



Table of Contents – **Administrators Section**

What’s New for Administrators?	1
Transition Technical Assistance Network	3
What is Smarter Balanced?	6
Common Core State Standards	8
Purpose of Universal Design Curriculum	9
Universal Design for Learning Guidelines	10
How Do I Complete the Summary of Performance?	11
Person Centered Planning	13
Person Centered Planning Facilitators List	14
Clarification Regarding Federal Financial Aid 008 2013-14	16
ESEA and IDEA Highly Qualified Teacher Requirements	17
Updated Frequently Asked Questions for Oregon Diploma Options, 2014.....	18
Indicator 13: Transition Standards – Performance	31
Indicator 14 Post School Outcomes	33
Post School Outcomes – Statewide Summary Report 2013	34
Sample Vocational Rehabilitation Letter to All Districts	38

What's New for Administrators?

We are pleased to announce that the **Transition Technical Assistance Network** under Executive Order 13-04 is in full swing. (http://www.oregon.gov/gov/docs/executive_orders/eo_13-04.pdf)

Seven successful Educator Institute on Networking and Transition trainings were held statewide in June. Over 400 educators attended. Eight half-time Transition Network Facilitators have been hired and trained to provide Technical Assistance and support to school districts across Oregon for students with disabilities who are transition age. Exciting things are happening in the field of transition. Please see page 3 for more information about your regions.

The **Modified Diploma** denotes successful completion of required courses and specific achievement on state assessments. Oregon students who receive a Modified Diploma **are now eligible to apply for federal financial aid**. This extends to students who may have received a Modified Diploma after 2009. Whether it is prudent for an eligible student to seek federal financial aid is a determination that should be made on a case-by-case basis by a student and his or her family in consultation with a financial aid advisor. (Executive Numbered Memorandum 008-2013-14)

A revised version of the Special Education Teachers ESEA and IDEA **Highly Qualified Teachers Requirements** (May 21, 2014) has been posted. While this revised guidance does not depart significantly from the previous version, it restates requirements for special education teachers in grade 9-12 teaching exclusively students who are assessed using Oregon's Extended Assessment (alternatives achievement standards) or special education teachers in grade 9-12 where all students in the classroom are students who are assessed using Oregon's Extended Assessment (alternatives achievement standards). Will have to have elementary multiple subjects endorsement. For questions please contact Rae Ann Ray @ RaeAnn.Ray@state.or.us or Janet Bubl @ janet.bubl@state.or.us. This link will give guidance for all special education teachers. <http://www.ode.state.or.us/search/page/?id=2219>

Employment Related Transition Services (Temporary Rules adopted 8/21/14)

In support of Executive Order 13-04, the State Board of Education adopted temporary rules associated with Employment Related Transition Services. Please make note of the changes below.

Employment Related Transition Services 581-015-2000 Definitions

(33) "Sheltered Workshop" is a facility based service that congregates more than eight adults with disabilities, including intellectual or developmental disabilities. Sheltered workshops are operated by service provider entities. In general, a sheltered workshop employs only individuals with an intellectual or developmental disability or other disabilities except for service or support staff. However, assessments, instruction, and activities that typically occur in public schools and that are provided either directly or by contract by public school districts, by public charter school, by an Educational Service District, or the Oregon Department of Education, in a school setting, are not considered sheltered workshops. The new Transition Network Facilitators will be contacting each district, during the month of September, to review the new OARs, and provide support to you and your programs.

Alternative Placements and Supplementary Aids and Services 581-015-2245

(3) Not include sheltered workshops as defined in OAR 581-015-2000(33) and OAR 407-025-0010(16)

The Summary of Academic Achievement and Functional Performance (SOP)

which offers districts the option of using the SOP as a tool to assist Vocational Rehabilitation, Developmental Disability Providers and secondary education institutions in determining eligibility for special education students is available on the TCN website: tcntransition.org

The SOP is required for students leaving with a Standard Diploma and students reaching maximum age. ODE **strongly recommends** that school districts also provide an SOP to students who are graduating with a Modified Diploma, Extended Diploma and/or alternative certificate.

What's New for Administrators?

All districts will be getting an **introductory letter from their Vocational Rehabilitation** Branch Manager which introduces the agency to the school district and sets up a meeting opportunity. A sample of that letter is included on page 39.

Congress recently passed, and the President signed into law, the [Workforce Innovation and Opportunity Act \(WIOA\) \(Public Law: 113-128\)](#) which governs our nation's publicly-funded workforce development system. The new law contains a lot of important changes to employment and training programs, particularly as it relates to youth services, career guidance and counseling, people with disabilities, and much more. Over the next two years, as the law is phased in, we will see more collaboration between agencies and a greater emphasis on supporting youth in transition to achieve employment outcomes after they leave high school.

<http://www.oregon.gov/DHS/vr/Pages/index.aspx>

On July 1, 2014, Office of Developmental Disability Services (ODDS) implemented **new employment** service definitions for individuals eligible for DD services. The new definitions are designed to support Oregon's Employment First Policy- Individual Integrated Employment is a first and priority option explored in the service planning for individuals with intellectual and developmental disabilities. ODDS and local DD Services (CDDP's and Brokerages) are excited to continue efforts to strengthen collaborative efforts with schools to support transition students toward achieving their employment goals, including being able to exit school with a job and supports in place to be successful in their job. To learn more about the new employment services and what your students might be eligible for, please contact your local CDDP or Brokerage contact. (See agency section of this booklet to find the contact information.)

NEW: An online **Secondary Transition Users Group** has been created to facilitate the sharing of information in the area of post-secondary transition. It is a collaborative work space for educators working with issues relating to secondary transition from school to adult life for students. This group offers an opportunity to connect with others around Oregon. This website, along with the Transition Community Network website, showcases a cooperative effort between Western Oregon University Teaching Research Institute and the Oregon Department of Education Office of Learning Student Services Unit.

Users Group:

<http://teachingresearchinstitute.org/pages/show/secondary-transition-group?site=tims>

Transition Community Network:

<http://tcntransition.org/>

What is the Transition Technical Assistance Network?

The **Transition Technical Assistance Network** is a newly developed team to support the work of Governor's Executive Order 13-04 and Employment First at both the state and local level. The network includes the Secondary Transition Liaison and Transition Network Facilitators. The Transition Network Facilitators are 8 part-time staff assigned around the state to provide outreach, technical assistance, and training opportunities for school districts in their assigned region. Please see the map for the region assignments and contact information.

Some of the goals of the transition technical assistance network include:

- Help school districts recognize and understand the outcomes of the Executive Order
- Offer technical assistance to educators for students with disabilities who are of transition age.
- Establish relationships with community partners such as Vocational Rehabilitation, Developmental Disabilities, County Mental Health, family advocacy programs, etc.
- Implement training and professional development for educators on policy and systems change.

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

Secondary Transition Liaison

To support the goals of the Executive Order and the Employment First Initiative, ODE hired Heather Lindsey as the Secondary Transition Liaison. In this role, Heather will provide statewide management in the area of special education transition services as directed in by the Executive Order. She, as a part of the Transition Technical Assistance Network provides technical assistance to assist schools, districts, parent organizations, and participating agencies to support a solid understanding of secondary special education and transition regulations, and implement evidence-based transition services.

Contact information: Heather Lindsey, 503-947-5791, Heather.lindsey@state.or.us

The **Transition Network Facilitators** will reach out to schools that work with students who are of transition age (16-21) and plan to offer assistance in training needs, sharing resources, and providing updates on any policy changes from all partnering agencies. Contact information is provided with the map.

Overview Educator Institute Training

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

What's next?

