

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,

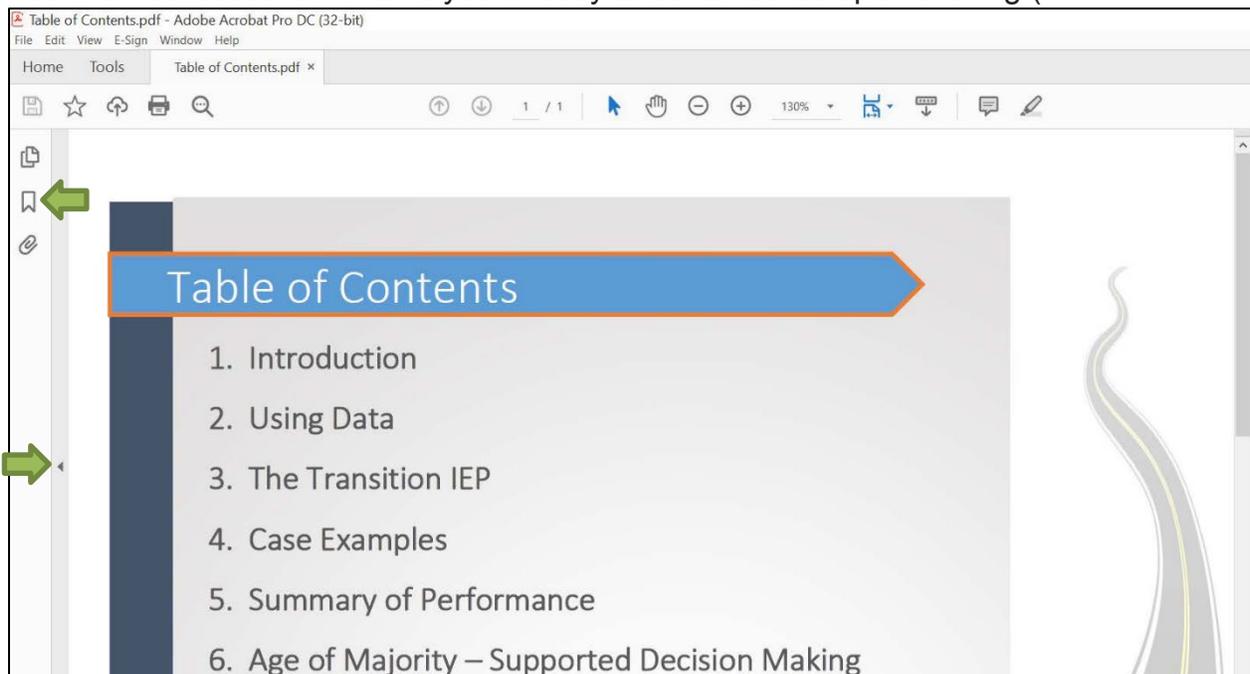
- ❖ Transition to the role of a productive, participating adult citizen, and
- ❖ Are provided equal access to resources that will promote full inclusion in the communities of their choice.

[HOW TO ACCESS THE OREGON TRANSITION RESOURCE HANDBOOK:](#)

The Handbook is available in electronic form on the TTAN, transitionoregon.org, 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?