

# OREGON TRANSITION RESOURCE HANDBOOK

*Oregon achieves . . . together!*



2022-23 Edition

## OREGON'S SHARED GOAL

*To improve transition outcomes for youth with disabilities  
by creating an equitable, sustainable, simplified system  
aligned across agencies that reduces redundancy.*



# Table of Contents

1. Introduction to Handbook	1-5
2. Hot Topics Introduction	6-7
3. Case Examples Introduction	8
4. Using Data	9-14
5. The Transition IEP	15-32
6. Summary of Performance	33
7. Diploma Options	34-36
8. Federal and State Regulations	37-40
9. Universal Tech Tools	41
10. Oregon Extended Assessment	42
11. Final Acknowledgements	43

Please see [transitionoregon.org/handbook](https://transitionoregon.org/handbook)

*Transition Resource Handbook* tab for the following content:

- [Hot Topics](#) in Special Education
- [Case Examples](#) of 3 students
- [Handbook Resources](#) listed per content sections



# Introduction to the OTR Handbook

## INTRODUCTION TO THE OREGON TRANSITION RESOURCE HANDBOOK

The Oregon Department of Education (ODE) supports districts to prepare all students for college and career readiness by “Moving Forward Together” in serving students experiencing disabilities as they transition from secondary to post-secondary activities to help them reach their goals!

Transitioning students with disabilities from secondary school to post school options is complex. It requires a team of people and many resources including time, multiple agencies, community support and intensive planning. Congress recognized the complexities of transition planning by outlining transition services in IDEA 2004.

In this 2022-23 Oregon Transition Resource Handbook there is reference material for educators and administrators who are responsible for writing and implementing IEPs as well as many resources for parents, students, agencies and others who are partners in transition planning. Among a number of transition topics, the Handbook provides research-based information regarding:

- **Current relevant issues** facing educators, families, and students;
- **Predictors** of transition outcomes;
- Analysis of **data**;
- Writing the **Transition IEP**;
- Links to **case samples** using the eight component standards of transition;
- **Summary of Performance**;
- Age of Majority - **Supported Decision Making**;
- Federal and State **Law and Regulations**;
- **Diploma Options**;
- **Universal Design** for Technology; and,
- Oregon **Extended Assessment**

The Handbook reinforces the premise that:

- Transition is **not a place**; it is a **continuum of services**; and,
- Transition plans and services are **not a program**; but **services to meet the student’s unique needs**.

ODE’s overall goal is to improve transition outcomes for youth experiencing disabilities by creating an equitable, sustainable, simplified system aligned across agencies that reduces redundancy.

The shared vision and common goals of ODE’s Office of Enhancing Student Opportunities (OESO) is achieved when all youth experiencing disabilities:


- ❖ Are given power to recognize and advocate for their preferences, interests, strengths, and voice,

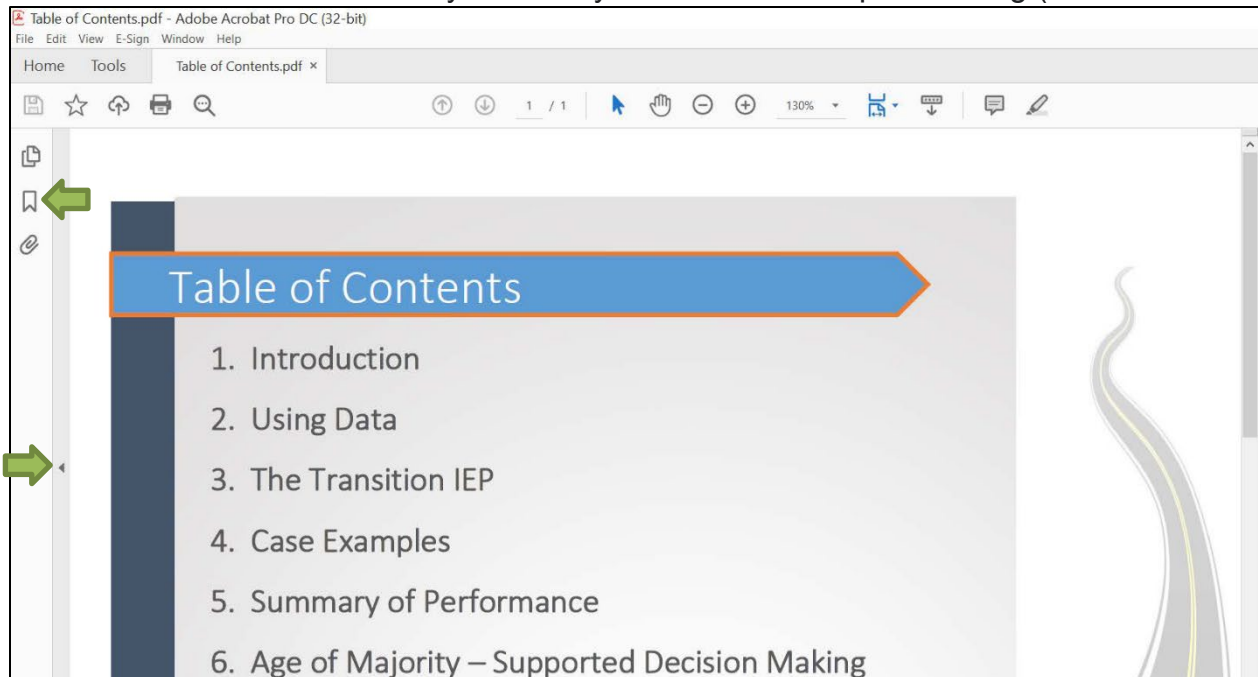
- ❖ Transition to the role of a productive, participating adult citizen, and
- ❖ Are provided equal access to resources that will promote full inclusion in the communities of their choice.

### HOW TO ACCESS THE OREGON TRANSITION RESOURCE HANDBOOK:

The Handbook is available in electronic form on the TTAN, [transitionoregon.org](http://transitionoregon.org), website and by QR code on the Table of Contents page. The Handbook may be downloaded as sections or as an entire document.

The Oregon Department of Education encourages districts and schools to share their ideas and resources in this handbook through IEP meetings, conferences, and presentations.

NOTE: To access individual content areas, expand with ◀ and click bookmark icon  Bookmarked sections will take you directly to content area upon clicking. (Adobe Acrobat)



### PRIORITIES FOR IMPROVEMENT IN OREGON

The Oregon Transition Resource Handbook is also meant to assist in meeting the *priorities for improvement in transition* in Oregon. These priorities include:

- ✓ Decreasing the number of former students who are not engaged and 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 number of students with disabilities who drop out before receiving a diploma.
- ✓ Increasing the number 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 to one or more community work experiences while in school that will lead to better post school outcomes.
- ✓ Using Post-School Outcomes (PSO) data to make decisions on implementation of National Technical Assistance Center on Transition: The Collaborative (NTACT:C)

Evidence Based Practices and Predictors for transition program 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 Transition Network Facilitators (TNFs) available throughout Oregon.

## STATE EXPECTATIONS

### EQUITY STANCE

As a point of emphasis, transition services in Oregon must be aligned with the Oregon Department of Education's equity stance. Equity in education is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter their national origin, race, gender, sexual orientation, disability status, first language, or other distinguishing characteristic. For further information on ODE's equity initiatives, please visit the ODE Office of Equity, Diversity and Inclusion.

### OREGON TRANSITION PLANNING

Individualized Education Programs (IEPs) must address transition, including employment, beginning not later than the first IEP to be in effect when the child turns 16. However, transition planning, including information about and opportunities to experience supported employment services may begin at age 14 or younger, if determined appropriate by the IEP team (including parent(s)).

#### **What must the transition planning include?**

The transition planning process must include information about, and provide opportunities to experience, supported employment services in integrated employment settings. Supported employment services are provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. Their services may include activities like job development – help trying to get a job – and job coaching.

Schools also play a role. Services that can be offered in an integrated employment setting can include opportunities to experience internships, job shadowing, and site visits to places where people work in an integrated employment setting. An integrated employment setting is one where *an employee with disabilities interacts with others to the same extent as individuals who do not have disabilities and who are in comparable positions*. Planning so that these kinds of experiences occur is an important part of the transition planning process. Schools **should be careful to avoid mock sheltered workshops (MSW)**.

