



# New Special Education Director Call

Office of Enhancing Student Opportunities

February 10, 2022

# Land Acknowledgement

I would like to acknowledge the many tribes and bands who call Oregon their ancestral territory and honor the ongoing relationship between the land, plants, animals and people indigenous to this place we now call Oregon. We recognize the continued sovereignty of the nine federally recognized tribes who have ties to this place and thank them for continuing to teach us how we might all be here together.

# Oregon Department of Education

## Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

# OESO Support

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- Your County Contact

- OESO Staff



- Follow us on Twitter! @ORDeptEd





## Secondary Transition and New Directors: What You Need to Know

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# Promoting Effective Transition Services and Successful Post-School Outcomes in Oregon High Schools

**New Directors' Meeting  
February 10, 2022**

# Today's Speakers



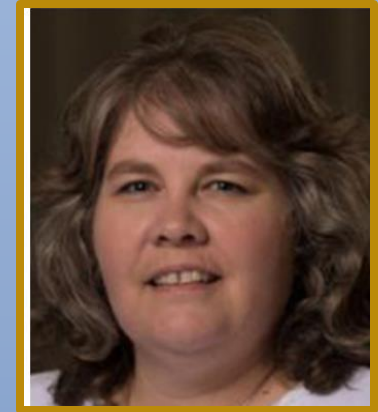
**Sally Simich**  
ODE Transition  
Specialist



**Elizabeth Jankowski, Ph.D.**  
ODE Education Program  
Specialist



**Melissa Glover**  
Director of Student Services  
Salem-Keizer School District



**Charlotte Alverson, Ph.D.**  
Research Associate Professor  
University of Oregon

# Session Targets



- Increase understanding of transition services requirements and mandates within Oregon
- Increase ability to recognize/evaluate IEP content related to secondary transition requirements
- Learn how administrators can effectively support secondary transition services
- Increase understanding of Post-High School Outcomes



# Transition Services Defined

- A **coordinated** set of activities for a student experiencing disability that:
  - Is designed to be within a **results-oriented** process that
  - Focuses on **improving** academic and functional achievement
  - To **facilitate the student's movement** from school to post-school activities

**Big Idea: Transition is a set of services, not a place.**





# Transition Services Defined

- Takes into account **each individual** student's strengths, preferences and interests
- **Includes:**
  - ✓ Instruction;
  - ✓ Related Services;
  - ✓ Community Experiences;
  - ✓ Development of employment and other post-school adult living objectives and (if appropriate) acquisition of daily living skills and provision of a functional vocational evaluation

# Transition-Focused IEP Basics

## ○ When?

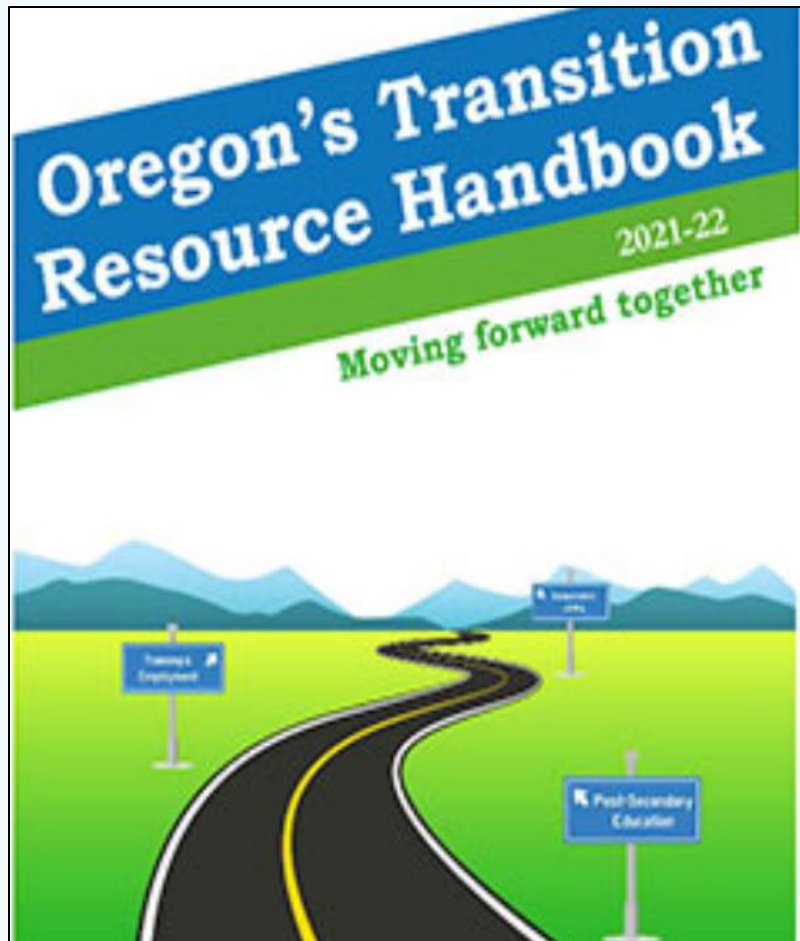
- ALL students who are eligible for special education are required to receive transition assessments and planning beginning **no later than the first IEP to be in effect when the child turns 16**, or younger, if determined appropriate by the IEP team
- Effective and focused transition IEP begins with **good transition assessments** that inform the IEP team about the student's preferences, interests, needs and strengths (PINS)
- Assessments inform postsecondary goals in education/training, employment and independent living.