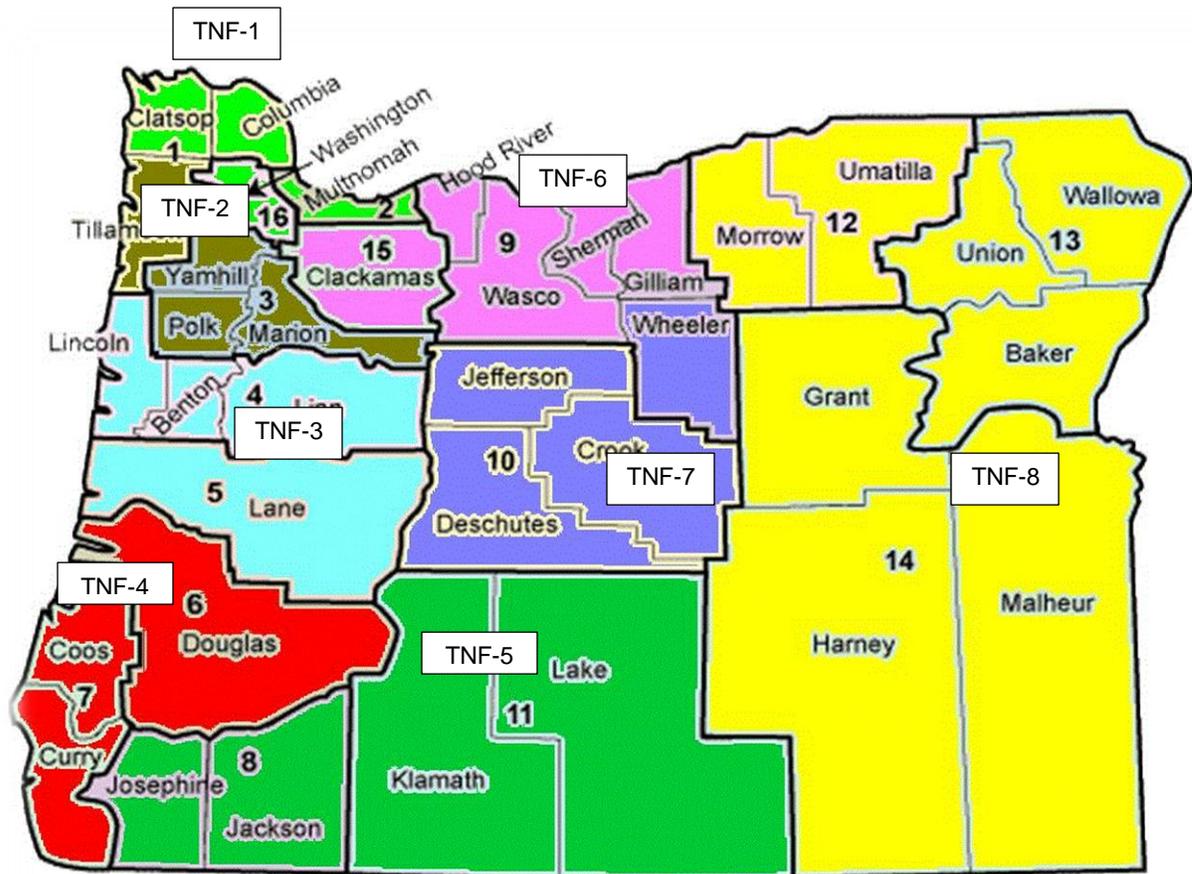
The Educator Institute on Networking and Transition plans to carry out three more additional trainings this fall.

October 10th – Hood River October 22nd- Douglas County November 19th- Harney County

For more information, or to register please go to:

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=9791>

Transition Network Facilitator Regions (County Assignments)



Region 1- Portland, Washington, Clatsop, Columbia
 Lize Juaniza ejuaniza@mesd.k12.or.us
 Multnomah ESD 503-257-1657
 Robbie Spencer rspencer@mesd.k12.or.us
 Multnomah ESD 503-257-1727

Region 2- Tillamook, Yamhill, Polk, Marion
 Eivind-Erik Sorensen
 Willamette ESD Eivind.sorensen@wesd.org
 503-474-6915

Region 3- Lane, Lincoln, Linn, Benton
 Vikki Mahaffy
 Linn-Benton ESD vikki.mahaffy@lblesd.k12.or.us
 541-812-2737

Region 4- Douglas, Coos, Curry
 Rebekah Mathweg
 Douglas ESD Rebekah.mathweg@douglasesd.k12.or.us
 541-440-4777

Region 5- Josephine, Jackson, Klamath, Lake
 Gwyn Lema
 Southern Oregon ESD Gwyn_lemasoesd.k12.or.us
 541-944-2418

Region 6- Clackamas, Wasco, Hood River, Sherman, Gilliam
 Ariel Nielsen
 Clackamas ESD anielsen@clackesd.k12.or.us
 503-675-4163

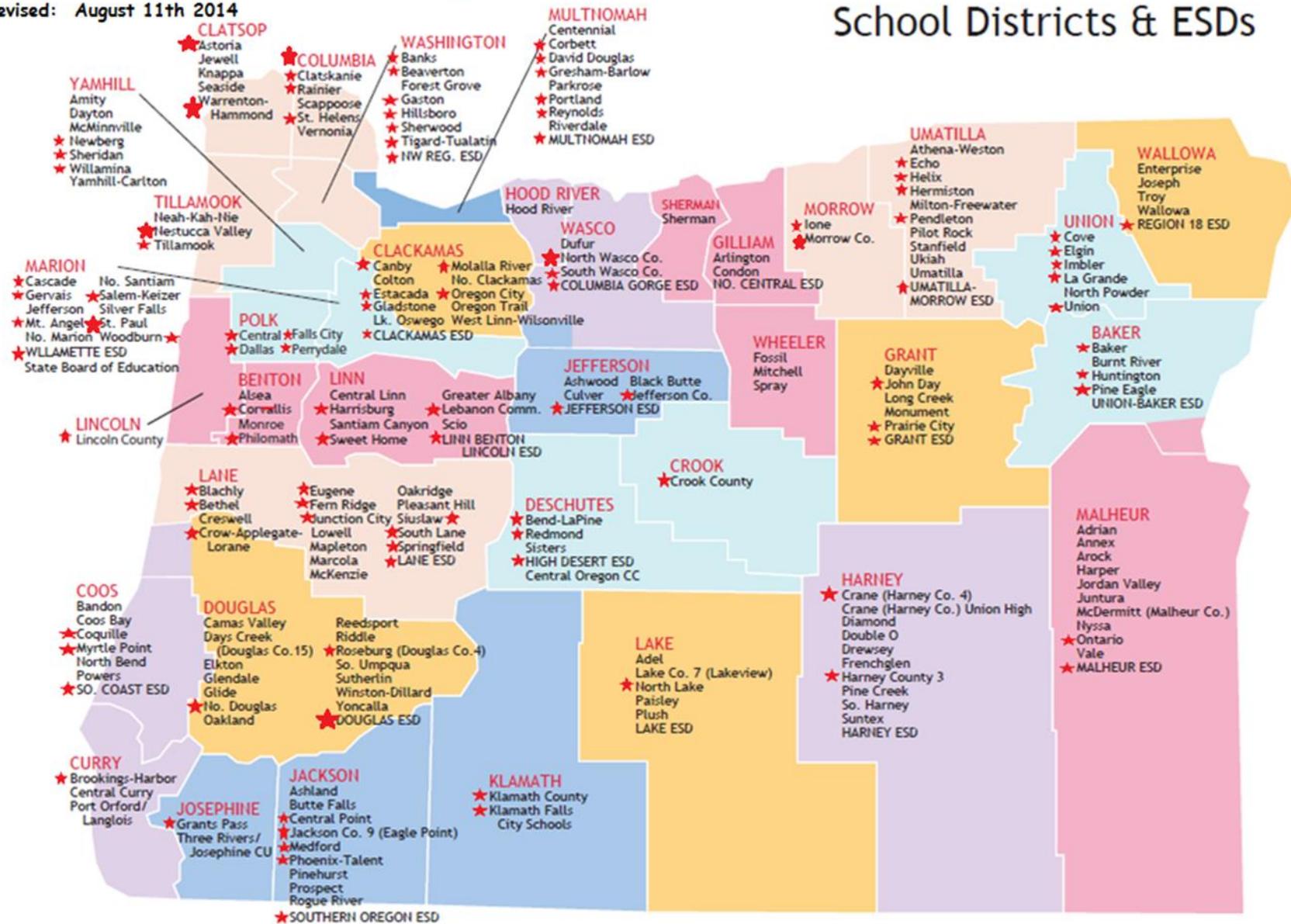
Region 7- Jefferson, Deschutes, Crook, Wheeler
 Marguerite (Margie) Blackmore
 High Desert ESD Marguerite.blackmore@hdesd.org
 541-693-5717

Region 8- Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur
 Lon Thornburg
 Intermountain ESD Lon.thornburg@imesd.k12.or.us
 541-966-3162

Educator Institute on Networking and Transition

Revised: August 11th 2014

School Districts & ESDs



* Representation from district at one or more sessions

What Is Smarter Balanced?

What is CCSS Assessment?

- Oregon's statewide assessment (the Smarter Balanced Assessment) for English Language Arts and Mathematics is aligned to the Common Core State Standards (CCSS).

Who will take the Smarter Balanced Assessments?

- All students in grades 3-8 & high school are expected to participate in the Smarter Balanced Assessments.

What are accessibility supports?

- Accessibility supports are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, these supports should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates. Use of these supports during administration of an Oregon statewide assessment is based on individual student need and should not impact the validity of the assessment results. Since students will have previous experiences with those supports selected for use on statewide assessments, many of the same supports are typically used during instruction.

What is a Smarter – OAKS Accessibility Crosswalk?