MSW is defined as,

*"Mock sheltered workshop activities" are prevocational training activities (for example, folding, sorting, shredding, packaging, and labeling activities) that are:*

- a. Conducted during the school day;*
- b. Performed only by students with disabilities;*
- c. Closely resemble the vocational work tasks performed by adults with I/DD in*

*Sheltered Workshops, including by being activities:*

- 1. designed to fulfill the demands of a contractor, business, charitable organization, school or school district, retail store, or other entity; and*
- 2. performed by individuals without compensation or in exchange for subminimum wages; and*

*d. Not part of an instructional sequence, such as teaching generalization of skills.*

*Instructional sequence does not include instruction that consists solely of the activities described in all of (a), (b), and (c) above. (Section II.6).*

When starting one of these opportunities, school district personnel should connect with their regional Transition Network Facilitator to discuss this type of activity and seek guidance so it is not considered a mock sheltered workshop. Unpaid work for students experiencing disabilities poses a risk that a mock sheltered workshop has been created.

### FUTURE READY OREGON



In April 2022, Governor Kate Brown signed into law a workforce spending plan titled “Future Ready Oregon” aimed at helping more Oregonians find good-paying jobs in health care, manufacturing and construction. Among its many components are funds directed toward increasing the number of students graduating from high school with the skills to be college and career ready.

By increasing Oregon students’ opportunities for hands-on learning, Future Ready Oregon aims to motivate students to come to school and to continue learning, right up until they cross the graduation stage and head into the workforce. Future Ready Oregon also aims to provide learning opportunities to the job skills businesses are looking for, so that every student in Oregon, including students experiencing disability, can graduate with a plan for the future, and the skills to make that plan into a reality.

### OREGON’S EMPLOYMENT FIRST



Oregon’s Employment First initiative is the vehicle for state agencies to continue to operate together in improving competitive integrated employment outcomes for people experiencing intellectual and developmental disabilities. Employment establishes community connections that allow people to become contributing and valued members of their communities. As with all other citizens, for individuals experiencing I/DD, employment has many positive impacts. These impacts include increasing self-worth, building relationships, and gaining access to community resources. Employment improves economic well-being as well as physical and mental health.

### STATE PERFORMANCE PLAN

The state is required by the federal Office of Special Education Programs (OSEP) to have and report annually on a State Performance Plan (SPP/APR) to evaluate the state’s implementation of special education services and to describe how the state will make improvements. There is an SPP/APR for both Part B (Ages 3-21) and Part C (Birth-2) of the IDEA: the Part B SPP/APR contains information related to transition services.

**Oregon's State Performance Plan lists four transition related indicators:**

Indicator 1: Increase **graduation** rate

Indicator 2: Decrease the **drop-out** rate

Indicator 13: Achieve 100% compliance **transition related standards** in the IEP

Indicator 14: Improve **Post-School Outcomes**: employment, education or training, and independent living

Indicator 13 assesses whether school districts have met the transition requirements in the IDEA for students whose IEPs require secondary transition components. Oregon uses a validated self-assessment process through cyclical monitoring with school districts to determine compliance with this indicator. The self-assessment protocol for secondary transition contains eight standards related to transition-aged youth on the Oregon IEPs, developed from the IDEA's requirements for transition planning. Schools are required to demonstrate 100% compliance on these standards. Oregon has not met the required goal of 100% compliance on Transition IEPs. The state has hovered around 80% to 85% compliance of files being compliant on the eight transition standards over the past number of years. Compliance with these eight standards in Transition IEPs increases the likelihood of student success in their intended postsecondary goals and life after high school.

As districts review the components of the IEP, there must be documented evidence. In order to be compliant, the answer must be "yes" to all of the following questions:

- ☐ Is there evidence that **the student was invited to the IEP team meeting** where transition services were discussed?
- ☐ Is there evidence that the measurable postsecondary goal(s) **were based on age-appropriate transition assessments**?
- ☐ Is there evidence that the student's **preferences, interests, needs and strengths** were considered as part of the IEP development?
- ☐ Are there appropriate **measurable postsecondary goals** in the areas of **education and training, employment**, and as needed, **independent living**?
- ☐ Are there **transition services** in the IEP that will reasonably enable the student to meet their postsecondary goal(s)?
- ☐ Do transition services include **courses of study** that will reasonably enable the student to meet their postsecondary goal(s)?
- ☐ 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 (N/A) if the agency did not participate because of age or grade.
- ☐ Are there annual **IEP goals** related to the student's transition service needs?

# Hot Topics Introduction

## HOT TOPICS IN 2022-23

The [Hot Topics](#) section takes a deeper look into some of the significant topics affecting secondary transition in Oregon. They reflect the rising priorities within the Oregon Department of Education and provide the most current and relevant information available on best practices. They keep you current on important information for transition students with disabilities.

Find the Hot Topics section:

<https://transitionoregon.org/Transition Resource Handbook> (tab)

## Let's Celebrate!!!!!!

### After years of hard work by educators across Oregon, the *Lane v. Brown* settlement agreement was finalized on July 21, 2022.

In 2012, Disability Rights Oregon, United Cerebral Palsy of Oregon and S.W. Washington, and multiple named plaintiffs sued the state of Oregon for allegedly violating the Americans with Disabilities Act by segregating workers with disabilities. The suit argued the State was violating the ADA by funding sheltered workshops and paying workers with disabilities less than minimum wage.

The parties drafted a [Settlement Agreement](#) in 2015 containing requirements that the state needed to fulfill by 2022. The plaintiffs did not receive any money as part of the settlement, but the agreement did change the state's approach to people with disabilities.

The new requirements affected two groups of people: those working in sheltered workshops at the time; and people with intellectual and developmental disabilities aged 14 to 24, who are transitioning to work or higher education.

As part of the agreement, the State needed to stop funding all sheltered workshops and provide career planning to over 1,000 workers who wanted to find other employment. Furthermore, jobs offered to these workers needed to integrate employees with and without disabilities.

At the time the lawsuit was filed, transition-age people with disabilities were often trained to work in a sheltered workshop. After the settlement, training for sheltered workshops ended. Instead, under the agreement, Oregon's Department of Developmental Disabilities Services and the Oregon Office of Vocational Rehabilitation Services were required to provide specialized job training and career planning services to people with disabilities who wanted to work.

Nicole Jorwic, the independent reviewer for the case, found that by the end of the settlement period, the state complied with the requirements. She said, "Overall my findings were that the State not only hit their numbers but put the systems in place to just continue to sustain the advances that they've made in expanding access to these services."

While we can celebrate the great work that has happened throughout the state to bring this monumental case to a close on July 21, 2022, we realize that we still have additional work to do to improve the quality of services for students receiving transition supports in order to help them gain the skills to live, work, and play in the community of their choice.

## Oregon's Hot Topics for 2022-23



- House Bill (HB) 2105 - Supported Decision Making
- Senate Bill (SB) 744 - Review of Oregon Diploma types
- Planning My Way to Work
- Transition Technical Assistance Network
- TTAN Website
- Guidance on Avoiding Mock Sheltered Workshops
- Seamless Transition
- ODE and CTE
- On Track for Diplomas
- Resiliency Framework (rev. March 2022)

# Case Examples

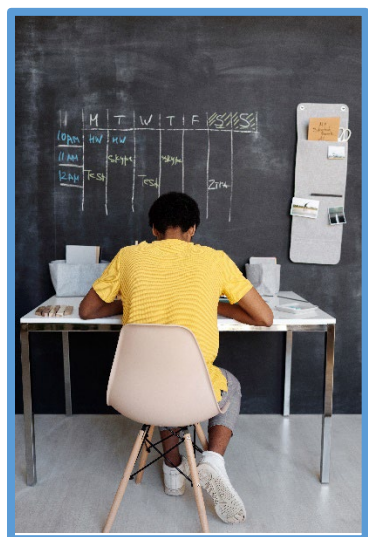
## CASE EXAMPLES-INTRODUCTION

The ability to apply the concepts presented in the Oregon Transition Handbook is essential to building a strong transition plan including the Transition IEP. To help in this process, three case studies are available via a link to look at how the information in the Handbook is applied to three transition-age students with varying disabilities. These case studies can be found online at the TTAN website at <https://transitionoregon.org>.



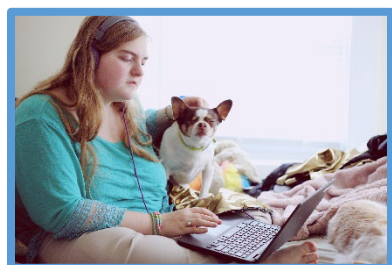
### Daniel

- An 18-year-old student with an intellectual disability and an orthopedic impairment.
- Communicates desires and needs through pictures and picture symbols on his personal electronic device.
- Parents feel it is important that Daniel spend his time working to the best of his ability so that he gains skills and feels a sense of accomplishment in his life.



