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Topic: Transition Definitions

Subject: 3.14 Transition Policy

Applies to (check all that apply):

<input checked="" type="checkbox"/>	Vocational Rehabilitation – All Staff
<input type="checkbox"/>	Vocational Rehabilitation – Executive Team
<input type="checkbox"/>	Vocational Rehabilitation - Administration
<input type="checkbox"/>	Vocational Rehabilitation – Branch Managers
<input checked="" type="checkbox"/>	Other (please specify) – Collaborative Partners
<input type="checkbox"/>	Other (please specify)

Transition Policy Definitions

ACCESS Curriculum

The Accelerated Career Counseling and Employment Support Services (ACCESS) classroom curriculum was created by a group of Oregon public school special education teachers and directors with Vocational Rehabilitation (VR) and University of Oregon. ACCESS was designed for use by LEAs early in a student with disabilities transition planning. ACCESS increases student knowledge and skill in each of the five mandated pre-employment transition services and increases student skill in communication and self-direction.

Early Assessment and Support Alliance (EASA)

EASA is a program for youth (age 12-25), who are experiencing psychosis. EASA is based in 19 counties. Their services include:

- Support for vocational, educational, and independent living goals

- Rapid access to psychiatric and counseling services
- Education about causes, treatment, and management of psychosis; rights in employment, school and housing; and resources
- Support and education groups
- Mentor and volunteer opportunities

<http://www.easacommunity.org/>

Employment First (EF) Teams

These are community teams made up of VR Counselors (VRCs) special education teachers, and local service agency staff. EF teams are based in 14 counties including the most populated in Oregon. The teams were designed to facilitate employment (and post-secondary education/training leading to employment) for individuals with intellectual and/or developmental disabilities (IDD). The 14 counties represent service areas greater than the boundaries of the county and the lessons learned and process developed by each EF team facilitates transition of all students with disabilities. Four of the teams are ODEP sponsored pilot sites developing Oregon best practices in seamless transition from school to work or education/training leading to employment.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B. <http://idea.ed.gov>

Individualized Education Program (IEP)

A written plan that describes the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. The transition IEP is developed the year the student turns 16. However, an IEP team may develop transition goals earlier than 16. The transition IEP must include information about the student's Preferences, Interests, Needs, and Strengths (PINS), the student's Functional Performance, developmental and functional performance, and goals and objectives which describe the specially designed instruction to be provided.

Individualized Plan for Employment (IPE) for Students with Disabilities:

An IPE is needed when a student with a disability requests Vocational Rehabilitation (VR) services beyond the basic pre-employment transition services and is found eligible for VR.

A transition student's IPE may differ from other IPEs because:

- it can have a more general, projected outcome
- it can develop over time, with ideally annual amendments
- it must contain the specific transition services needed by the student for the achievement of the employment goal

LEA (Local Educational Agency)

A local school district.

Office of Developmental Disability Services (ODDS)

A unit of the DHS responsible for planning, service delivery, payment and quality assurance for all service and supports to persons eligible for IDD services in Oregon.

ODDS Regional Employment Specialist:

ODDS Regional Employment Specialist: This role is designed to help coordinate services for individuals who are eligible for I/DD Services through ODDS. These positions focus on providing regional support and work closely with VR and Department of Education to help individuals transition out of high school with the resources that they need to be successful in reaching their employment goals. Although this position is not specific to transition age students, this position may help an individual eligible for I/DD services access long-term supports through ODDS, coordinate regionally to help problem solve and work in close collaboration with others to coordinate training and technical assistance.

Oregon Department of Education (ODE)

The Oregon Department of Education fosters excellence for every learner through innovation, collaboration, leadership, and service to our education partners.

<http://www.ode.state.or.us/home/>

Pre-Employment Transition Services

Means the 5 required and 9 authorized (elective) activities specified in Work Incentives and Opportunities Act (WIOA). These pre-employment transition services are designed to provide job exploration and other services in the early stages of the transition process. The expectation is that VR will collaborate with the LEA in provision of these services.

Required Pre-Employment Transition Services are:

- Job exploration counseling
- Work-based learning experiences, in-school or after school or outside the traditional school setting that are in an integrated environment to the maximum extent possible
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
- Workplace readiness training to develop social skills and independent living;
- Instruction in self-advocacy, which may include peer mentoring

Section 504

Section 504 is a federal law that protects students with disabilities from being discriminated against at school. It requires the school to give a child the same opportunities as students without disabilities who go to school. The **504 Plan** is a **plan** developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Student with a Disability

Children with disabilities" or "students with disabilities" means children or students who require special education or 504 services as the result of an eligible disability. Special education services are available to students from birth through 21.