- The Smarter – OAKS Accessibility Crosswalk is intended to identify the changes as well as what has remained the same in terms of supports available to students participating in the statewide assessments in prior years with those available for students participating in the current Smarter Balanced Assessments.

What are the accessibility supports for modification tables?

- A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, or content that is to be measured, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accessibility Panel and listed in the state's Oregon Accessibility Manual(OAM). Any change away from a standard administration that is not listed in the OAM is considered a modification.
- Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports. The Modifications Tables located at <http://www.ode.state.or.us/search/page/?id=540> provide examples of situations in which student testing does not provide comparable outcomes and therefore students are counted as non-participants for accountability purposes; this is not a complete or exhaustive list. Changes may occur in the Modifications Table based on review by the Oregon Accessibility Panel.

Who should I contact in my district to understand the implementation of SMARTER BALANCED?

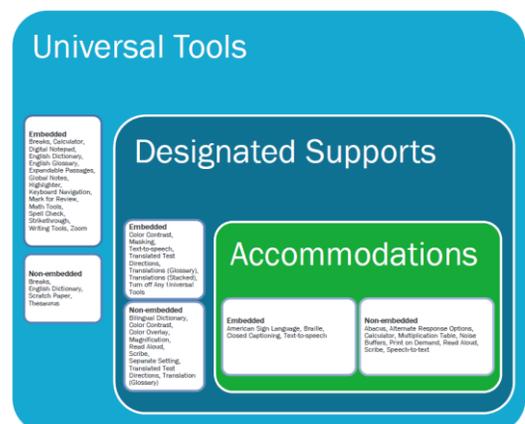
- Contact your district test coordinator for additional information regarding the implementation of Smarter Balanced Assessments in your district.

Does each School District have a coordinator for SMARTER BALANCED?

- Yes, your district test coordinator.

What is required for Essential Skills?

- Essential Skills requirements can be found at <http://www.ode.state.or.us/search/page/?id=2042>



Would you list all accommodations needed for testing on IEP pages?

- Yes. Consult the following 2014-15 Oregon Statewide Assessments: Guidance for Documenting Accommodations on IEPs at <http://www.ode.state.or.us/search/page/?id=487> for additional information.

Assessments (ELA & Math) and Essential Skills Information and Resources

Oregon, with the other Governing States and Smarter Balanced staff, are implementing the summative, interim, and formative assessment for mathematics and English language arts beginning in the 2014-2015 school year. Additional information and resources to support teachers and students in the implementation of this assessment can be found at the following:

- Statewide Assessment Reference Pages at <http://www.ode.state.or.us/search/results/?id=169>
- For additional information contact your Regional Assessment Support Partners. <http://www.ode.state.or.us/wma/teachlearn/testing/oaks/esdpartners1314.pdf>
- Common Core State Standards--Assessment <http://www.ode.state.or.us/search/page/?id=3298>
- For additional information contact Kathleen Vanderwall at Kathleen.vanderwall@state.or.us
- Statewide Assessment Accessibility Supports (formerly Accommodations Manual) at <http://www.ode.state.or.us/search/page/?id=487>

Statewide Assessment Accessibility Supports

In Oregon, the statewide assessment accessibility supports (formerly the Accommodations Tables) are available to all students—although the decision to apply them must be based on an evaluation of individual student need. There are accessibility supports tables for the Smarter Balanced assessments (i.e., ELA and Mathematics), OAKS (**Science and Social Sciences**), Extended assessment, Kindergarten assessment, and the English Language Proficiency (ELPA) assessment. These tables explain and regulate the allowable supports for all students during the administration of assessments.

NOTE: If you would like to recommend instructional strategies to be included in the accessibility supports and/or modifications tables for the statewide assessments or Work Samples, please see Appendix E of the Oregon Accessibility Manual at <http://www.ode.state.or.us/search/page/?id=487> For additional information contact Brad Lenhardt at Brad.Lenhardt@state.or.us

Work Samples

Work Samples are a representative sample of individual student work (e.g., research paper, science experiment, speaking presentation) that is scored using an official state scoring guide for Writing, Speaking, Mathematics Problem Solving, Scientific Inquiry, and optional Social Science Analysis at each school. Work Samples are administered in grades 3-8 and at High School.

Essential Skills

The Essential Skills are cross-disciplinary skills necessary for success in college and career. Essential Skills are a part of the Oregon Diploma and articulate the skills that all students should have at the end of high school; the skills that students are building through their school experiences starting in kindergarten.

Essential Skills information can be found at <http://www.ode.state.or.us/search/page/?id=2042> For additional information contact Derek Brown at Derek.Brown@state.or.us

Alternate (“Extended”) Assessment

Oregon is planning to administer the Extended Assessment for 2014-15 the same as in prior years. However, with the creation of the Common Core State Standards, the Oregon Department of Education has developed a process (approved by the State Board) for evaluating and identifying an alternate **assessment based on alternate achievement standards linked to the CCSS**. This process can be found at <http://www.ode.state.or.us/search/results/?id=178>

Common Core State Standards

States currently have unique processes for developing, adopting, and implementing educational Common Core State Standards (CCSS). As a result, the content students are expected to learn can vary widely from state to state. We know that Oregon graduates will compete for jobs with students from other states and countries with more rigorous educational standards.

Common Core State Standards help ensure that all students, no matter where they live, are prepared for success in postsecondary education and the workforce. Common standards also will help ensure that students are receiving a high quality education that is consistent, from school to school and state to state. This provides a greater opportunity to share experiences and best practices within and across states that will improve Oregon's ability to meet the needs of students. The Oregon Department of Education (ODE) has been engaged in CCSS work since the initiative's inception in spring 2009. ODE staff reviewed each iteration of the standards and provided feedback throughout the development process. A statewide panel of educators conducted a rigorous match/gap analysis of the CCSS in relation to Oregon's own recently adopted math content standards. Results were presented to the State Board of Education and serve as a foundation for implementation of the mathematics standards.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. As ODE moves forward with CCSS, it will continue to collaborate with stakeholder groups to advise and be a part of the development for students with disabilities ages 18-21, in Secondary Transition programs. This work will provide a clear and consistent framework to prepare them for college and the workforce.

In consideration of students that are considered "transition age", special educators are required to develop IEPs that support post-secondary goals and outcomes. The connection to the standards is found within the skills in math, English language arts, science, and English language acquisition that will create access points towards self-determination. This work will continue as changes occur in special education processes, assessment, and the state IEP form.

Currently, **ODE has implemented guidance for developing "Standards-based IEPs"**. **Information about this process can be found on the ODE webpages that relate to Common Core State Standards and Students with Disabilities. This information can be found at <http://www.ode.state.or.us/search/page/?id=4157>.**

Purpose of Universal Design for Learning Curriculum (UDL)

The purpose of UDL curricula is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself—in short, to become [expert learners](#). Expert learners have developed three broad characteristics. They are:

- a) Strategic, skillful and goal directed;
- b) Knowledgeable, and
- c) Purposeful and motivated to learn more.

Designing curricula using UDL allows teachers to remove potential barriers that could prevent learners from meeting this important goal.

Components of UDL Curriculum

Four highly interrelated components comprise a UDL curriculum: goals, methods, materials, and assessments. Here we explain differences between traditional and UDL definitions of each component.

Goals are often described as learning expectations. They represent the knowledge, concepts, and skills all students should master, and are generally aligned to [standards](#). Within the UDL framework, goals themselves are articulated in a way that acknowledges learner variability and differentiates goals from means. These qualities enable teachers of UDL curricula to offer more options and alternatives—varied pathways, tools, strategies, and scaffolds for reaching mastery. Whereas traditional curricula focus on content or performance goals, a UDL curriculum focuses on developing “expert learners.” This sets higher expectations, reachable by every learner.

Methods are generally defined as the instructional decisions, approaches, procedures, or routines that expert teachers use to accelerate or enhance learning. Expert teachers apply evidence-based methods and differentiate those methods according to the goal of instruction. UDL curricula facilitate further differentiation of methods, based on learner variability in the context of the task, learner’s social/emotional resources, and the classroom climate. Flexible and varied, UDL methods are adjusted based on continual monitoring of learner progress.

Materials are usually seen as the media used to present learning content and what the learner uses to demonstrate knowledge. Within the UDL framework, the hallmark of materials is their variability and flexibility. For conveying conceptual knowledge, UDL materials offer multiple media and embedded, just-in-time supports such as [hyperlinked](#) glossaries, background information, and on-screen [coaching](#). For strategic learning and expression of knowledge, UDL materials offer tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways. For engaging with learning, UDL materials offer alternative pathways to success including choice of content where appropriate, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation.