### Demarcus

- A 17-year-old student identified with Autism Spectrum Disorder (ASD).
- Reads grade level material independently with weaknesses noted in reading comprehension.
- Working on developing better communication skills so as to be better understood by others and increase social and business interactions.
- Participated in a paid, 6-week summer work experience at Office Depot and expressed that he liked working there and getting a paycheck.
- Currently enrolled in Case Management only services through the County Developmental Disability Program.



### Allison

- 18-year-old student with a specific learning disability in reading and written expression.
- She is very social who has a number of friends with interests both inside and outside of school.
- Has some difficulty managing her time and requires assistance with turning assignments in on time and staying organized.
- Allison's future goals are to attend college to obtain a degree in child development.

# Using Data

## INTRODUCTION TO INDICATORS AND PREDICTORS

**INDICATORS** are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA). IDEA is a federal statute that specifies requirements for educational programs for students who are receiving special education and related services. There are a total of 17 Part B priority indicators that measure implementation of IDEA that states are required to report data on to the Office of Special Education Programs (OSEP). For the purposes of transition, Indicator 1 - Graduation; Indicator 2 – Dropout; Indicator 13 – Secondary Transition with IEP goals; and Indicator 14 – Post-School Outcomes will be presented in this resource handbook.

**PREDICTORS** come from activities, services and supports that occur during the school years that have been identified through research as being associated with higher rates of success as youth enter adulthood. The predictors provide ideas for programs and services to build community capacity and investment in serving transition-aged youth.

### POST-SCHOOL OUTCOMES – INDICATOR 14



Districts must complete follow-up interviews with all students who had an IEP in effect when they left secondary school. To help find former students and increase the likelihood of them responding to the PSO survey, Oregon adapted the National Post-School Outcomes document, **Contacting Hard to Find Youth: Strategies for the Post-School Interviews** – (copy found on TTAN website under PSO Resources/Follow-Up)

### USING OUTCOME DATA TO INFORM DISTRICT IMPROVEMENT

Districts that demonstrate a high proportion of attendance at a postsecondary school and/or working in competitive settings are likely to offer strong transition plans 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.

### GUIDING QUESTIONS USING TRANSITION DATA

*The following questions relate to the district's overall secondary transition plan and services.*

1. When a student turns 16, how does the district provide explicit transition planning services specifically designed to help students move from high school into work and/or postsecondary education and training opportunities?
2. Do the IEPs meet the requirements for Indicator 13?
3. Does every IEP contain appropriate measurable postsecondary education/training and employment for students who are 16 or older?

4. What percentage of former students were engaged (i.e., working, going to school, or doing both) one year out of school?
  - a. Was this percentage consistent with the engagement rates of previous years?
  - b. What percentage of the district's respondents were not engaged at any level?

*The following questions address issues related to the graduation and dropout rates experienced by youth experiencing disabilities in the district and/or school.*

1. What percentage of former students graduated with a diploma last year?
2. What is the number of students experiencing disabilities represented by this percentage?
3. Is the current year's graduation rate the same, higher, or lower than the graduation rate in past years?
4. What percentage of former students dropped out of school last year?
5. What is the actual number of students experiencing disabilities represented by this percentage?
6. Is the current year's dropout rate the same, higher, or lower than the dropout rate of past years?

*The following questions address issues experienced by youth experiencing disabilities in the district and or school.*

1. Considering the overall graduation and dropout rates for youth experiencing disabilities from your school/district, what surprised you?
2. What do you think contributes to the graduation and dropout rates?
3. What types of academic/vocational classes do students who graduate (or dropout) from high school typically take while in high school?
4. What district-wide policies and or procedures contribute to students experiencing disabilities dropping out of high school? What are barriers to students graduating?

*If the competitive employment rate for youth experiencing disabilities in your district/school is lower than the State's employment rate or benchmark, consider the following questions:*

1. What services does the district provide that contribute to youth becoming competitively employed once they exit school? For example, does the district provide job coaches? Is there an interagency agreement between the school district and the local vocational rehabilitation office?
2. What district barriers limit competitive employment for youth experiencing disabilities? How is the district addressing the barriers or preparing students to overcome them? For example, is there limited access to Vocational Rehabilitation or local employers?
3. How is career awareness and job training an explicit part of the curriculum?
4. Is there a concerted district-wide effort to provide vocational and career technical education courses to youth experiencing disabilities in high school?

*If you determine the enrollment rate for youth experiencing disabilities in postsecondary education and training is lower than the State target or benchmark, consider the following:*



1. How are youth experiencing disabilities provided specific opportunities to learn about a variety of post high school learning opportunities, including vocational and training programs, trade schools, community and adult learning programs (i.e., not just 2-or 4-year colleges)?
2. When do youth who are interested in attending a vocational, training, or trade school program have opportunities to visit the school, apply for scholarships, and receive help with admittance procedures? Are youth experiencing disabilities specifically targeted to participate in these activities?
3. Do youth experiencing disabilities have the skills, services, and supports to successfully complete their high school education, thereby preparing them to enroll in and complete postsecondary education or training programs?
4. How are youth experiencing disabilities explicitly taught self-advocacy and self-determination skills that they will need to avoid or overcome a variety of challenges they may face once they leave high school and seek further education?
5. How are youth and their parents informed about postsecondary education/training programs?
6. How are parents and youth active participants in the decision-making process relative to identifying post-school goals for further education?

#### STRATEGIES TO ENCOURAGE PARTICIPATION

1. Provide Pre-Notification & Create Familiarity
  - Discuss the follow-up interview with students before they leave school. Tell them what to expect and why.
  - The most motivating factor for completing interviews is the chance to help other students. Tell them how the information they share will help others like them.
  - 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 address the PSO postcard to themselves. This postcard will be mailed as a reminder of the upcoming follow-up interview. Copies of the postcards are available on the TTAN website under PSO resources.
2. Show Interest When Conducting the Survey
3. Making Contact
4. Use the PSO logo on all materials and reminders:

## PREDICTORS

NTACT:C shares effective practices and predictors that have been evaluated based on the amount, type, and quality of the research conducted. These practices and predictors are labeled as listed below, and are identified as: evidence-based, research-based, or promising. These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended.

 			
Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising



## PREDICTOR DESCRIPTIONS

Predictors/Outcomes	Description
Career Awareness	Learn about opportunities, education and skills needed for a variety of careers.
Career Technical Education (CTE)	Courses that focus on career development and preparation for specific careers.
Community Experiences	Activities that occur outside the school setting and supported by in-class instruction.
Exit Exam Requirements/High School Diploma	Meet district graduation requirements for diplomas.
Goal Setting	The process of deciding what you want to achieve over a particular period of time (e.g., the IEP).
Inclusion in General Education	Access to general education classes and curriculum. Classes with non-disabled peers.
Interagency Collaboration	Cross agency and program collaborative efforts to link youth/families to resources.
Occupational Courses	See Career-Technical Education above.
Paid Employment/Work Experience	Participation in workplace. Can include job shadowing, internships or paid work experience.
Parent Expectations	Include family planning and articulate expectation that their child will participate in postsecondary education and will be employed in the community after high school.
Parental Involvement	Parents/family/supportive adults are active, engaged participants in planning.
Program of Study	Courses, experiences, and curriculum designed to develop student academic, functional skills.
Psychological Empowerment (new)	Intrinsic task motivation reflecting a sense of self-control in relation to one's work and an active engagement in one's work role.
Self-Advocacy/Self-Determination	Ability to make choices, solve problems, set goals, evaluate options, and state goals.
Self-Care/Independent Living	Self-care and life 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.
Self-Realization (new)	Understanding and knowing one's true self, inner-self, and capabilities.
Social Skills	Behaviors, attitudes that focus on communication and collaboration.
Student Support	Network of family, educators, and agencies that provide services to facilitate transition.
Technology Skills (new)	Skills learners develop as a result of the use of the computer and technologies.
Transition Services	Contracts with agencies that moves students from school settings to adult life.
Travel Skills	Traveling independently outside the home (e.g., school, local store).
Work Study	Paid or unpaid work experience and work skills instruction; integrated academic/work skills.
Youth Autonomy/Decision Making	Think, feel, and make decisions acting on your own (e.g., planning weekend activities, volunteering).

