what kind of paid or natural supports are needed, and where those supports are to be given. There are many people who may be involved in helping to create the ISP, including family, close friends, Personal Agents, Service Coordinators, teachers and others that the individual may choose. A Career Development Plan is part of an ISP or Annual Plan regarding DD Services. It identifies the individual's employment goals and objectives, the services and supports needed to achieve those goals and objectives, the persons, agencies, and providers assigned to assist the person to attain those goals, the obstacles to the individual working in Competitive Integrated Employment, and the services and supports necessary to overcome those obstacles. Person Centered Planning: Throughout individual's participation in the DD system, staff will spend time getting to know the individual by guiding them through a process called "Person-Centered Planning".

Person-centered Planning   A timely and formal or informal process that is directed by the individual with I/DD in which the participants gather and organize information to help the individual: Determine and describe choices about personal employment goals, activities, services, providers, and lifestyle preferences; and Design strategies and networks of support to achieve goals and a preferred lifestyle using individual strengths, relationships, and resources; and Identify, use, and strengthen naturally occurring opportunities for support at home and in the community. The methods for gathering information vary, but all are consistent with the individual's cultural considerations, needs, and preferences. Self-determination refers to a characteristic of a person that leads them to make choices and decisions based on their own preferences and interests, to monitor and regulate their own actions, and to be goal-oriented and self-directing.

Intellectual Disability	Other Developmental Disabilities
Established by Law ORS 427	Established by Federal definition State of Oregon develops guide-lines for interpretation.
1. History of an intellectual disability must be in place by the 18th birthdate 2. IQ of 75 is cap for clearly defining intellectual disability 3. IQ 66-75 _may be_ eligible as a person with an intellectual disability **if** there is a significant impairment in adaptive behavior that is _directly_ related to the intellectual disability. 4. The adaptive behavior **cannot** be _primarily_ attributed to other conditions, including by not limited to mental or emotional disorders, sensory impairments, substance abuse, personality disorder, learning disability, or ADHD	1. History of the other developmental disability must be in place by the 22nd birthdate 2. IQ scores are not used in verifying the presence of non-intellectual disability developmental disability 3. There must be either a _medical or clinical diagnosis_ of the neurological disability **and** significant impairments in adaptive behavior that are _directly_ related to the other developmental disability. 4. The neurological condition must originate and directly affect the brain 5. The significant impairments in adaptive behavior _cannot_ be primarily attributed to other conditions, including but not limited to mental or emotional disorders, sensory impairments, substance abuse, personality disorder, learning disability, or ADHD 6. There must be training and support needs that are similar to an individual with an intellectual disability

Most frequent other developmental disabilities

Cerebral palsy, Down syndrome, Prader Willi, Autism spectrum disorders, Fragile X syndrome, Fetal neurological disorders (alcohol, lead, drugs, disease) Klinefelter, Traumatic/acquired brain injuries

It is important to be aware legislation and reform initiatives that are being developed impact transition for all youth, including students with disabilities. Here is a list of "buzz words" with their definitions.

Authentic Assessment involves obtaining information about children in their everyday environments during normal activities. It provides a way to learn what children know and can do, as well as the types of situations and settings that encourage them to learn. It emphasizes identifying a child's strengths, which serve as building blocks for further development and skill acquisition. Source http://documents.nationaldb.org/products/AuthAssessment.pdf

An **accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. For example, students with impaired spelling or handwriting skills, may be accommodated by a note taker or given permission to take class notes on a laptop. An accommodation does not change the content of what is being taught.

Assistive technology (AT) is defined as any device that helps a student with a disability function in a given environment. An AT device does not have to be limited to "high-tech" or costly options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other "low-tech" devices.