Assessment is described as the process of gathering information about a learner’s performance using a variety of methods and materials in order to determine learners’ knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness of assessments, and to ensure that they are comprehensive and articulate enough to guide instruction – for all learners. This is achieved in part by keen focus on the goal, as distinct from the means, enabling the provision of supports and scaffolds for construct irrelevant items. By broadening means to accommodate learner variability, UDL assessments reduce or remove barriers to accurate measurement of learner knowledge, skills, and engagement.

With minor editing, page taken from: <http://www.udlcenter.org/aboutudl/udlcurriculum>

NATIONAL CENTER ON UNIVERSAL DESIGN FOR LEARNING, AT CAST
40 HARVARD MILLS SQUARE, SUITE 3; WAKEFIELD, MA 01880-3233
TEL.: (781) 245-2212, EMAIL: UDLCENTER@UDLCENTER.ORG

Universal Design for Learning Guidelines¹

Provide Multiple Means of Engagement <i>Purposeful, motivated learners</i>	Provide Multiple Means of Representation <i>Resourceful, knowledgeable learners</i>	Provide Multiple Means of Action and Expression <i>Strategic, goal-directed learners</i>
<p>Provide options for self-regulation</p> <ul style="list-style-type: none"> ● Promote expectations and beliefs that optimize motivation ● Facilitate personal coping skills and strategies ● Develop self-assessment and reflection 	<p>Provide options for comprehension</p> <ul style="list-style-type: none"> ● Activate or supply background knowledge ● Highlight patterns, critical features, big ideas, and relationships ● Guide information processing, visualization, and manipulation ● Maximize transfer and generalization 	<p>Provide options for executive functions</p> <ul style="list-style-type: none"> ● Guide appropriate goal-setting ● Support planning and strategy development ● Enhance capacity for monitoring progress
<p>Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none"> ● Heighten salience of goals and objectives ● Vary demands and resources to optimize challenge ● Foster collaboration and community ● Increase mastery-oriented feedback 	<p>Provide options for language, mathematical expressions, and symbols</p> <ul style="list-style-type: none"> ● Clarify vocabulary and symbols ● Clarify syntax and structure ● Support decoding text, mathematical notation, and symbols ● Promote understanding across languages ● Illustrate through multiple media 	<p>Provide options for expression and communication</p> <ul style="list-style-type: none"> ● Use multiple media for communication ● Use multiple tools for construction and composition ● Build influences with graduated levels of support for practice and performance
<p>Provide options for recruiting interest</p> <ul style="list-style-type: none"> ● Optimize individual choice and autonomy ● Optimize relevance, value, and authenticity ● Minimize threats and distractions 	<p>Provide options for perception</p> <ul style="list-style-type: none"> ● Offer ways of customizing the display of information ● Offer alternatives for auditory information ● Offer alternatives for visual information 	<p>Provide options for physical action</p> <ul style="list-style-type: none"> ● Vary the methods for response and navigation ● Optimize access to tools and assistive technologies.

¹ CAST (2012). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.

¹ Source URL: http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice



How Do I Complete the Summary of Performance (SOP)?

IDEA 2004 requires a Summary of Performance (SOP) for some exiting special education students. It is a document which summarizes the student's academic achievement and functional performance; the student's post-secondary goals; and recommendations to assist the student in meeting those post-secondary Goals.

WHO RECEIVES AN SOP?

Students who are graduating from secondary school with a regular diploma, or are leaving due to exceeding the age eligibility for a free appropriate public education (end of school year in which they turn 21) receive an SOP. The SOP should be completed in the last year of high school; however, it may be started at any time and provided to the students before they exit.

NOTE: ODE strongly recommends that school districts also provide an SOP to students who are graduating with a modified diploma, extended diploma and/or alternative certificate.

WHY SHOULD I COMPLETE THIS FORM?

The school district **is required by federal law to provide the student with a summary of the student's academic achievement and functional performance**, including recommendations on how to assist the student in meeting the student's postsecondary goals. In addition, the SOP will assist and promote success for the student when they provide the postsecondary school, agency, or work place with a summary of what the student has done in high school, his postsecondary goals, and recommendations from the district on how to assist the student in meeting their postsecondary goals.

WHO WRITES THE SOP?

The SOP may be developed by a IEP team, the teacher, or a Youth Transition Program specialist with input from the student. Work on the SOP can take place at the IEP meeting, during a transition class, in an English class or 1:1 with a counselor.

EXAMPLES

Summary of Performance examples prepared for the 2013-14 transition resources booklet (Alex, Rolanda, and Allison) have been included in the Teacher/Case Manager section of the 2014-15 booklet. The full set of 2013-14 materials included case study reports, transition planning examples, IEP discussion starters, and samples of Post-Secondary Goals for each of these sample students.

<u>WHAT</u> is needed to complete the SOP	<u>HOW</u> do I determine what is in this section?	<u>WHERE</u> do I find this information?	<u>WHAT</u> do I do with this information?
Summary of Student's Academic Achievement and Functional Performance	<ul style="list-style-type: none"> • How has the student's disability affected the student's academic achievement and functional performance? • What are the student's academic and functional strengths? • What are the results of the student's most recent state or district assessments? • What are the results of any college entrance examinations (e.g. SAT, ACT)? • What are the results of the most recent special education evaluation of the student? 	<ul style="list-style-type: none"> • Present Level of Academic Achievement and Functional Performance (PLAAFP) • PLAAFP or Assessment Reports • PLAAFP, Student Individual Files or District Assessment Coordinator • PLAAFP, School Counselor, Student Individual Files • PLAAFP, School Counselor, Student Individual Files, Evaluation Reports • Individualized Educational Program (IEP), Student Individual Files 	<ul style="list-style-type: none"> • Transfer any applicable information from the second column to the form. • Try to arrange the information in a logical order (e.g., chronological, importance, types etc.) • The information may be separated into two categories 1) academic achievement and 2) functional performance • Write this summary clearly and coherently that will portray the student in the most realistic manner. • Be aware that a future

WHAT is needed to complete the SOP	HOW do I determine what is in this section?	WHERE do I find this information?	WHAT do I do with this information?
	<ul style="list-style-type: none"> • Is the student graduating with a regular diploma, a modified diploma, extended diploma or alternate certificate? • Did the student achieve any honors or special awards in high school? • Did the student achieve any vocational or extracurricular accomplishments in high school? • Is there any information about functional performance in the following domains: Interpersonal, Mobility, Self-Care Skills, and Motor Skills? 	<ul style="list-style-type: none"> • Student Individual Files, District Newsletters, yearbooks • Student Individual Files, District Newsletters, yearbooks, PLAAFP (student strengths) • PLAAFP, Student Individual Files, Individualized Educational Program (IEP), Evaluation Reports, IEP meeting notes. 	<p>employer or college administrator may be reading your summary</p>
Student's Post-secondary Goals	Look at the previous and current post-secondary goals.	Individualized Educational Program (IEPs) since the year the student turned 16.	<ul style="list-style-type: none"> • State the <u>current</u> post-secondary goals. • You may want to summarize the previous goals and explain how the student's goals have evolved into the final/current goals. • You may want to list other educational, employment or living options in which the student has shown significant interest.
Recommendations to Assist Student in Meeting Post-secondary Goals	Write any recommendations for assisting the student in meeting post-secondary goals after the student exits from K-12 education.	<ul style="list-style-type: none"> • Academic, functional, and/or behavioral annual goals on the IEPs. • The service page of the IEP. • IEP meeting notes that delineate what interventions have worked and those that have not worked. • Behavioral Intervention Plans • Reports from employers during work experience while enrolled in school. 	<ul style="list-style-type: none"> • Develop recommendations for accommodating the student's disability in the workplace or post-secondary education setting. • Develop recommendations for Academic or Functional interventions that were successful or unsuccessful in high school.

Resources:

- ODE Sample Summary of Performance Form <http://www.ode.state.or.us/pubs/forms/schoolage/1278-P.pdf>
- Transition Community Network <http://tcntransition.org/>

Person Centered Planning

"A person centered plan can help those involved with the focus person see the total person, recognize his or her desires and interests, and discover completely new ways of thinking about the future of the person."

Beth Mount & Kay Zwernik, 1988

What is Person Centered Planning?

Person Centered Planning is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "person-centered" team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the focus person. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

Purpose

- *To look at an individual in a different way.*
- *To assist the focus person in gaining control over their own life.*
- *To increase opportunities for participation in the community.*
- *To recognize individual desires, interests, and dreams.*
- *Through team effort, develop a plan to turn dreams into reality.*

Who is involved in person centered planning?

The focus person and whomever they would like can be involved. It is best when there is a facilitator and a person to record what is being shared. The facilitator should be a person that is neutral and unbiased, leads the group through the process, handles conflict and assures equal opportunity for all to participate. Others that may be included are parents/guardians, other family members, friends, professionals, and anyone else who has a personal interest in the person.