## EVIDENCE BASED PRACTICES THAT SUPPORT THE PREDICTORS


NTACT:C's resources can be used to support effective secondary transition programming.

The *Effective Practices and Predictors Matrix* (rev. May 2021 screenshot below). See links to more information under Handbook Resources/Using Data for additional examples of practices, predictors, and programs to help enable post-school success.

<div>  <div>National Technical Assistance Center on Transition</div> </div>		
Effective Practices and Predictors Matrix		
Level of Evidence	Relevant Outcome Area	Practice or Predictor Description Title
Evidence-based Practices  	Education	<ul style="list-style-type: none"> <li>▪ <b>Predictors of Postsecondary Education</b> <ul style="list-style-type: none"> <li>▪ Participation in Career and Technical Education</li> </ul> </li> <li>▪ <b>Student-focused Planning Practices</b> <ul style="list-style-type: none"> <li>▪ Published curricula to teach student involvement in the IEP to students with disabilities</li> <li>▪ <i>Self-Advocacy Strategy</i> to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities</li> <li>▪ <i>Self-Directed IEP</i> to teach student involvement in the IEP meeting for students with disabilities</li> <li>▪ <i>Take Charge</i> curriculum to teach engagement in educational planning</li> </ul> </li> <li>▪ <b>Student Development (Academic, Employment, and Life Skills) Practices</b> <ul style="list-style-type: none"> <li>▪ Anchored Instruction to teach math to students with disabilities and learning disabilities</li> </ul> </li> </ul>

*Skills and Practices* provides a list of practices NTACT:C has determined are effective (rev. 2020, screenshot below).

See links to additional information under Handbook Resources/Using Data

<div>  <div>NTACT National Technical Assistance Center on Transition</div> </div>		Skills and Practices
<p>An effective practice (i.e., evidence-based, research-based, promising) is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Tankersly, &amp; Landrum, 2009; Odom, Brantlinger, Gersten, Horner, Thompson, &amp; Harris, 2005). The table below lists skills to be learned and the teaching method or methods (i.e., instructional strategy or strategies) found to be effective when teaching the skill, as determined by high-quality research. For additional information on how these practices were identified, visit <a href="http://www.transitionta.org">www.transitionta.org</a>.</p> <p>Teachers are encouraged to use this list to pair the skill to be learned with an effective practice.</p>		
Skill to be Learned	Effective Practice (E) = Evidence-Based (R) = Research-Based <i>(Note: a practice may be evidence-based for one skill and research-based for another due to our criteria for defining the levels of evidence)</i>	
Banking and Finance Skills	<ul style="list-style-type: none"> <li>• Simulated Instruction (R)</li> </ul>	

# The Transition Individualized Education Program

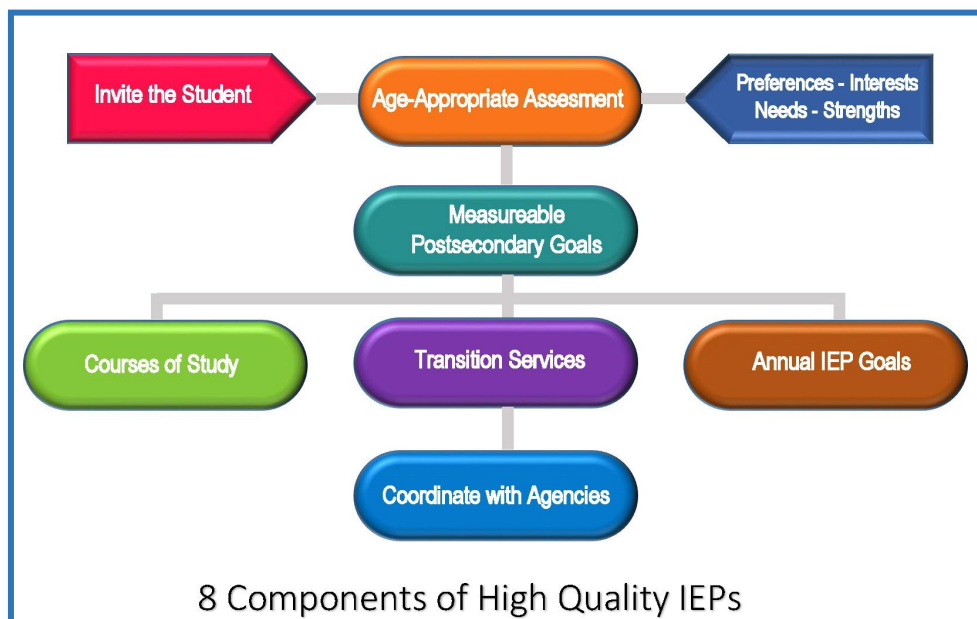
## THE TRANSITION INDIVIDUALIZED EDUCATION PROGRAM (IEP)

### INTRODUCTION

Effective transition IEP planning helps students determine what they want to do after leaving high school and prepares each student with the tools necessary to reach their preferred destination. The IEP team will help the student investigate their preferences, interests, needs, and strengths (PINS); develop meaningful annual and long-term transition goals that align with their PINS; and set in place the services needed to reach these goals. The overall purpose of this planning is to assist secondary students experiencing disability prepare to become independent young adults.

Each of these integral pieces of transition IEP planning will be provided in this section's content. Each component will be described, and tools and resources to enable a student-centered, high-quality transition plan for each student will be provided and discussed.

### IEP COMPONENTS



### IEP COMPONENT SUB-SECTIONS

- INVITE THE STUDENT
- AGE-APPROPRIATE TRANSITION ASSESSMENT (AATA)
- PRESENT LEVELS OF ACADEMIC ACHIEVEMENT FUNCTIONAL PERFORMANCE (PLAAFP)
- MEASURABLE POST-SECONDARY GOALS
- TRANSITION SERVICES
- COURSES OF STUDY
- MEASURABLE ANNUAL IEP GOALS
- COORDINATE WITH AGENCIES

## Invite the Student

### INVITE THE STUDENT

IDEA requires that the school district invite the student experiencing disability to attend their IEP meeting if the purpose of the meeting will be the consideration of the postsecondary 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.

Students may play different roles and provide input through various methods based on their level of comfort. For example, the student may:

1. Provide input indirectly based on a questionnaire or survey.
2. Be a reluctant participant (avoids conversation or responds only to direct questions).
3. Provide input directly by computer or electronic device.
4. Be a self-advocate (practices self-advocacy skills).
5. Be a leader (demonstrates leadership skills in the IEP).

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

### PLANNING FOR A YOUTH-LED IEP

- Identify students who are 16 or older
- Get written consent to invite adult service providers to IEP meetings from parents or adult youth
- Connect with the student's adult service providers and invite them to the IEP meeting
- Schedule time in advance to meet with the student to review transition IEP
- Prepare the student for participating in their IEP
- Review the student's formal and informal assessments and make sure the assessments align with the student's postsecondary goals
- Review the student's courses of study and make sure they align with the student's postsecondary goals
- Consider which transition assessments (formal and informal) would best identify the student's preferences, interests, needs, and strengths (PINS) and postschool goals (PSGs)
- Plan for parent and family input/interview
- Discuss the student's annual goals and a method for tracking those goals (how does the student reflect/report progress on their goals?)

## WAYS TO INVOLVE STUDENTS IN THE IEP PROCESS

- 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.
- Drafting the IEP provides practice in self-advocacy skills – this includes having students write a draft of their IEP that reflects their strengths and needs as well as interests and preferences.
- Participating in the IEP Meeting: Demonstrate self-advocacy skills. The student has the opportunity to share interests, preferences and needs and participate in the process of developing the transition plan.
- Leading the IEP: The student has the opportunity to demonstrate self-advocacy and leadership skills.
- Implementing the IEP: Evaluate their own progress towards achieving goals.



# Age-Appropriate Transition Assessment

## AGE-APPROPRIATE TRANSITION ASSESSMENT

### PURPOSE

Transition assessments are an essential element of the transition planning process. Transition assessment is an ongoing process and will help the student explore and identify their preferences, interests, needs, and strengths. These assessments will be reflected in the summary of student's present levels of academic achievement and functional performance and used as a basis in defining goals and services to be included in the IEP. Transition assessments can be formal or informal assessments. This section will provide information regarding transition assessment description and definition, best practices, and resources.