Career Awareness is learning about opportunities, education and skills needed in various occupational pathways to choose a career that matches one's strengths and interests. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Career Readiness means a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the post-secondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training). Source http://www.achieve.org/college-and-career-readiness

College Readiness is most commonly defined as being ready for college level coursework without remediation. It means more than pursuing any post-secondary experience, including two and four year institutions leading to a credential, certificate, degree or license. Research tells us that they are numerous factors that indicate that we are actually college ready, including independence, self-determination, social and   emotional skills and attitudes (e.g., maturity, resiliency, self-management, self-advocacy, and interpersonal   relations), college knowledge (e.g., finding the right post-secondary education match, understanding the college application process, and applying for financial aid), critical thinking, lifelong learning, and employment skills. Source: College & Career Readiness & Success Center at American Institutes for Research

Community experiences are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Competitive Integrated Employment: The word "integrated" means having people with and without disabilities working together. "Competitive employment" means having a job where you are earning at least minimum wage, which is a competitive wage. CIE refers to a workplace where a person with a disability earns at least minimum wage, works with people without disabilities, and has the same pay, benefits, and opportunities for promotion as workers without disabilities. Source: http://www.disabilityrightsca.org/pubs/553901.pdf

Customized Employment: Customized Employment for an individual with a significant disability is based on an individualized determination of the strengths, needs, and interests of t h e individual with a significant disability and the business needs of the employer and carried out "through flexible strategies." Source: http://www.dol.gov/odep/pdf/2011cecm.pdf

Diploma status is achieved by completing the requirement of the state awarding the diploma including the completion of necessary core curriculum credits.   Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Exit exams are standardized state tests, assessing single content area (e.g., Algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Family expectations include a family planning and articulating an expectation that their child will participate in post-secondary education and be employed in the community after high school.

Family involvement means parents/families/guardians are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).

Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities to the greatest extent possible. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Interagency Collaboration is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Individualized Education Program (IEP) is a written document that includes the special educational services a child identified with a disability will receive as part of his/her Free and Appropriate Public Education (FAPE). The student, their family, school staff and invited professional will participate in the writing of the IEP. Beginning the year the student turns 16; the IEP will include a post-secondary community employment goal and create a transition plan to achieve the identified adult goals. A 504 team generally includes the school counselor (case manager), general education teachers, and other specialists. The development of the IEP or 504 is a person centered planning process in that it includes formal and informal information gathered about the student's academic and functional performance. This information is then used to develop a plan of service that includes instructional goals, accommodations, modifications, specialized support services, transportation, and where the student will be served throughout the day including the percentage of time spent in the general education environment.

Individualized Plan for Employment (IPE) is a plan to reach the agreed upon work goal. The IPE outlines the vocational rehabilitation services needed to achieve the employment outcome. Each person is unique and therefore requires an individualized approach to reach their employment goals. Individuals, their VR counselor, with assistance from their SC/PA, will work together to establish their goal and identify the services that are necessary for the participant to achieve and maintain their goal. At the meeting, the participant, their team and guests will talk about things like: • Experiences they've had that have given them skills to use at work • Their strengths, gifts, capacities and abilities • Specific information on what they need to be successful at work • Challenges and support strategies • Resources • What work settings fit them • Names of people who can assist with the employment process

Individual Support Plan   The **ISP** outlines when individuals need support services, what kind of paid or natural supports are needed, and where those supports are to be given. There are many people who may be involved in helping to create the ISP, including family, close friends, Personal Agents, Service Coordinators, teachers and others that the individual may choose. A Career Development Plan is part of an ISP or Annual Plan regarding DD Services. It identifies the individual's employment goals and objectives, the services and supports needed to achieve those goals and objectives, the persons, agencies, and providers assigned to assist the person to attain those goals, the obstacles to the individual working in Competitive Integrated Employment, and the services and supports necessary to overcome those obstacles. Person Centered Planning: Throughout individual's participation in the DD system, staff will spend time getting to know the individual by guiding them through a process called "Person-Centered Planning".

A **modification** is defined as a change to the general education curriculum or other material being taught. Teaching strategies, for example, can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.

Occupational Courses are individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Paid employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer. Source: Extracted from

Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Program of study is an individualized set of courses, experiences and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals.   Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Self-care/independent living skills are skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills and the self-management of healthcare/wellness needs.   Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals. It is about being in charge, but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices. Source: Pacer Center at www.pacer.org

Social skills are behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication). Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Student support is a network of people (e.g., family, friends, educators, and adult service providers) who provide services and resources in multiple environments to prepare student s to obtain post-secondary goals aligned with their preferences, interests, and needs.   Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Transition Program prepares students to move from high school to adult-life, utilizing comprehensive transition planning that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education or training, employment, and independent living. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Transition Services mean a coordinated set of activities for a student with a disability that is designed to be within a results-oriented process. It is focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. These may include post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation. Transition is a process that helps individuals to define goals that will take them from high school to adulthood. It includes planning through the individualized Education Program (IEP) and should document all the supports and services they need to make a smooth and productive transition out of school.