# Transition IEP: Become Informed About . . .

## ○ The Transition IEP Components

- Transition Assessments which help inform the PLAAFP
- Measurable Post-Secondary Goals
- Course of Study
- Graduation Day
- Diploma Type
- Transfer of Rights
- Information on Supported Decision-Making
- Outside Agency Involvement

# Your Friend:



Oregon Department of Education

- **Provides guidance for all things transition-related including:**

- ✓ Age-Appropriate Transition Assessments
- ✓ IEP Guidelines
- ✓ Transition Indicators
- ✓ Collaboration with Agencies
- ✓ And more.

[https://transitionoregon.org/files/2021-11/Entire Handbook FINAL 5351%202021-22\\_0.pdf](https://transitionoregon.org/files/2021-11/Entire_Handbook_FINAL_5351%202021-22_0.pdf)

# 18- to 21-Year Old Transition Programming

- Minimum of 966 hours/year offered to students
- Community Access is the heart of 18- to 21-year old transition programming
- Services are driven by the IEP and postsecondary goals in the areas of
  - ✓ Education and/or Training
  - ✓ Employment
  - ✓ Independent Living
- Collaboration with adult agencies is vital



# An Important Note:

## Lane v. Brown Settlement

- Ended Sheltered Workshops in Oregon
- Schools may not implement Mock Sheltered Workshop activities
- Settlement states Oregon is required to implement Executive Order 15-01 (collaborate with outside agencies to provide a seamless transition to employment)
- ODE is still in regular contact with an Independent Reviewer

# Employment First



- Employment First is both a philosophy and an Oregon state policy.
- **Philosophy:** Working age adults and with I/DD can work in jobs **fully integrated in typical workplace community settings** with regular opportunities for **meaningful interaction with co-workers without disabilities** and/or customers or the general public.
- The Employment First **policy** states that work in integrated jobs is the first and priority option in planning employment services for working-age adults and youth.
- ODE is a partner in implementing this policy!

# Transition Technical Assistance Network

The TTAN consists of:

- Transition Network Facilitators (TNFs),
- Pre-Employment Transition Services Coordinators, and
- Pre-ETS/TNF Support Specialists
- Technical Assistance Providers for the Youth Transition Program (YTP)



# Examples of Other Outside Agencies:

- Oregon Youth Transition Program
- Office of Vocational Rehabilitation Services
- Office of Developmental Disabilities
- Brokerages
- Oregon Commission for the Blind
- Oregon Department of Community College and Workforce Development
- Oregon Department of Employment
- Support services provided by private companies



# How Can Administrators Support Secondary Transition?

(Copied this from a previous presentation. Melissa can delete, add to, etc., whatever she prefers.)



- Ensuring their staff is knowledgeable about federal and state mandates pertaining to secondary transition
- Become knowledgeable about transition assessment
- Receive training on writing quality IEP's that include all required secondary transition content
- Provide the resources necessary for transition-related personnel to do their work effectively
- Provide adequate time for staff to prepare for IEP meetings
- Become familiar with outside agency personnel and services that they can provide.

# Indicator 14: Post-School Outcomes

- Two data collections associated with post-school outcomes
  1. Exit Interview – encouraged, not required
    - **When:** conducted with a student while they are still in school, near their exit
    - **Why:** 1. to inform students/parents/families of the Follow-Up survey next year;  
2. to obtain and verify contact information (phone numbers, emails,);  
3. obtain permission to contact them 1 year later;  
4. gain information about their plans
  2. Follow-Up Interview - **required**
    - **When:** Yearly, June through September
    - **Why:** 1. Drive improved outcomes for students who experience disability; 2. Federal Reporting Requirement