Where is person centered planning done?

At focus person's home or somewhere comfortable, informal and hospitable.

When should person centered planning take place?

At anytime in a person's life: It is best done before transition services are determined. Person centered planning can be a very useful tool to develop the transition plan.²

Resource: <http://factoregon.org/resources/person-centered-plan-samples/>

² PACER Center, <http://www.pacer.org/tatra/resources/personal.asp> 2014.

Person Centered Planning Facilitators

Name	Email	Town Lived In
Cheryl Cisneros	cheryldcisneros@gmail.com	Dallas
Laura Dahill	lauradahill@yahoo.com	Eugene
Cheryl Goeken	logoekens@comcast.net	Portland
Michael Higginbotham	michaelhigginbothamii@gmail.com	Talent, Oregon
Heather Molzer	molzer77@hotmail.com	Medford
Sydney Shook	sydney.shook@arclane.org	Eugene
Noelle Sisk	noelle@factoregon.org	SW Portland
Tamberlee Tarver	tamtarv7@gmail.com	Portland
Stephanie Utzman	stephanie@codsn.org	Bend
Alescia Blakely	AlesciaB@yahoo.com	Portland
Whitnie Trost	wtrost1@gmail.com	Tualatin
Brandy Foster	brandyfoster@gmail.com	Corvallis
Shauntel Hogan	dchogans@juno.com	Tualatin
Neva Donaldson	nevajcdonny@yahoo.com	Eugene
David Brown	david.w.brown@state.or.us	North Bend (Coos Bay)
Jenn Lloyd	jennlloyd35@yahoo.com	Creswell, Eugene, Cottage Grove
Danae Davison	writedanae@gmail.com	Portland
Isabel Sturman	isabelst5032@gmail.com	Lake Oswego
Jacqueline Mason	Jacque.Mason@comcast.net	Dundee
Jan Schroth	Jan.schroth@yahoo.com	Hermiston
Jenny Crook	Jenny@cvision.org	Portland
Jill Snell	jillians@housingindependence.org	Forest Grove
Katherine Palmer	Ka.palmer@yahoo.com	Pendleton
Mellie Bukovsky-Reyes	Playologyoregon@gmail.com	Yachats, Lincoln
Molly Elliott	mollyelliott@mac.com	Springfield, Eugene
Patie Taylor	pataylortie@juno.com	Jefferson, Marion County
Susana Ramirez	susana@disabilityrightsoregon.org	Eugene
Tammy Miller	tbmiller01@comcast.net	West Linn, Portland
Teresa Deen	tcaffin@yahoo.com	Eagle Point (Jackson County)
Whitnie Trost	whitnie@factoregon.org	Portland metro area
Noelle Sisk	Noelle@factoregon.org	Portland metro area
Heather Molzer	heather@factoregon.org	Southern Oregon
Dianna Hansen	dianna@factoregon.org	Central Oregon

Person Centered Planning Facilitators

NEW- June 4-6, 2014 Class Professionals		
Amy Elizev	amy@shangrilacorp.org	I think Marion
Andrea Brush	Andrea.brush@co.benton.or.us	Benton
Bruce Bell	bbell@thearcoregon.org	Marion
Carrie Salehiamin	Carrie.salehiamin@comcast.net	Portland
Champ Edward Rudolph	erudolph@pclpartnership.org	Salem, Marion
Cody Yeates	Codyy@riseservicesinc.org	LaGrande
Elizabeth Steigleder	elizabethv@albertinakerr.org	Oregon City, Or
Jessie Pratt	jessiep@livingopps.org	Medford
Kristin Lewton	InThisTogether@outlook.com	Troutdale
Linzey Walker	Linzey@independencenw.org	Portland
Samatha Gifford	Samanthag@albertinakerr.org	Gresham
Sara Bookspan	sarab@UCPconnections.org	Portland area
Sheila Thomsen	sthomsen@pclpartnership.org	Linn/Benton

Modified and Extended Diplomas – Clarification Regarding Federal Financial Aid

(Executive Numbered Memorandum 008-2013-14)

To: Superintendents, Principals, and Counselors

From: Sarah Drinkwater, Assistant Superintendent, Office of Learning

RE: Modified and Extended Diplomas – Clarification Regarding Federal Financial Aid

Summary

Oregon has received further clarification from the U.S. Department of Education regarding requirements for federal financial aid eligibility. Oregon students who receive a modified diploma are now eligible to apply for federal financial aid. Oregon students who receive an extended diploma are not eligible to apply for federal financial aid.

Background

In 2009, Oregon received guidance from the U.S. Department of Education indicating students who earned Oregon's Modified and Extended Diplomas were not eligible for federal financial aid. However, recent guidance from and discussions with the US Department of Education have clarified the eligibility requirements. A student must receive 'the recognized equivalent of a high school diploma', and the Oregon Department of Education has determined that Oregon's Modified Diploma meets this requirement.

Confirmation of Modified Diploma Eligibility

The Modified Diploma denotes successful completion of required courses and specific achievement on state assessments. Oregon students who receive a Modified Diploma are now eligible to apply for federal financial aid. This extends to students who may have received a Modified Diploma in past years. Whether it is prudent for an eligible student to seek federal financial aid is a determination that should be made on a case-by-case basis by a student and his or her family in consultation with a financial aid advisor. Factors that should be taken into consideration include the amount of borrowing involved, if any, and the student's expected ability to repay. Approximately 750 students receive a modified diploma each year.

Change for Extended Diploma Eligibility

Previously we had announced that students who received an Extended Diploma would also be eligible for federal financial aid. As described above, a diploma must be 'the recognized equivalent of a high school diploma' or 'substantially similar' in order for a student to be eligible to apply for federal financial aid. With this specific clarification, the Oregon Department of Education has determined that the Extended Diploma does not meet this requirement. The Extended Diploma requires the completion of only 12 credits, and the student can be exempted from the essential skills requirement. Students who receive an Extended Diploma are not eligible to apply for federal financial aid. Approximately 50 students receive an Extended Diploma each year.

School administrators, teachers, and guidance counselors should share this corrected information with students who are pursuing Modified and Extended Diplomas and their families. A Modified Diploma or an Extended Diploma does not guarantee admittance to a post-secondary institution.

If you have questions about this guidance or about the Modified or Extended Diplomas, please contact Sally Simich at Sally.Simich@state.or.us or 503-947-5639.

**Special Education Teachers
ESEA and IDEA Highly Qualified Teacher Requirements**

The IDEA definition of a highly qualified teacher is one who meets all of the following criteria:

1. Holds at least a bachelor's degree.
2. Holds a full state license and a special education endorsement.
3. Meets ESEA/IDEA highly qualified (HQ) requirements when teaching core academic subject areas- based on the teacher's teaching assignment.

Teaching Assignments

Teaching Assignment	HQ Requirements
Special Education teacher teaching core academic subjects to students in <u>grades 9-12</u> and whose students receive no other core content instruction from a HQ general education teacher.	All 9-12 special education teachers providing instruction in core academic subjects must demonstrate subject matter knowledge in each core academic subject they teach. Teacher must demonstrate subject matter competency in one of the following ways: <ul style="list-style-type: none"> • Hold a subject matter endorsement in the core academic subject they are teaching. • Have a major/graduate degree in core academic subject they are teaching. • Pass the TSPC approved Middle School or High School content test for the core academic subject they are teaching. • Meet Secondary HOUSSE requirements.
Special Education teacher in <u>grades 9-12</u> teaching exclusively students who are assessed using Oregon's Extended Assessment (alternative achievement standards). -OR- Special Education teacher in <u>grades 9-12</u> where all students in the classroom are assessed using Oregon's Extended Assessment (alternative achievement standards).	All special education teachers who teach exclusively students who are assessed against the Alternative (Extended) Assessment must meet ESEA/IDEA HQ requirements for elementary school teachers. Teacher must demonstrate subject matter competency in one of the following ways: <ul style="list-style-type: none"> • Hold an elementary multiple subjects endorsement. • Pass the ORELA (NES) Multiple subject test subpart I and II. • Meet Elementary HOUSSE requirements.
Special Education teacher teaching core academic subjects to students in <u>grades K-8</u> .	All K-8 special education teachers who provide the direct instruction to students must meet ESEA/IDEA HQ requirements for elementary school teachers. Teacher must demonstrate subject matter competency in one of the following ways: <ul style="list-style-type: none"> • Hold an elementary multiple subjects endorsement. • Pass the ORELA (NES) multiple subjects test subparts I and II. • Hold a subject matter endorsement in the core academic subject they are teaching. • Meet Elementary HOUSSE requirements.
Special Education teacher providing <u>supplemental/support</u> or consultative services.	Special education teachers with a teaching assignment in a supplemental/support or consultative role are not required to meet ESEA/IDEA HQ requirements for that portion of the assignment.