Vocational education is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Work experience is any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Work study program is a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Work-Based Learning is defined as an educational approach or instructional methodology that uses the workplace or real work to provide pupils with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning should be an integral part of a more comprehensive program that integrates academic courses and career technical education. There are an array of work-based learning experiences for career awareness, career exploration, career preparation and career training.

Acronyms

504	Requires a school district to provide a "free appropriate public education" (FAPE) to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability.
AA	Authentic Assessment for children who are deaf-blind
ACT	American College Testing or Oregon Advisory Committee on Transition
ADA	American with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ANA	Adult Needs Assessment
AT	Assistive Technology
BASIS	Basic Adult Skills Inventory System
CA	Career Awareness
CAI	Computer-Assisted Instruction
CBI	Computer-Based Instruction
CBWA	Community Based Work Activity
CDDP	Community Developmental Disability Program
CDP	Career Development Plan
CE	Community Experiences
CE	Customized Employment
CEI	Computer-Enriched Instruction
CFR	Code of Federal Regulations
CIS	Oregon Career Information System
CMI	Computer-Managed Instruction
CNA	Child Needs Assessment
CAP	Client Assistance Program
CTE	Career and Technical Education
DD	Developmental Disability
DHS	Department of Human Services
DOE	Department of Education
EBP	Evidenced Based Practices
ED	Emotionally Disturbed
Employment First	A framework for systems change that is centered on the premise that **all** citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life.
ESSA	Every Student Succeeds Act
FACT	Families and Communities Together
FAPE	Free Appropriate Public Education
GED	General Educational Development (high school-equivalency credential)
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IGA	Intergovernmental Agreement
ILS	Integrated Learning System
IPE	Individualized Plan for Employment
ISP	Individual Support Plan
LEA	Local Education Agency (usually the local school district)
LRE	Least Restrictive Environment

MAP	Measures of Academic Progress
MAPS	Measures of Academic Progress Scores
MOU	Memorandum of Understanding
NCLB	No Child Left Behind
NDBEDP	National Deaf-Blind Equipment Distribution Program
NPSO	National Post-School Outcomes Center
NTACT	National Technical Assistance Center on Transition
OAR	Oregon Administrative Rules
OAVSNP	Oregon Association of Vocational Special Needs Personnel
OCB	Oregon Commission for the Blind
ODDS	Oregon Developmental Disability Services
ODE	Oregon Department of Education
ODEP	Office of Disability Employment Policy
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OVRS	Oregon Vocational Rehabilitation Services
PA	Personal Agent
PATH	Planning Alternative Tomorrows with Hope
Pre-ETS	Pre-Employment Transition Services
PCP	Person Centered Planning
PE	Physical Education
PINS	Preferences, Interests, Needs, and Strengths
PSGs	Post-Secondary Goals
PSO	Post School Outcomes
PSW	Personal Support Worker
PTI	Parent Training and Information Center
SAS	Self-Advocacy Strategy
SC	Service Coordinators
SD IEP	Self-directed Individualized Education Program
SIS	Support Intensity Scale
SMART goals	Specific, Measurable, Attainable, Relevant, Time-Specific
SNAP	Support Needs Assessment Profile
SOP	Summary of Academic Achievement and Functional Performance
SSA	Social Security Administration
SSDI	Social Security for Disability Insurance
SSDAC	Social Security for Disabled Adult Child
SSP	Support Service Providers
SSI	Supplemental Security Income
TAGG	Transition Assessment and Goal Generator
TAP	Technical Assistance Provider
TBI	Traumatic Brain Injury
TCN	Transition Community Network
TNF	Transition Network Facilitator
TPA	Third Party Administrator
TTAN	Transition Technical Assistance Network
TVA	Targeted Vocational Assessment
VR	Vocational Rehabilitation
VRC	Vocational Rehabilitation Counselors
WIOA	Workforce Innovation and Opportunity Act
YMCA	Young Men's Christian Association
YTP	Youth Transition Program