# Indicator 14: Post-School Outcomes

- Federal Reporting Requirement since 2006
- 1 of 17 Indicators used to measure of how well states fulfil the purpose of IDEA:  
To ensure that all children with 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.***
- Former students must meet criteria in 1 of 4 outcome areas to be counted as engaged:
  - Higher education
  - Competitive employment
  - Other post-secondary education/training
  - Some other employment
- Former students not meeting an engagement category are Not Engaged

# Outcome Category Criteria

## Higher Education

- enrolled **full- or part-time**
- **community college** (2-year program)
- **college/university** (4- or more year program)
- **1 complete term**

## Competitive Employment

- worked for pay at or above **the minimum wage**
- **setting with others who are nondisabled**
- **20 hours** a week
- **90 days** at any time in the year since leaving high school
- includes **military** employment

## Other Postsecondary Education or Training

- enrolled **full- or part-time**
- **education or training program** (e.g., adult education, vocational technical school that is **less than a 2-year program**)
- **1 complete term**

## Other Employment

- worked for **pay** or been **self-employed**
- **90 days** at any time since leaving high school
- includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

# Oregon's PSO Data Collection Methods:

- **How:** Interviews, recorded in the PSO 2.0 App, conducted with all former students who have been out of school for at least 1-year:
  - Graduated
  - Reached Maximum Age (aged-out)
  - Dropped-out
  - Were Expected to Return, but did not
- **Who interviews:** school personnel

In June – Sept 2021,

- 60% YTP Transition Specialists & Teachers
  - 35% Secretarial/Clerical Staff, IA/EA/Paraeducators
  - 3% Administrators
  - 3% Others
- **When:** June 3 – September 30, 2022

# Data Quality Considerations

## Response Rate

- How many respondents:
  - 2775 of 4847 eligible for interview
- Who responded:

Respondent	Frequency	Percent
Student	1479	53.3
Family	1153	41.5
Other	143	5.2

FFY20; Leavers from School Year 19-20

## Representation

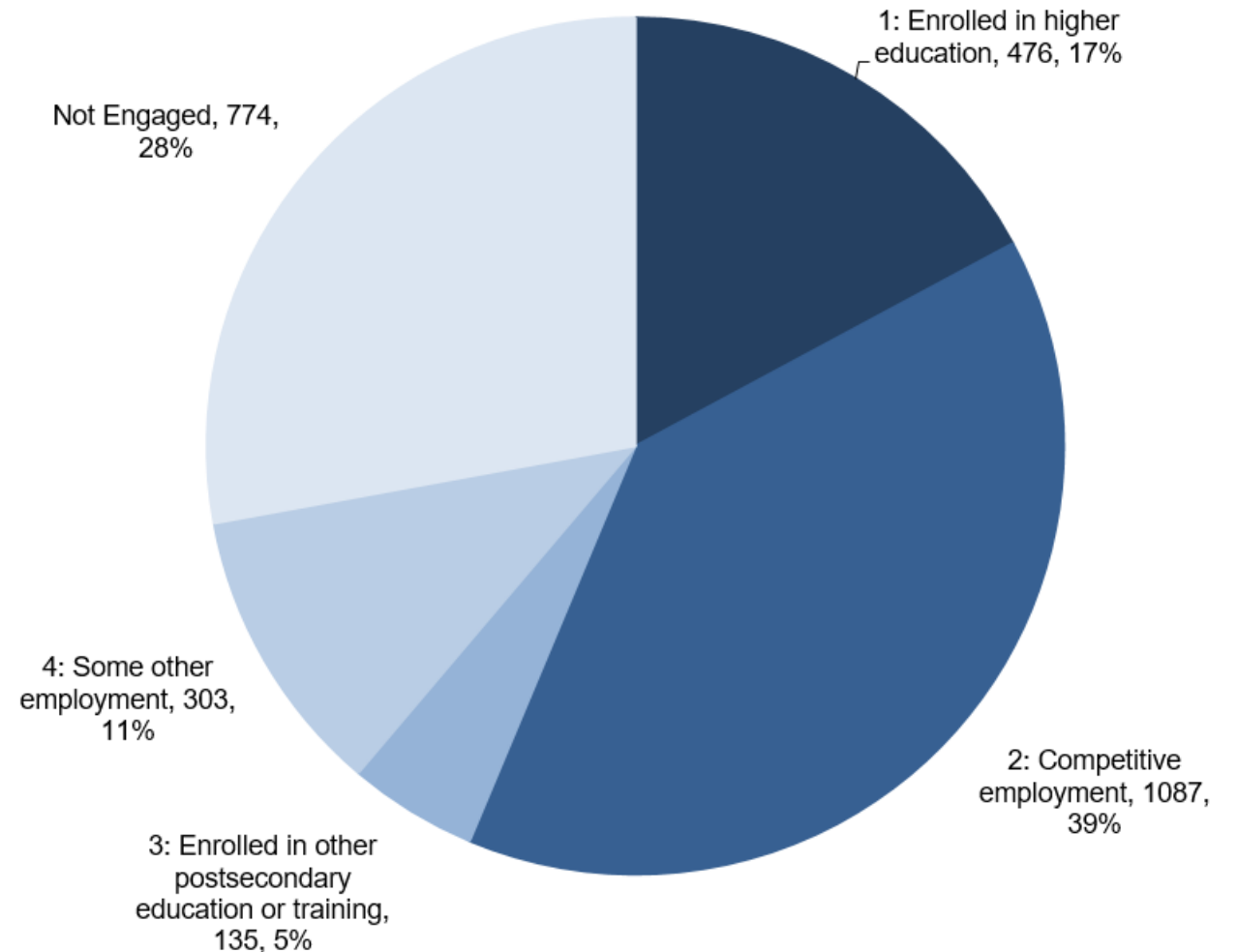
- Comparing key characteristics of those who responded to the total leavers
- Look at Difference between Target Leaver Representation & Respondent Representation
- Difference greater than +/- 3% is important