### DESCRIPTION/DEFINITION

"Transition assessment is an ongoing process of collecting information on the student strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning, and working environments. This process begins at age 14 or earlier and will continue until the student graduates or exits high school. Information from this process is used to drive the IEP and transition planning process and to help develop the Summary of Performance (SoP) document detailing the student's academic and functional performance and postsecondary goals." (Adapted from article: (2007); *Access for success: A practitioner's handbook on transition assessment* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press. P. 2-3)

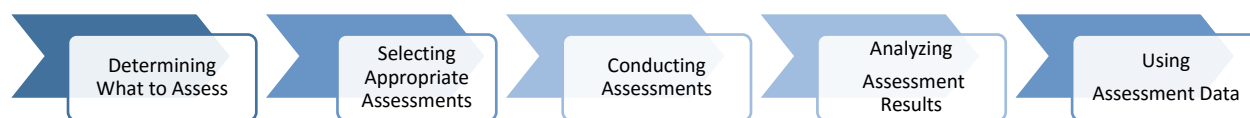
Beginning with the first individualized education program (IEP) to be in effect when a child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and (2) the transition services, including courses of study, needed to assist the child in reaching those goals. Federal law requires "appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills".

### HOW TO ASSESS TRANSITION SKILLS

In the article, *Assessing Transition Skills of the 21<sup>st</sup> Century*, (Rowe, D. A., Mazzotti, V. L., Hirano, K., Alverson, C. Y. (2015). Assessing transition skills in the 21<sup>st</sup> century. *Teaching Exceptional Children*, 47(6), 301-309) – (found under Resources for this section) - teachers and student are encouraged to utilize a 5-step process of transition assessment. This process will take into consideration the many skills to be assessed to present a wide-ranging representation of the student's abilities and needs.

This process will provide a base for Individualized Education Program (IEP) goals and transition services along with guidance in instructional decision making.

This process is characterized by the following five components:



Source: **Assessing Transition Skills in the 21st Century**

Rowe, Dawn A;Mazzotti, Valerie L;Hirano, Kara;Alverson, Charlotte Y; *Teaching Exceptional Children*; Jul/Aug 2015; 47, 6; ProQuest Social Sciences Premium Collection pg. 301

## PREDICTOR

### Student Skills

Updated for dissemination by the National Technical Assistance Center on Transition (2015; 2019)

*Community Experiences:* Conduct transition assessments with students and families to determine appropriate community environments for current and future activities.

*Self-Determination/Self-Advocacy:* Conduct age-appropriate transition assessments in order for students to learn about themselves, set goals, solve problems use information, make decisions, and identify long-range goals.”

*Career Awareness:* Provide systematic, age-appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of careers. (NTACT 2019)

*Paid Employment/Work Experience:* Use age-appropriate assessments to ensure jobs are based on students’ strengths, preferences, interests, and needs.

*Parent Involvement:* Share transition assessment results with parents so that parents can use the information to provide training for their child in the home and the community and identify natural supports.

*Student Support:* Ensure teachers and other service personnel provide ongoing transition assessment to assist in planning for needed supports and resources in school and beyond.

*Transition Program:* Use multiple strength-based assessments across multiple domains at different points in time to assist student and IEP teams in post-school planning.

## PLAAFP

### PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

The PLAAFP component of the IEP serves as foundation from which content for the other elements of the IEP are drawn. In essence, the PLAAFP summarizes a student's current level of functioning about academic and functional performance skills. Within Oregon, the PLAAFP must contain:

- Overall, Strengths, Interests, Preferences, and Needs of the Student (PINS)
- Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child
- Present level of academic achievement, including the most recent performance on state or districtwide assessments
- Present level of functional performance, including the results of initial or most recent formal or informal assessments and observations

### PREFERENCES – INTERESTS – NEEDS - STRENGTHS (PINS)

For students of transition age, transition assessments serve as basis for gathering ongoing data on each student's preferences, interests, needs, and strengths as they relate to the student's vision of future education/training, employment, and independent living. Educational personnel should gather enough (and ongoing) information to plan other components of the IEP. For example, the following matrix could be completed for the student to help gather needed information for transition planning:

	Education	Training	Employment	Independent Living (if needed)
Preferences				
Interests				
Needs				
Strengths				

Please see the section on Transition Assessments to help determine what transition assessment(s) could potentially be used to help fill in the matrix and when these assessments would be most beneficial. This information can then be summarized for use in the PLAAFP statement and to plan for postsecondary goals annual goals, and other needed services.

Until a student with an IEP exits the school system, IEP teams should continue to collect data that captures the student's preferences, interests, needs, and strengths to ensure a student's transition plan continues to accurately reflect their goals for postsecondary life and provides transition services that are aligned with supporting the student in achieving these goals.

### PARENT INPUT

Parent input and concerns are an important part of the IEP process and should be considered when developing the student's IEP. Parents are the experts on their child as they have a deep understanding of their child's strengths, passions, and personality. Parent input can be shared prior to or at the IEP meeting. However, a great way to gather parent input prior to the student's IEP meeting would be sending a parent questionnaire for transition planning along with a letter explaining why they are receiving the form. Examples of such forms can be found on the TTAN website. FACT Oregon also has information on gathering parent input into the transition process.

### PRESENT LEVEL OF ACADEMIC ACHIEVEMENT

The Present Level of Academic Achievement should include at least these three components:

1. The student's current level of performance in each academic area for which there are concerns. Information from both informal and formal assessments can help determine the student's current strengths, difficulties, and instructional needs in each area of concern.
2. Assessment information should be documented in this section including baseline data for annual goals that will be written in the IEP.
3. A statement of how the student's academic needs impact their ability to participate and make progress in the general education curriculum. For a transition student, it is also helpful to provide a description of the degree of match between the student's current academic skills and the student's post-school goals, as this helps describe the impact of the disability and provides information regarding comprehensive transition planning.

### PRESENT LEVEL OF FUNCTIONAL PERFORMANCE

This section must describe the student's current strengths and areas of need related to student's functional performance. Functional performance is defined as the ability to apply academic skills in a variety of ways and in a variety of settings. Functional performance is also observed in how the student engages in the routine activities of everyday life, including communication, mobility, behavior skills, social skills, and daily living skills. Relevant assessment data as well as relevant observation data should be documented in this section of the PLAAFP. The section must also include a statement of how the student's functional needs impact their ability to participate and make progress in the general curriculum. Once again, for students of transition age, this statement should include a description of the student's current functional skill development as it relates to their post-secondary goals. Identified mismatches can be used as potential content for transition planning.

## Post-Secondary Goals

### POST-SECONDARY GOALS

A Post-Secondary Goal (PSG) refers to a goal a student hopes to achieve after leaving secondary school. All students who have an IEP in effect the year the student turns 16 must have PSGs. These goals can be included in the IEP at an earlier age if determined appropriate by the IEP team. The PSGs must be based upon age-appropriate transition assessments. Although the IEP team must consider each of the four transition-related goal areas, there must be at least two goals for all students: one for employment and one for education or training. In addition, some students may require a goal for independent living based on assessment information.

The IEP team writes the PSGs based on age-appropriate transition assessment (AATA) and the student's preferences, interests, needs, and strengths (PINS).

The IEP team must consider goals in four areas when appropriate:

- Education
- Training
- Employment
- Independent Living Skills

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

When determining whether PSGs 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 their plans after leaving high school.

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

### FORMULA FOR WRITING POST-SECONDARY GOALS

_____	_____	will	_____	_____
(Time)	(The Student)	(Goal Behavior)	(Where & How)	

Sample:

<u>Two months after HS</u>	<u>Susan</u>	will	<u>enroll</u>	<u>in Community College.</u>
(Time)	(The Student)	(Goal Behavior)	(Where & How)	

Sample Post-Secondary Goals for an IEP	
Student Goal	Description of Behavior in IEP
<b><i>Education, Training</i></b>	<b><i>Education, Training</i></b>
4-year college or university	Attend a college or university
2-year community or technical college	Earn an occupational certificate and/or associate's degree
Short-term vocational or technical school	Attend vocational training (e.g. beauty school, pet grooming, trucking school)
<b><i>Employment</i></b>	<b><i>Employment</i></b>
Competitive employment	Work a full or part-time job
Supported employment	Establish a connection with an appropriate agency
Volunteer work in the community	Participate in a volunteer program
<b><i>Independent Living</i></b>	<b><i>Independent Living</i></b>
Money management	Manage finances for living expenses
Grocery shopping - Meal preparation	Access community independently for grocery/meal needs
Transportation	Use public transportation

### QUESTIONS TO ASK WHILE CREATING POST-SECONDARY GOALS

- Were the goals **specific**? Words like “hopes to, plans to” are not measurable.
- Have you considered **all four areas** – Education, Training, Employment, and Independent Living Skills?
- Does it happen **after exiting** the school system?
- Is there an education or training goal?
- Is there an employment goal?
- Are there independent living skills goals, when appropriate?
- Are **all** of the goals measurable?