A Special Education teacher who is the only teacher of core academic subjects for a student must meet ESEA and IDEA requirements for HQ that apply to that student's instruction and assessment levels.

Example: The special education teacher is the only teacher of English/Language Arts core content for a student who is 15 years old, the typical age of 10th grade students. The student is functioning at the 3rd grade level in decoding, but comprehends oral text near grade level. The special education teacher is required to meet ESEA/IDEA HQT requirements at the high school level (age appropriate level).

Example: A special education teacher provides ALL instruction to a group of students of varied ages (10 – 17 years old), functioning at the pre-kindergarten level. Students are assessed through the Extended Assessment. For this assignment, the special education teacher is required to meet the ESEA/IDEA HQ requirements at the elementary level.

May 21, 2014

'Updated' Frequently Asked Questions for Oregon Diploma Options, 2014

This document is organized into topic areas:

General: Definition and general implementation information

Eligibility: Eligibility criteria

Decision-Making: Guidelines and procedures

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

Additional Student Requirements

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

Transition Services for 18-21 year old students

Interagency Agreements

Acronym Legend:

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

GENERAL

1. Who can get the Modified Diploma (MD)?

The MD is a high school completion document that may be earned by students who have demonstrated an inability to meet the full set of academic content standards required for a regular high school diploma, even with reasonable accommodations. To be eligible for the MD, a student must have a "documented history"³ of an inability to maintain grade level achievement due to significant learning and instructional barriers,⁴ or a documented history of a medical condition that creates a barrier to achievement.

2. Will students who receive the MD be eligible for federal financial aid at a post-secondary institution?

Yes. The Higher Education Act of 1965 provided the opportunity for graduating high school students to receive federal financial assistance for college. As an alternative to having a high school diploma, or its equivalent, a student could establish eligibility for federal financial aid by passing an independently administered 'ability to benefit' test. **However, in 2011, Public Law 112-74 eliminated the 'ability to benefit test' and the eligibility for students without a certificate of graduation from a school providing secondary education.**

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

Recommendation: Contact the school of interest and ask about entrance requirements, including diploma requirements.

³Evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations (OAR 581-022-1134(1)(a))

⁴A significant physical, cognitive or emotional barrier that impairs a student's ability to maintain grade level achievement (OAR 581-022-1134(1)(b))

3. Will the MD be accepted by four-year universities or community colleges?

Most four-year universities do not accept the MD for admission purposes. An appeal may be considered by some universities. Community college courses are available to students who have the MD. At the community college level, all non-transfer entering freshmen are required to take a placement exam that indicates a student's current level of performance in reading, language arts (comprehension and writing) and mathematics. Community colleges offer remedial courses for students who do not pass the placement exam, but those courses do not count toward college credit.

4. Will the MD be accepted by the military?

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

5. Who can get the Extended Diploma (ED)?

The ED is a high school completion document that may be earned by students who have demonstrated the inability to meet the full set of academic content standards required for a high school diploma or the MD, even with reasonable accommodations. To be eligible for the ED, a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or have a documented history of a medical condition that creates a barrier to achievement; and participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments. **OAR 581-022-1133 (5)**

6. Who can get the Alternative Certificate (AC)?

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

7. Why would a student earn the MD or ED instead of a regular high school diploma?

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

8. When did the OARs for the original MD, ED and AC go into effect?

SDs and PCSs were first required to make the MD and AC available to students during the 2008-2009 school year (*ORS 329.451*)

Revisions to OAR 581-022-1134 MD and OAR 581-022-1135 AC were adopted by the State Board of Education on December 4, 2009 and revised on January 20, 2012. All students enrolling in the 9th grade for the first time on or after July 1, 2007 must meet all the state's criteria for the MD and the SD's criteria for the AC.

However, if a student entered 9th grade prior to July 1, 2007, the student's school team shall decide whether the student must meet the unit of credit requirements in OAR 581-022-1134(5) to receive the MD or the unit of credit requirements specified by the SD or PCS for the MD when the student entered 9th grade. For students first enrolled in the 9th grade prior to July 2007, the student's team may decide to award the MD based on the units of credit described in the SD's policies and procedures for the MD, or the state's units of credits.

SDs and PCSs were first required to make the ED available to students during the 2009-2010 school year.

- Changes in the statute went into effect on July 1, 2013.
- Revisions to OAR 581-022-1133 Extended Diploma were adopted by the 'state Board of Education in the fall of 2014.
- However, SD and PCS are responsible for the changes as of July 1, 2013.

9. When do the revisions to the OARs for MD, ED, and AC that include the Laws from HB 2283 and HB 2285 apply?

The changes in the Statute went into effect on July 1, 2011. The State Board of Education adopted the OARs to reflect the changes in Statute on January 20, 2012. However, SDs and PCSs were responsible for the changes as of **July 1, 2011**.

10. When is a student considered to be “first enrolled in the 9th grade”?

The definition of the high school entry year is the first school year in which the student first attended any high school grade in the United States or elsewhere. For most students, this is their first year as a ninth grader.

11. Do all modified courses have to be taught by highly qualified teachers?

According to the Elementary and Secondary Education Act (ESEA), teachers of core academic subjects are required to be highly qualified. Core academic subjects include reading, language arts, mathematics, sciences, foreign languages, civics and government, economics, arts (visual arts, music and drama), history, and geography. A teacher who does not teach a core academic subject is not required to meet the requirements specified in ESEA. For updated information check:

<http://www.ode.state.or.us/search/page/?id=2219>

12. Can a student earning the MD, ED or AC participate in the high school graduation ceremony?

Yes, a student receiving the MD, ED or AC shall be offered the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

13. In order for students to achieve a high school diploma, the MD, ED, or AC, is a SD or PCS required to provide on-site access to appropriate resources at each high school in the SD or at the PCS? Does this include alternative schools and other educational environments for district-placed students?

Yes, a SD is required to provide on-site access to appropriate resources to achieve a high school diploma, the MD, ED or AC at **EACH** high school in the SD or at the PCS. However, if a student has already earned the MD, ED or AC, services may be provided at a location determined by the SD.

The SD responsible for these services is required to follow the Statutes and Rules, for all enrolled students, including those in alternative education, public virtual schools and students placed in homebound services by the district.

14. Does the district have the flexibility to change the names of the MD and the ED?

No, ORS 329.451 states that SDs and PCSs must offer the MD and ED. Furthermore, the Oregon Legislature has indicated its intent to have statewide uniformity for high school diplomas.

SDs must offer the AC and may use alternative names for the certificate. However districts may not name that certificate a diploma. A SD or PCS may have policy for multiple ACs.

15. What do SDs and PCSs need to know about required consents for diploma options?

Consent to award a diploma option: A SD or PCS may award the MD, ED or AC to a student only upon the consent of the parent or guardian of the student *or upon the consent of the adult student or emancipated minor student*. A district or school **must** receive the consent in writing and during the school year in which the MD or ED is awarded.

A “parent” means one or more of the following persons:

- A biological or adoptive parent of the child;
- A foster parent of the child;
- A legal guardian, other than a state agency;
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or
- A surrogate parent who has been appointed in accordance with OAR 581-015-2320.

The SD should document the receipt of written consent and place the consent in the student’s file.

16. If the parent of a student who is under 18 refuses to sign for the MD, ED, or AC, must the student continue to work toward a regular diploma?

Yes, the student would continue to work toward a regular diploma. However, when a student turns 18 (adult student) and the educational rights transfer, the student is then responsible for giving consent for the diploma

options. The adult student may ask another adult to be his or her surrogate; however, the student can revoke that surrogate permission at any time. If the student is under guardianship, the guardian must give consent.

17. What consents related to the MD, ED or AC are necessary?

Consent to complete requirements in less than 4 yrs: A student may complete the requirements for the MD, ED or AC in less than four years if the parent/guardian or adult student gives consent.

Each SD must provide the number of consents obtained to the State Superintendent of Public Instruction each year.

Consent to reduce the total number of hours: If the IEP team reduces the number of hours of instruction and services provided to the student, the SD must annually and in writing, inform the parent/guardian or adult student of the SD's duty to comply with the total number of hours. The SD cannot unilaterally decrease the total number of hours of instruction and services. The SD must obtain a signed acknowledgement from the parent/guardian or adult student that they received the information.

18. What notifications related to the MD, ED or AC are required?

Availability of the diploma options: Beginning in grade five or beginning after a documented history has been established and then annually, SDs and PCS are required to provide annually information to the parents or guardians of a student taking an alternate assessment who has the documented history, about the availability of a MD, ED, and AC and the requirements for each of these options.

Upon modification of a course: The SD or PCS shall inform the student and parent of the student if the courses in grades 9-12 have been modified for an individual student.