NPSO Response Calculator	Representativeness							
	Overall	LD	ED	ID	AO	Female	Minority	Dropout
Target Leaver Totals	4847	2145	370	376	1929	1687	1879	475
Response Totals	2775	1198	216	251	1110	959	1035	173
Target Leaver Representation		44.25%	7.63%	7.76%	39.80%	34.81%	38.77%	9.80%
Respondent Representation		43.17%	7.78%	9.05%	40.00%	34.56%	37.30%	6.23%
Difference		-1.08%	0.15%	1.29%	0.20%	-0.25%	-1.47%	-3.57%



# Oregon's PSO Results for School Year 19-20

- Total Former Students Leavers
  - 4847
- Total Respondents
  - 2775 (57%)
- Total Engaged
  - 2001 (72%)
- Not Engaged
  - 774 (28%)





# Using PSO Data to Improve Your Transition Services

## Ask questions

### 1. Data Quality

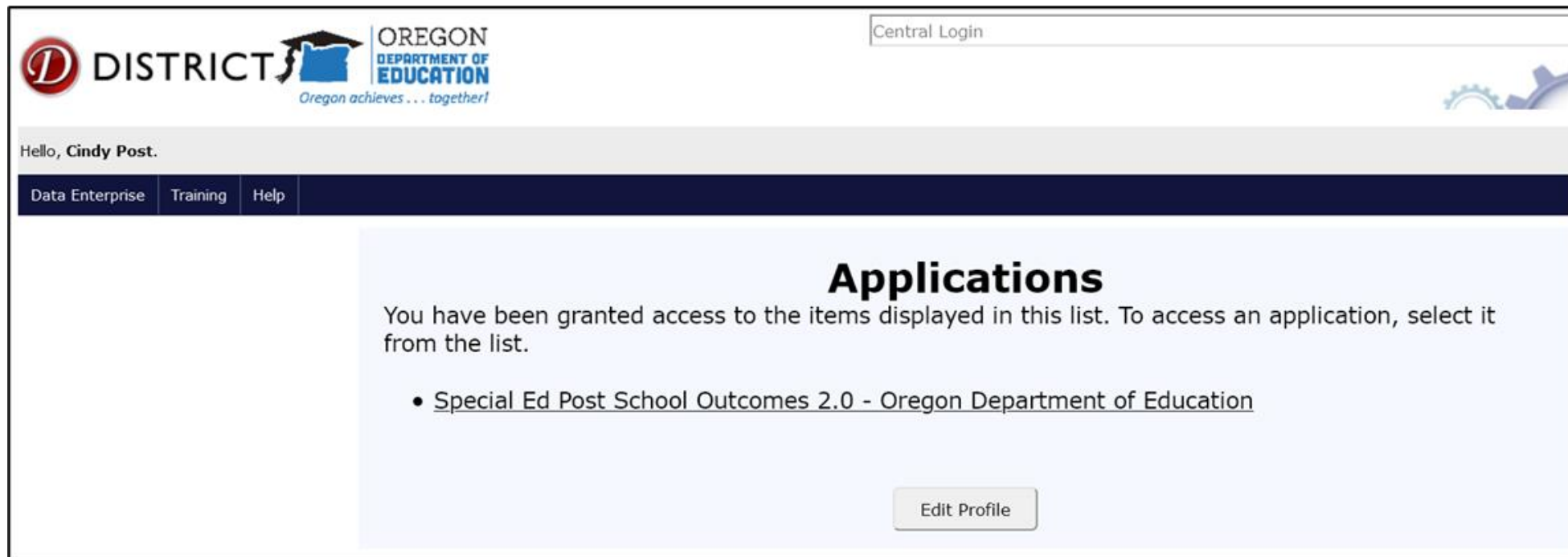
- a. What was our response rate?
- b. How representative were respondents compare to total leavers?
- c. What questions do we have?
- d. How can we improve data quality?