## Transition Services

### TRANSITION SERVICES

Transition services are instruction, experiences, and/or school activities that allow students to explore their preferences, interests, needs, strengths (PINS), and postsecondary goals. Transition services' domains relate to instruction, related services, community experiences, development of employment and other living objectives, acquisition of daily living skills, and functional vocational assessments. These activities may take place through a traditional class, or they may take place outside of a class.

Transition services are important because they give students further opportunities to explore their postsecondary goals. After participating in transition services, students may discover new PINS and may change/alter/redefine their postsecondary transition goals. These services also provide opportunities for students to strengthen their skills. Students should individualize their transition services with their IEP team. IEP teams can use the information gathered during students' transition services as informal transition assessments.

### EVIDENCE-BASED BEST PRACTICES

- At least one transition service that corresponds or connects to each annual goal should be listed.
- Transition services include documented academic and functional activities, supports, and services.
- Transition services should always be person-centered.

### EXAMPLES OF BEHAVIOR THAT COULD FIT POST-SECONDARY GOALS

TRANSITION SERVICES	EDUCATION OR TRAINING	EMPLOYMENT	INDEPENDENT LIVING
<b>Instruction:</b> <i>Academic and functional instruction that will be provided to the student to build the skills necessary to reach their postsecondary goals.</i>	Self-advocacy skills	Work-related skills (e.g., punctuality)	Self-care skills
<b>Related Services:</b> <i>Services needed for students to access integrated work, education, and living environments. They may include occupational and</i>	Speech/language	VR referral  Occupational therapy	Meet with Supplemental Security Income (SSI) representative

<i>physical therapy, speech therapy, rehabilitative counseling services, and other professional supports.</i>			
<b>Community Experience:</b> <i>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 or after school hours, to achieve the stated outcome(s) of community integration.</i>	Visit a community college including a visit to the Disability Services office	Job shadow	Visits to agencies (e.g., Independent Living Center)
<b>Development of Employment &amp; Other Living Objectives:</b> <i>Development of work-related behaviors, job seeking, career exploration, and actual employment (i.e., career planning, job shadowing, job training).</i>	Computer skills  Apply for financial aid	Part-time employment related to the student's goals	Visits to recreational agencies/facilities  Community-based vocational training
<b>Acquisition of daily Living Skills:</b> <i>The skills involved in caring for oneself on a daily basis (i.e., dressing, hygiene, household chores, shopping, managing finances, and an important component of independent living.</i>	Using accommodations	Using accommodations  Asking for help learning routines	Personal banking Instruction  Utilizing technology support (e.g, phone reminders to take medicines)



funded by the school. IDEA transition services are addressed in each student's IEP. The title "Pre-ETS" can be used to describe the above IDEA services; however, they are not billable services through VR.

### **3. What are some examples of IDEA Transition Services I can receive through my school district?**

IDEA Transition Services are discussed during each student's IEP meeting and can take place in the special education or general education setting. Transition Services should be determined to reflect or explore the student's postsecondary goals.

Below are some general examples of IDEA Transition Services:

- Job Exploration
- Participation in Work Experience
- Participation in a Transition Class
- Instruction in Self-Advocacy
- Participating in School District CTE Classes
- Counseling on Post-Secondary Education through a School District Program (e.g., Aspire)
- College Tours
- Job Shadows/Informational Interviews facilitated by School District Staff
- And more

### **4. What are some examples of Pre-ETS services I can request from Vocational Rehabilitation?**

Pre-ETS are person-centered and individually-based and can encompass a wide variety of services depending on the individual's wants and needs. Below are just some general examples of Pre-ETS Services that can be available upon request.

- Person-Centered Planning Meetings
- One-Page Profiles
- Job Explorations
- Small Group Classes (e.g., Drivers Permit, Food Handlers, MEGI, and Guided Group Discovery)
- Individual Motivational Interviewing with students
- Vocational Interest Inventories

### **5. When would a student (or a student's team) request a Pre-ETS?**

A team should request a Pre-ETS when the request goes beyond what the school can deliver or when the school would like consultation or assistance delivering a service. For example, school staff might not be trained in Person-Centered Planning. This would be an ideal time to request a Pre-ETS for this service. Pre-ETS are designed to **support** school services, **not supplant** school services.

### **6. Should Pre-ETS be documented in the student's IEP?**

Teachers should document completed Pre-ETS services in the student's present levels. Most of the time, completed Pre-ETS can be informal transition assessments used to identify the student's PINS and to develop the student's vocational postsecondary goals. NOTE: When addressing student's transition services, teachers should address the five areas specifically, rather than the label "Pre-ETS."

## Courses of Study

### COURSES OF STUDY

The courses 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.

#### IDEA 97 STORMS & O'LEARY 2000

“Perhaps the best way to think about courses of study is the series of courses and experiences that the student needs to achieve his or her desired post-school results or goals relative to further education or training, employment, community living and recreation. It should include regular education courses; advanced placement courses; specially designed instruction; community experiences; and employment adult living and daily living objectives.”

Storms, J., O'Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Minneapolis, MN: Western Regional Resource Center.

### THE COURSES OF STUDY

- A multi-year description of coursework and activities from the student's current to anticipated exit year that is designed to help the student achieve their desired postsecondary goals (PSGs).
- 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.
- 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.

#### REMINDER:

- Courses of study **are not** the coursework required to attain a specific high school diploma.
- The courses of study must **align** with the post-secondary goals.
- Courses of study must be **reviewed annually**.
- Look at your September caseload and determine which students are turning 16 and plan for the Transition IEP.
- Look at assessments to see student strengths, interests, preferences, and needs.
- Think of courses of study as a pathway for the student to gain skills in order to achieve their post-secondary goals.
- Ask what classes or activities will provide skills that will support this student's post-secondary goals.

#### HAVE YOU CONSIDERED...CTE?



CTE Programs of Study in your school may have courses that support student post-secondary goals. Below are some ideas that may be helpful in exploring CTE:

- 
- COURSES OF STUDY**

## Measurable Annual IEP Goals

### MEASUREABLE ANNUAL IEP GOALS

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 time frame, conditions, behavior, and criterion. The annual goals, which are updated annually, are designed to support improvement in academic and functional skills necessary to achieve postsecondary goals. **Each annual goal is an aligned stepping stone toward reaching the student's post-secondary goals.**

### COMPARISON BETWEEN ANNUAL TRANSITION GOALS AND POST-SECONDARY GOALS

Annual Transition Goals	Post-Secondary Goals
Targeted to be completed during school services	Will be achieved after exiting school services
Measurable	Measurable
Based on a student's needs	Based on a student's age of appropriate transition assessment (ATA)
Written in areas of: <ul style="list-style-type: none"> <li>• Academic Achievement</li> <li>• Functional Performance</li> <li>• Align to meet postsecondary goals</li> </ul>	Written in areas of: <ul style="list-style-type: none"> <li>• Education/Training</li> <li>• Employment</li> <li>• Independent living skills, when appropriate</li> </ul>

### SMART GOAL DEVELOPMENT

After reviewing your present levels of academic achievement and functional performance, develop **S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-Specific)** goals that address the student's individual needs. You will need to evaluate what is most important or what skills build upon each other to select appropriate goals.



## Coordinating with Agencies

### COORDINATING WITH AGENCIES

Every IEP Team member has important information to share in the IEP meeting. This collaboration is important to add to the team's understanding of each student and their needs for services. Partner agencies play an important and integral part in this collaboration. Each partner agency 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 partner agency that is likely to be responsible for providing or paying for transition services is identified, they should be invited starting with the first IEP meeting where transition services will be discussed.

For more information or you need more clarification on who to include, contact your local Transition Network Facilitator (TNF).

#### Things to consider:

- What agencies should the school district invite to a student's IEP meeting?
- Was consent obtained to invite agencies well before IEP meetings?
- Best practice is to invite partner agencies 30 days or more before an IEP meeting. (Invites can occur months prior to meeting)
- More than one agency can be invited to an IEP meeting.
- Notify and get permission from student, parent, and/or guardians about partner agencies that will be invited.
- Local agency contact information can be found by contacting your local TNF or on agency websites.