Reducing the total number of hours: If the IEP team reduces the number of hours of instruction and services provided to the student,

- the SD must inform the parent of the student in writing annually of the SD's duty to comply with the total number of 990 hours;
- the SD cannot unilaterally decrease the total number of hours of instruction and services; and
- the SD must obtain a signed acknowledgement from the parent of the student that they received the information.

If the student is over 18 and the educational rights have transferred to the student, then the SD must address the letter to the student and copy the parents.

19. Can a student continue working toward another completion document after they receive the MD, ED or AC?

Yes. Special education students may continue to attend their regular high school beyond the normal four years until such time as they either receive a regular high school diploma or reach the age of 21. Regular education students may attend up to the age of 19 unless SD policy allows students to continue after that age.

20. Can a student earn the MD, ED or AC in less than 4 years?

Yes, a student may complete the requirements for the MD, ED or AC in less than four years if the parent or adult student gives consent. This regulation does not apply to a regular diploma.

The consent must be written and state:

- The parent or adult student is waiving the 4 year or until age 21 criteria to complete the requirements for the MD, ED or AC.
- A copy of the consent must be sent to the district superintendent.
- Each SD must annually provide the number of consents to the State Superintendent.

Consent may not be used to allow a student to satisfy the requirements of the MD, ED, or AC in less than 3 years.

21. For the MD only, when does a SD or PCS need to admit a general education student and how long is the district required to provide services?

A district school board is required to admit all persons between the ages of 5 and 19 who reside within the SD. A person whose 19th birthday occurs during the school year shall continue to be eligible for services for the remainder of the school year (*ORS 339.115 Admission of students*)

22. When should an IEP team discuss diploma options?

An IEP Team or School Team should start discussing diploma expectations with the parent and student early in the student's academic career.

SDs and PCSs are required to annually provide information to the parents the availability of the MD and ED and the requirements for the MD and the ED.

A student's school team must decide that a student should work toward the MD no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school. However, a student's school team may formally decide to revise the MD decision.

A student's school team may decide that a student who was not previously working towards the MD should work toward the MD when a student is less than 2 years from their anticipated exit from high school if the documented history of the student has changed.

23. Can an IEP Team or school team change the decision as to what diploma option the student will be working toward?

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

24. How does the IEP team establish that a student who has entered from out of state needs to be working toward a modified diploma?

The IEP team can make the determination if the student is eligible for the MD and documented evidence exists that the student cannot maintain grade level achievement.

25. For the MD, does the district implement the plan 2 years before the student's expected graduation date?

A school team must decide no later than 2 years before the student's anticipated exit from high school, if the student will work toward the MD.

OAR 581-022-1134(4)(c) Except as provided in **subsection (e)** of this section, a student's school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school.

However, if a student is working toward a regular diploma and the IEP team or school team decides circumstances have changed for the student in the last two years of high school, then the IEP Team or school team may revise their decision, **at any time**, and allow the student to work toward the MD. The circumstances necessitating this change should be documented.

OAR 581-022-1134(4)(e) A student's school team may formally decide to revise a modified diploma decision.

The reverse is also true. If the student is working toward the MD and the IEP team or the school team decides the student can be successful at working toward a regular diploma, then the Team should document the reasons for the change and allow the student to work toward a regular diploma. Remember, to receive a regular diploma all credits must be taken under standard conditions without modifications. In these situations, the student may have to re-take and pass courses that were previously taken under modified conditions.

OAR 581-022-1134(3)(b) A SD or PCS may not deny a student who has the documented history described in paragraph (a) of this subsection the opportunity to pursue a diploma with more stringent requirements than a modified diploma for the sole reason that the student has the documented history.

26. Does each Public Charter School (PCS) have to provide all diploma options and their requirements?

Yes. PCSs must ensure that students have access to the appropriate resources to achieve a regular diploma (OAR 581-022-11300), a modified diploma (OAR 581-022-1134), an extended diploma (OAR 581-022-1133) and an alternative certificate (OAR 581-022-1135).

ELIGIBILITY

27. Can the MD be earned by either a student with disabilities or a regular education student?

Yes, the MD can be earned by either a student eligible for special education or a regular education student, as long as the student meets the eligibility requirements of the MD.

OAR 581-022-1134(3)(a) Except as provided in paragraph (c) or (d) of this section, a SD or PCS shall grant eligibility for a modified diploma to a student who has:

(A) A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

(B) A documented history of a medical condition that creates a barrier to achievement.

28. Are students who are not eligible for special education, but receive the MD, still eligible for post high school transition services?

School Districts and PCS are not required to provide transition services to a regular education student after they received the MD. However, the district may allow a regular education student to access those services.

Special education students may continue to receive services beyond the normal four years until such time as they either receive a regular high school diploma or reach the age of 21.

29. Who is NOT eligible to earn the MD?

Students who are currently engaged in the use of illegal drugs or alcohol are excluded from consideration of this option if the significant learning and instructional barriers are **due** to the use of illegal drugs or alcohol.

30. Does a SD and PCS with the MD student working on transition services need to comply with the 990 hours/year?

Yes. An IDEA eligible student who receives the MD, ED or AC must have access to instructional hours, hours of transition services and hours of other services that are designed to:

- Meet the unique needs of the student; and
- When added together, will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school (990 hours/year).

The SD responsible for these services, is required to follow the Statutes and Rules, for all enrolled students, including those in alternative education, public virtual schools and students placed in homebound services by the district.

31. What is “documented history”? (Eligibility Criteria)

Documented history is evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

32. What is an “instructional barrier”? (Eligibility Criteria)

An instructional barrier is a significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement.

33. What is an example of an instructional barrier or significant learning barrier?

a) Instructional Barrier: Intermittent panic attacks that prevent the student from attending and participating in school on a regular basis and responding to instruction without significant modifications.

b) Instructional Barrier: The level of comprehension, either concrete or abstract. A student who functions on a concrete level and is unable to comprehend the abstract would not be able to maintain grade level achievement, particularly in math and science, unless content were presented concretely, even with intense instruction.

c) Significant Learning Barrier: A specific learning disability in math that would not allow the student to succeed beyond a certain grade level even with a variety of accommodations and modifications and intense instructional opportunities.

34. Does a regular education student who can’t pass the Oregon Assessment of Knowledge and Skills (OAKS) or Smarter Balanced test, but demonstrates proficiency in certain essential skills through an approved local option automatically become eligible for the MD?

No. Failure to meet the requirements for a regular high school diploma does not automatically make the student eligible for the MD. Students must meet the full set of eligibility criteria in order to receive the MD, including having a documented history of the inability to maintain grade level achievement due to significant learning and instructional barriers, or a documented history of a medical condition that creates a barrier to achievement.

35. Must all the courses be modified for the MD?

No. Students may earn units of credit through regular education courses (with or without accommodations), modified courses or a combination of regular and modified courses. When one or more courses that contain substantial academic content are modified, those courses may count toward the MD but do not count toward a regular diploma.

36. What is a modified curriculum?

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

CREDIT REQUIREMENTS

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

Academic Subject	Credits Required for Graduation with the Modified Diploma	Credits Required for Graduation with the Oregon Diploma
English/Language Arts	3 ⁵	4
Mathematics	2	3
Science	2	3
Social Sciences ⁶	2	3
Physical Education	1	1
Health	1	1
Second Languages/ The Arts/Career and Technical Education (CTE) ⁷	1	3
Electives ⁸	12	6
TOTAL CREDITS	24	24

38. Is there a specific level of proficiency in math or other core courses that the student needs to acquire or just the required number of credits?

No, for the MD or ED, the student would not have to reach a specific level of proficiency. Credit could be earned in such courses as consumer math, business math or basic math. Credit could also be earned in courses at a higher level of proficiency, but with significant modifications.

39. What are the graduation requirements for students receiving the MD?

Students are required to earn 24 credits, complete the Personalized Learning Requirements (as described in OAR 581-022-1134), and demonstrate proficiency in the required Essential Skills (as described in OAR 581-022-0615).

40. What are the graduation requirements for students receiving the ED?

Students are required to earn 12 credits, complete the Personalized Learning Requirements (as described in OAR 581-022-1133), and demonstrate proficiency in the required Essential Skills (as described in OAR 581-022-0615).

⁵ Students shall have access to literacy instruction until the completion of school.

⁶ **Social Sciences** may include history, civics, geography and economics (including personal finance).

⁷ Second Languages/The Arts/Career and Technical Education (CTE) units may be earned in any one or a combination of courses.

⁸ School districts and public charter schools shall be **flexible in awarding the remaining 12 units of credit**. The credits must meet the needs of the individual student as specified in the **education plan** of the student with the expectations and standards aligned to the appropriate grade level academic content standards. These credits may include: (A) Additional core credits; (B) Career and Technical Education; (C) Electives; and (D) Career development.