### 2. Outcomes

- a. How do this year's outcome compare to previous years?
- b. Which student groups are engaged/not engaged?
  - a. Why and why not – what influences engagement of our students?
  - b. Are we implementing evidence-based predictors of post-school success and evidence-based practices?

# Access the PSO 2.0 Application

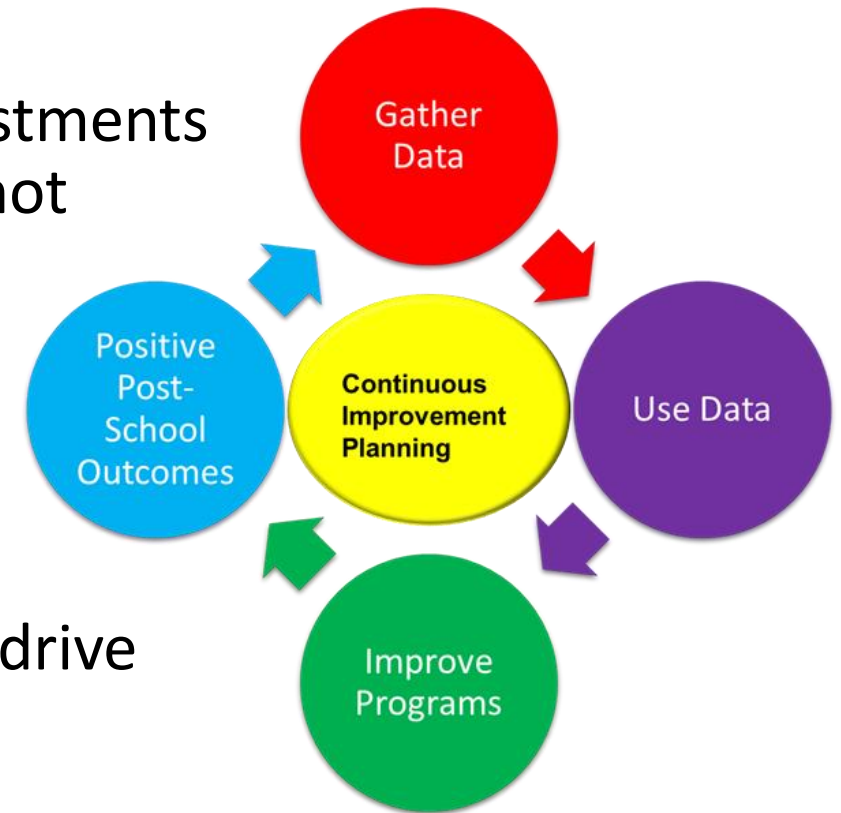
- ODE Central Login <https://district.ode.state.or.us/apps/login/default.aspx>
- Dashboards with notices; Help section with FAQ, and more to explore ...



The screenshot displays the ODE Central Login dashboard. At the top left, there is a logo for 'DISTRICT' with a graduation cap icon and the text 'OREGON DEPARTMENT OF EDUCATION' and 'Oregon achieves... together!'. To the right of the logo is a 'Central Login' button. Below the logo, it says 'Hello, Cindy Post.' and there are navigation links for 'Data Enterprise', 'Training', and 'Help'. The main content area is titled 'Applications' and contains the text: 'You have been granted access to the items displayed in this list. To access an application, select it from the list.' Below this text is a single application listed: 'Special Ed Post School Outcomes 2.0 - Oregon Department of Education'. At the bottom right of the dashboard is an 'Edit Profile' button.

# Key Take-Aways

- More than data reporting – Continuous Improvement Planning
- It takes a village: Identify your village
  - Data Collection -> Data Use -> Programming Adjustments
  - PSO App designed for all data collectors – APP is not restricted
  - Encourage data collectors to attend trainings
    - Watch for Save the Dates on the Dashboard
- Exit Interview – encouraged, not required
- **Follow-Up Interview – required**
- PSO data can be a powerful source of information to drive programming



# The Power of PSO Data

- (Melissa)

# Questions, Comments, Thoughts