PARTNER AGENCIES	WHEN TO INVITE
<p>1. County Developmental Disabilities (DD) Program – service coordinator</p> <p>OR</p> <p>Brokerage Agency – personal agent (only available to people 18+ that are already a DD client)</p>	<ul style="list-style-type: none"> <li>• When student is enrolled in Developmental Disabilities (DD) services</li> <li>• If this service is unknown, call your county DD office and ask if the student is enrolled (obtain release of information)</li> <li>• When parent/student requests services</li> <li>• Invite to all IEP meetings, providing ample advance notice</li> </ul>
<p>2. Vocational Rehabilitation (VR),</p> <ul style="list-style-type: none"> <li>• local VR office counselor*</li> <li>• regional Pre-Employment Transition Services (Pre-ETS) Coordinator</li> </ul> <p><b>NOTE:</b> Pre-ETS Coordinator should only be invited if local VR counselor is unable to attend. Youth Transition Program (YTP) Specialist cannot represent VR at IEP meetings.</p>	<ul style="list-style-type: none"> <li>• When the student expresses an interest in paid, integrated, competitive employment</li> <li>• When the student's team would like to share information about employment possibilities with the student and family (student does not have to be a VR client)</li> <li>• If a student is receiving post-high school, 18-21 year old, transition services</li> </ul>

PARTNER AGENCIES	WHEN TO INVITE
<b>3. Employment Provider Agency</b> <ul style="list-style-type: none"> <li>• Job development</li> <li>• Job coaching</li> <li>• Discovery</li> </ul>	<ul style="list-style-type: none"> <li>• When the student is enrolled and receiving VR services or DD employment services</li> <li>• If the student is part of a Seamless (or similar) Team</li> </ul>
<b>4. Others to include when appropriate:</b> <ul style="list-style-type: none"> <li>• DHS/Foster care provider</li> <li>• Mental health provider</li> <li>• Parole/Probation officer</li> <li>• Community College Disability services office representative</li> <li>• And more...</li> </ul>	<ul style="list-style-type: none"> <li>• Invite when appropriate for the student, providing ample advance notice</li> </ul>

### TIPS FOR INTERAGENCY COLLABORATION

- Gather contact information and discuss partner agencies with the student and family. Determine who they want for collaboration and collect release of information agreement.
- Reach out to partners, contact representatives.
- Set up alternative methods to get input from partners if they cannot attend a meeting (i.e., phone conversation, shared documents, video conferencing).
- Be aware that partner agencies have their own vocabulary and process. They may need clarification of services and terminology between education, county developmental disability services, and vocational rehabilitation and brokerage services. Everyone should try to limit use of acronyms. (NOTE: See listing of acronyms in Handbook Resources on the TTAN website.)
- Schedule meetings far enough in advance so everyone is able to attend. Obtain from partner agencies their preferred or set guidelines on a time frame for advance notification.
- Schedule enough time for planning and input from partner agencies.
- Write clearly defined, measurable IEP goals and objectives that include input from partner agency when appropriate. Best practice is to have Individualized Education Program (IEP), Individualized Plan for Employment (IPE), and Individual Service Plan (ISP) goals align.
- Use an agenda and group agreements for the meeting, (e.g., active listening, respect opinions, stay pro-active and positive, stay student focused, everyone has a voice).

# Summary of Performance

## SUMMARY OF PERFORMANCE

IDEA 2004 **requires** that each school district provide a “**Summary of Academic Performance and Functional Performance**” to students who are graduating from high school with a regular diploma or are leaving due to exceeding the age of eligibility for a free appropriate public education (end of school year in which they turn 21). The Summary of Performance (SOP) also includes recommendations on how to assist the student in meeting their postsecondary goals.

IDEA 2004 does not explicitly require a Summary of Performance for students who are leaving school before the end of their entitlement period due to graduation with a *modified diploma or another diploma type or certificate*. However, ODE **strongly recommends** that school districts provide a Summary of Performance for these students as well in order to help them meet their postsecondary goals.

### **Additional Summary of Practice Notes:**

- The SOP should be completed during the final year of a student’s high school education, although the timing of completion of the SOP may vary depending on the student’s postsecondary 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 a student’s current level of functioning is intended to help postsecondary 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. 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.
- Practitioners should consider using the functional limitation language for eligibility to VR services in the student’s SOP.

# Diploma Options

## DIPLOMA OPTIONS FOR STUDENTS EXPERIENCING DISABILITY

Earning a diploma is a huge rite of passage that should be experienced by everyone, and all students should be on track for a diploma. ODE and FACT Oregon are making it a priority to raise the number of diplomas earned by students experiencing disability and lowering the number of certificates issued. Under current policy, Oregon has the following diploma options:

- Standard Oregon Diploma
- Modified Oregon Diploma
- Oregon Extended Diploma

### ***Standard Oregon Diploma***

All students are eligible to pursue the standard Oregon Diploma. Many students experiencing disability should be able to obtain a standard Oregon Diploma with the support of appropriate accommodations and high expectations. To earn a standard Oregon Diploma, students need to successfully:

- Complete the 24 credit requirements
- Demonstrate proficiency in the Essential Skills (suspended through 2023-24 school year)
- Meet the personalized learning requirements

### ***Modified Oregon Diploma***

The modified Oregon Diploma denotes that the student has taken courses that have been modified. By definition, a “**Modified Course**” means a course that has been systematically changed or altered for a student only after reasonable alternative instruction strategies (e.g., accommodations, remediation) have been tried, and students are unable to meet the full set of academic content standards even with reasonable accommodations. A modified Oregon Diploma also requires 24 credit hours.

Notes:

- The school cannot make a unilateral or one-sided decision about the student working toward a modified rather than standard diploma. Seeking a modified Oregon Diploma requires parental consent and adult consent when the student reaches age 18.
- Even though that consent must be in writing during the year the student is graduating, discussion about diploma options should start much, much earlier. Decisions about classes the student will be taking in middle school and in early high school can affect the diploma trajectory in which a student is placed. A student’s school team must decide that a student should work toward the modified Oregon 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, a student’s school team may formally decide to revise the Modified Diploma decision.
- Currently, the modified Oregon Diploma serves as a “regular high school diploma” because it is considered “substantially similar” to the standard Oregon Diploma and enables recipients to pursue federal financial aid.
- Students who are experiencing disability and receive the modified Oregon Diploma continue to be entitled to receive FAPE.

### ***Oregon Extended Diploma***

The Oregon Extended Diploma is given to students who have not been able to meet the full set of standards even with reasonable modifications and accommodations. This decision requires parental consent in writing during the year the student is awarded the diploma. However, it would be wise to discuss diploma decisions much earlier. This should be part of the yearly IEP transition meetings starting much earlier than the year the student will be graduating.

- The Extended Diploma requires 12 credits.
- No more than six of these credits may be earned in a self-contained special education classroom.
- To acquire those 12 credits, schools must provide the appropriate resources in order for students to reach this goal.

### **Alternative Certificates**

A school district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a standard Oregon Diploma, a modified Oregon Diploma, or an Oregon Extended Diploma. Each district school board or public charter school governing board with jurisdiction over high school programs shall define criteria for an alternative certificate and shall award an alternative certificate to those students who have met the requirements as described in district school board policies.

A student shall have the opportunity to meet the requirements of an alternative certificate by the later of:

- Four years after starting grade nine; or
- The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

A student may complete the requirements for an alternative certificate in less than four years if the parent/guardian or adult student gives consent.

- The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for an alternative certificate.
- A copy of all consents must be sent to the district superintendent.
- Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction
- The consent may not be used to allow a student to satisfy the requirements for an alternative certificate in less than three years.

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 (i.e., change from modified to standard or extended to modified or standard) if the student meets any criteria associated with the new diploma option. 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. *OAR 581-022-2010(4)(e)*

A student can change from a modified Oregon Diploma to a standard Oregon Diploma, but should be made aware that all courses/credits required for graduation with a standard Oregon Diploma must be taken under standard conditions without modifications. All other courses can be modified if a student has successfully completed the requirements for a standard Oregon Diploma, the school district must award the standard Oregon Diploma to the student. *OAR 581-022-2010(7)*



# Federal and State Regulations for Transition

## FEDERAL AND STATE REGULATIONS FOR TRANSITION OF STUDENTS EXPERIENCING DISABILITIES

### PURPOSE

The purpose of the following laws and regulations is to ensure that all children experiencing disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

*Oregon Administrative Rules (OARs) follow the Code of Federal Regulations (CFRs) except that the OARS:*

- *Substitute student for child throughout the transition OARs;*
- *Do not include the word strengths in the transition services definition OAR 581-015-2000(41);*
- *Eliminate the phrase “provision of a” when referring to functional vocational evaluation in OAR 581-015-2000(41);*
- *Eliminate the phrase “Transition services for children with disabilities” prior to 300.43(b);*
- *Add the phrase “or as early as age 14 or younger” in the content of the IEP. OAR 581-015-2200(2)(a)(A)(B))*

***NOTE: Federal laws and regulations always supersede State laws and regulations.***

### CONTENT

This section contains:

- The definition of transition services;
- Requirements pertaining to transition within the Individualized Education Program (IEP) including timelines; and,
- Required members on the IEP Team including representatives of other agencies.