Summary of Performance

The Summary of Performance (SOP) is required under the IDEA of 2004. For a child who graduates with a regular diploma, or ages out of services at age 21, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” §Sec. 300.305(e)(3). However, ODE **has provided guidance recommending that an SOP be completed for all students**

graduating with a standard diploma, a modified diploma, an extended diploma, and certificates. The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training and/or employment. The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document. The SOP **must** be completed during the final year of a student's high school education. The completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student.

Transition Network Facilitators

The Transition Network Facilitators (TNF) support the Governor's Executive Order (No.15-01) to further improve Oregon's systems of designing and delivering employment services for students with disabilities. The Transition Network Facilitator will work to support the collaborative efforts of Vocational Rehabilitation and Local Education Agencies in Oregon in the implementation of the Workforce Innovate Opportunity Act and the provision of Pre-Employment Transition Services (PETS).

Transition Planning

The IEP process must include transition planning services for all special education students at age 16. However, this process can begin as early as age 14. The transition plan should include specially designed instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and If appropriate, goals to assist in the acquisition of daily living skills and the provision of a functional vocational evaluation.

Transition Services

The term 'transition services' means a coordinated set of activities for a child with a disability that is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported

employment), continuing and adult education, adult services, independent living, or community participation and is based on the individual child's needs, taking into account the child's strengths, preferences, and interests .

Transition Specialist

A VR grant funded school district employee who is responsible for delivering or facilitating delivery of local YTP activities and functions.

Tribal Vocational Rehabilitation Programs

A vocational rehabilitation program as authorized in Section 121 of the Rehabilitation Act (amended 1998). VR has cooperative agreements with Tribal Vocational Rehabilitation Programs of: the Confederated Tribes of the Grand Ronde Community of Oregon, Confederated Tribes of the Klamath Falls; Confederated Tribes of the Siletz Indians of Oregon; Confederated Tribes of the Umatilla Indian Reservation; and Confederated Tribes of Warm Springs.

VR Office Locator for Schools and Families

A web-based tool that provides the name of the VR staff person who is the primary school contact and the location of the local Vocational Rehabilitation Branch office.

<http://www.oregon.gov/dhs/vr/Pages/vr-offices.aspx>

Youth Transition Program (YTP)

The Youth Transition Program (YTP) is an Oregon Vocational Rehabilitation Services program that serves youth with disabilities in 76% of Oregon's school districts. Foundation YTP services, consistent in all YTP programs, include Pre-Employment Transition Services. YTP operates as a partnership between Oregon Vocational Rehabilitation Services (OVRs), the Oregon Department of Education (ODE), and the University of Oregon, College of Education (U of O/COE). www.ytporegon.org

YTP Team

Local YTP teams are comprised of a School District employee (Transition Specialist), VR Counselor, the local Transition Network Liaison, and participating students with disabilities and their families.

Youth with a Disability

Is anyone who has a disability as defined in section 7(20) of the Act and is aged 14 to 24,

regardless of whether they are in school. All students with disabilities meet the definition of a youth with a disability, but not all youth with disabilities satisfy the definition of a student with a disability.

References

- **Code of Federal Regulations** currently found in proposed WIOA regulations, released 4/15/15. <http://www.doleta.gov/wioa/>
 - 361.5 Applicable definitions
 - (42) Pre-employment transition services
 - (51) Student with a disability
 - (55) Transition services
 - (59) Youth with a disability
 - 361.22 Coordination with education officials
 - 361.46 Content of the individualized plan for employment
 - 361.48 Scope of vocational rehabilitation services for individuals with disabilities
 - (a) Pre-employment transition services
 - (b) Services for individuals who have applied for or been determined eligible for vocational rehabilitation services
 - 361.49 Scope of vocational rehabilitation services for groups of individuals with disabilities
 - 363.1, 3, 4; and 363.54, 55 Supported Employment Services Program
- **Developmental Disabilities Policy Transmittal 15-011:** ODDS Employment Services for Transition Age Individuals and Youth while Special Education and Related Services Remain Available under IDEA, released 3/27/15. <http://www.dhs.state.or.us/policy/spd/transmit/pt2015.htm>
- **Executive Order 15-01:** Providing Employment Services to Individuals with Intellectual and Developmental Disabilities.
- **Executive Order 96-30:** State/Tribal Government to Government Relations.
- **Individuals with Disabilities Education Act (IDEA):** Implementing regulations, released 8/3/06. <http://idea.ed.gov>
- **Workforce Innovation and Opportunities Act (WIOA);** proposed regulations, released 4/15/15. <http://www.doleta.gov/wioa/>

Discussion/Interpretation: Definitions are a part of 6.11 Transition Policy. Policy to be revised on release of final rules, as needed.

Administrative Action Required: Post Transition Policy Definitions as part of Transition Policy on VR Website. Include as part of revised policy, as needed.

Field/Stakeholder review: Public comment period 6/8/15-7/1/15

Filing Instructions: File with VR Staff Policy Manual, with 6.11 Transition Policy.

If you have any questions about this information, contact:

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