### IMPORTANCE

All students experiencing disabilities are accorded the same rights; however, 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, students are eligible for additional transition rights. Those additional rights are listed here.

## AUDIENCE

Administrators, Teachers, Students, Families, other Agencies, and other persons interested in laws and regulations for transition of students experiencing disabilities may find this information helpful.

## COMPONENTS OF TRANSITION

The following components must be present to allow for the secondary transition student's IEP to be compliant with federal and state laws and regulations:

1. **Transition services--** The student's needed transition services are part of a long-range plan that coordinates the last years of high school and the years immediately following high school. The services are focused on improving the academic and functional achievement of the student with a disability to facilitate movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
2. **Preference, interest, needs, strengths (PINS)--** a student's transition services must be based on the individual child's needs, taking into account the child's strengths, preferences, and interests.
3. **Updated annually--** The student's IEP, including the other components listed here, must be updated annually.
4. **Appropriate measurable postsecondary goals--** appropriate measurable postsecondary goals must be developed in the areas of training, education, employment, and, where appropriate, independent living skills.
5. **Age appropriate transition assessment--** "...ongoing process of collecting data on a student's strengths, interests, preferences, skills or aptitudes, and needs related to current demands and future career, educational, personal, and social environments."<sup>i</sup>
6. **Courses of study--** The courses of study statement should address the classes, experiences, and activities that will be meaningful to the student's future, motivate the student to complete his or her education, and support postschool outcomes.
7. **Measurable Annual IEP goals--** measurable annual IEP goal(s) related to the student's transition services needs must be included in the IEP.
8. **Student invited to IEP meeting--** the student must be invited to the IEP Team meeting where transition services are discussed.
9. **Participating agencies--** a representative of any participating agency who will be responsible for providing or paying for transition services will be invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

## 34 Code of Federal Regulations (CFR) Part 300

## DEFINITIONS

### **§300.43 Transition services.** (OAR 581-015-2000(41))

- (a) Transition services means a coordinated set of activities for a child with a disability that—
- (1) 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
  - (2) Is based on the individual child's **needs**, taking into account the child's **strengths, preferences, and interests**; and includes—
    - (i) Instruction;
    - (ii) Related services;
    - (iii) Community experiences;
    - (iv) The development of employment and other post-school adult living objectives; and
    - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

(Authority: 20 U.S.C. 1401(34))

## INDIVIDUALIZED EDUCATION PROGRAMS

### **CFR §300.320 Definition of individualized education program.** (OAR 581-015-2000(16))

"Individualized Education Program" (IEP) means a written statement of an educational program which is developed, reviewed, revised and implemented for a school-aged child with a disability.

### **CFR §300.320(7)(b)** (OAR 581-015-2200(2)(a)(A)(B))

(b) *Transition services.* 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—

- (1) **Appropriate measurable postsecondary goals** based upon **age-appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills; and,
- (2) The **transition services** (including **courses of study**) needed to assist the child in reaching those goals.

(Authority: 20 U.S.C. 1414(d)(1)(A) and(d)(6))

## **CFR §300.321 IEP Team.**

### **CFR §300.321(a)(7)(b)** (OAR 581-015-2210(2))

*(a) General.* The public agency must ensure that the IEP Team for each child with a disability includes—

(7) Whenever appropriate, the child with a disability.

*(b) Transition services participants.*

(1) In accordance with paragraph (a)(7) of this section, the public agency must **invite a child** with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

*(Authority: 20 U.S.C. 1414(d)(1)(B)–(d)(1)(D))*

**CFR §300.321. (a)(7)(b)(3)** (OAR 581-015-2210(2)(b)) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must **invite a representative of any participating agency** that is likely to be responsible for providing or paying for transition services.

*(Authority: 20 U.S.C. 1416(a)(3)(B)),*

---

<sup>i</sup> Sitlington, P. L., & Payne., E. (2004). Information needed by postsecondary education: Can we provide it as part of the transition assessment process? *Learning Disabilities: A Contemporary Journal*, 2(2), 1-14.

# Universal Tech Tools

## UNIVERSAL TECH TOOLS

This section describes Universal Tech Tools as tools *available to anyone* that aid a student in their transition from school to adult life. The successful use of these tools can be transferred to college, work and daily life upon exit from school services. In addition, the use of these tools can be documented in the IEP and included in the Summary of Performance. This information is helpful for the IEP team and Seamless Transition partners.

### UNIVERSAL TECH TOOLS USE AVAILABILITY AND USE

- They are available to anyone to support academics, work and daily living access and independence. These are tools that are free or available at a low cost.
- They are used to increase a person's independence, ability to make choices, and enhance self-advocacy and self-determination skills.

### REMINDERS:

- The purpose is to provide ideas around what universal tools are available and can support students.
- This is not an exhaustive list but is meant to provide examples of tools that can assist in developing a framework to increase a student's success upon exiting school services.
- The successful use of these tools should be shared with others on a student's IEP team and Seamless Transition team including, but not limited to, Vocational Rehabilitation, Developmental Disabilities, job developers and personal support workers.
- Review the student's previous IEP to see what Universal Tech Tools have been previously used.
- Talk to family members or other agency providers to see if Universal Tech Tools are being used with success outside of school.
- This can be used in the Summary of Performance, a one-page profile, or an electronic portfolio to highlight tools used for success. In addition, Universal Tech Tools can be included in a disclosure statement.
- The use of Universal Tech Tools can be documented in a student's IEP in the following sections: Present Level of Academic Achievement and Functional Performance and Transition Services.
- You may consider documentation of Universal Tech Tools that have been used successfully on the Accommodations page for use in any classroom.
- Please see TTAN website under Transition Resource Handbook tab/Resources/ *Universal Tech Tools* for additional resources including *CAST*.

# Oregon Extended Assessment

## OREGON EXTENDED ASSESSMENT DECISION MAKING

Oregon's Alternate Assessment Based on Alternate Achievement Standards (Oregon's Extended Assessment (ORExt)) is for students with significant cognitive disabilities. The "Oregon Extended Assessment Decision-Making Guidance" is provided by the Oregon Department of Education to support IEP teams in determining whether a student should take this assessment. This guidance takes into account the current policies regarding Oregon's general assessments; specifically, the focus on appropriately measuring the student populations they were designed to measure. To that purpose, students who participate in the ORExt are not allowed to participate in Oregon's general assessments.

Having determined that the student has been evaluated and found eligible under IDEA and has an IEP, Oregon Extended Assessment Decision-Making Guidance asks IEP teams to consider the following:

- The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills that may be combined with physical or behavioral limitations.
- The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction.
- The significant cognitive disability impacts the student's postschool outcomes.
- Additional factors are considered for the student.

For more detailed information as well as a decision-making flowchart, please access the Oregon Extended Assessment Decision Making Guidance on the TTAN website under the Transition Resource Handbook tab /Resources/*Oregon Extended Assessment* section.

## HANDBOOK RESOURCES

All resources will be found on the TTAN website under the  
Transition Resource Handbook tab:

<https://transitionoregon.org>

These include:

- **Handbook Resources** are provided in a 6 page document that is available for each content section and subsection of this Handbook, displayed in the order of the Table of Contents.
- **Terminology** for understanding the content of this Handbook
- **Acronyms** to assist with navigating through the terminology and abbreviations in this content
- **Agency links** are provided in the *ADDITIONAL RESOURCES* section of the resources listing.

## ACKNOWLEDGEMENTS

Special thanks to the Transition Technical Assistance Network members:  
University of Oregon ODE-PSO, TNFs, Pre-ETS, and TNF/Pre-ETS Support,  
along with  
Oregon Department of Education, Office of Developmental Disability Services,  
and DHS Vocational Rehabilitation

[illegible]

[illegible]

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.