41. What are the graduation requirements for students receiving the ED?

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

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

42. What are the rules for credit for the MD?

To receive a modified diploma a student must earn 24 credits between grade 9 and the end of their high school career, with at least 12 of those credits to include:

- English Language Arts -- 3;
- Mathematics -- 2;
- Science -- 2;
- Social Sciences (which may include history, civics, geography and economics, including personal finance) -- 2;
- Health Education -- 1;
- Physical Education -- 1; and
- Career Technical Education, the Arts or Second Languages (units may be earned in any one or a combination) -- 1.

The 12 remaining credits may include:

- Additional core credits;
- Professional technical education;
- Electives; or
- Career development

Students may earn units of credit through:

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

A SD or PCS may not require a student to earn more than 24 credits to receive a modified diploma.

43. What are the parameters for a student on the MD completing senior projects? Are they expected to do so with modifications?

Students working toward the MD must complete the Personalized Learning Requirements (Education Plan and Profile, Extended Application), and the Essential Skills. However, any of these components may be with accommodations and modifications.

Students working toward an ED or AC are not required to complete the Personalized Learning Requirements or Essential Skills.

44. If a student changes from MD to RD, does the student have to re-take modified classes to have them count?

Yes, all credit toward a regular diploma must be taken under standard conditions.

45. What is Career Development, which is included in the list of 12 remaining credits required for the MD?

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

46. What are “Additional Core classes” which are included in the list of 12 remaining credits required for the MD?

Additional core are classes in English/Language Arts, Mathematics, Science, and Social Sciences.

47. Can we apply credits of Co-Operative Work Experience completed during the summer towards the 12 Elective Credits for a student on the MD?

This will be determined by the SD’s policy regarding credit for work experience, including Co-Operative work experience.

48. What is the minimum number of modified courses that a student can take that would still qualify the student to earn a standard diploma?

There is no minimum number of modified courses. A student may take as many modified courses as are appropriate; however, modified courses cannot be used for any of the 24 credits for the standard diploma. Only those courses taken under standard conditions, without modifications, can be counted toward the standard diploma.

For example, the student may take algebra for the first time in his/her freshman year under modified conditions and the course will not count toward a standard diploma. However, the student may retake the course under standard conditions, without any modifications, and the second algebra course would count towards a regular diploma. NOTE: Taking the original algebra course with modifications does not automatically require a student to work toward the MD. If a student has successfully completed the requirements for a regular diploma, the SD must award the regular diploma to the student.

ADDITIONAL STUDENT REQUIREMENTS

49. Are students working toward the MD required to complete the Plan and Profile and Extended Application and the Career related Learning Experiences?

Yes. Each student is expected to:

1. Develop an **education plan** and build an **education profile**;
2. Be aware of the option to earn **credit for proficiency**;
3. Build a collection of evidence (or include evidence in an existing collection) to demonstrate **extended application** of the standards; and
4. Demonstrate proficiency in essential skills before they are awarded the MD (OAR 581-022-0615).

50. What are the required Essential Skills?

For students first enrolled in Grade 9 in 2010-2011 or later, three of the Essential Skills are graduation requirements:

1. Read and comprehend a variety of text
2. Write clearly and accurately
3. Apply mathematics in a variety of settings

Additional information regarding Oregon’s Essential Skills can be found at

<http://www.ode.state.or.us/search/page/?id=2042>

51. Are modifications allowed in the demonstration of the Essential Skills?

Yes. Students who use modifications on assessments for the Essential Skills are eligible for a Modified Diploma; the use of modifications makes students ineligible for a Regular Diploma.

For students on IEPS or 504 Plans:

SDs and PCSs may administer modified Work Samples or OAKS assessments consistent with the requirements of the student’s IEP or 504 Plan.

According to *OAR 581-022-0615*:

- school districts may only administer modifications to students with an IEP or 504 Plan and
- school districts may only administer modifications in accordance with the assessment decision made by the student’s IEP or 504 team and documented in the IEP or 504Plan.

When modifying an OAKS assessment, the SD or PCS must:

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

Note: modified OAKS assessments are not valid for the purposes of school and district accountability.

For students who are not on an IEP or a 504 Plan:

SDs and PCSs may administer modifications to Work Samples that are consistent with the modifications the student has received during instruction. *Note:* students who are not on an IEP or a 504 Plan may not receive a modified OAKS assessment.

When modifying a Work Sample, the SD or PCS must ensure that:

- Students have received those same modifications during instruction in the content area to be assessed and in the year in which the Work Sample is administered.
- The modifications have been approved in advance by the student's school team responsible for monitoring the student's progress.

52. May modified OAKS assessments be used for accountability purposes?

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

53. For modified assessments, can districts adjust the cut score needed to pass OAKS or the level of rigor needed for a successful work sample?

Yes. Modifications, as described in *OAR 581-022-0610*, are practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. The IEP team or school team responsible for approving modifications for a student's assessment may adjust the administration of the assessment and or the assessment's achievement standard.

54. When does the SD determine modifications in OAKS cut score for a modified diploma?

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

CONSIDERATIONS

55. Is a student who receives the MD, ED or AC considered a Dropout for the Cohort Graduation Collection?

A student who receives the ED or the AC is not counted as a dropout, but is counted as a high school Non-Graduate, specifically an Other Completer, on the cohort graduation collection. Non-Graduates, such as GEDs and EDs and negatively affect the district's cohort graduation rate.

For students who receive the MD in 2014-15 and later, they will be included as graduates in the Cohort Collection.

Transition Services for 18-21 year old students

56. Does a student attending alternative education programs, public virtual schools or district-placed homebound services require 990 hours of instruction, transition services, and other services?

Yes. A student who receives the MD, ED or AC must have access to instructional hours, hours of transition services and hours of other services that are designed to:

- Meet the unique needs of the student; and
- When added together, will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school (990 hours/year).

The SD responsible for these services is required to follow the Statutes and Rules, for all enrolled students, including those in alternative education, public virtual schools and students placed in homebound services by the district.

The following process is suggested:

1. Begin the IEP meeting by assuming the student will have a full day of services, 5 days a week.
2. **Based on the student's needs and performance level**, the IEP Team will determine the **instruction** that the student needs. (e.g., academic instruction, behavioral instruction, social instruction, and/or functional instruction). Write the instruction needed in the form of a measurable goal on the IEP.
3. The IEP Team shall determine the amount of time needed for the student to make adequate progress on those goals.
4. The IEP Team shall decide what **transition services** the student needs including:
 - Related services (e.g. Occupational Therapy, Physical Therapy, Speech and Language Therapy),
 - Community experience (e.g. recreation activities, job shadowing, volunteering, community living experiences),
 - Development of employment objectives (e.g. how to get a job, write a resume, complete an interview),
 - Post adult living objectives (e.g. life skills, independent living skills); and
 - Functional vocational evaluation.Write the transition services in the form of a measurable goal on the IEP.
5. The IEP Team must determine how much **time** per week, per month, or per day the student needs in order for the student to make adequate progress on the goal(s).
6. The IEP Team must determine what **other services** the student needs (e.g., comprehensive supports, the Brokerage services, Independent Living Center services, Vocational Rehabilitation services, etc.) Write the other services in the form of a measurable goal on the IEP.
7. The IEP Team must determine how much **time** per week, per month, or per day the other agencies must provide to the student in order for the student to make adequate progress on the goal(s). The SD may count those other services paid for or provided by other agencies toward the total 990 hours/year requirement.
8. The IEP Team will add all the hours in # 3, 5, and 7 above. This is the number of hours the student is being served. This is the amount of time the IEP Team, including the parent or adult student determined was necessary to meet the student's needs. If that is less than 990 hours/year, the SD will write a letter to the adult student or guardian informing them of:
 - a) The SD's duty to comply with the total number of 990 hours; and
 - b) That the SD cannot unilaterally decrease the total number of hours of instruction and services.
9. The IEP Team must then write a statement on the IEP that explains the reasons the student is not accessing 990 hours of instruction and services.
10. The SD must receive a signed acknowledgement from the adult student or guardian that they received the information.

57. Can the IEP team determine if a student needs less than 990 hours/year of services?

Yes, based on the student's needs and performance level, the IEP Team can determine if a student needs less than 990 hours/year of services.

If the IEP Team determines that the student will receive less than 990 hours/year, the SD will write a letter to the adult student and guardian informing them of:

- a) The SD's duty to comply with the total number of 990 hours; and
- b) That the SD cannot unilaterally decrease the total number of hours of instruction and services.

The SD must receive a signed acknowledgement from the adult student or guardian that they received the information.

The IEP Team must then write a statement on the IEP that explains the reasons the student is not accessing 990 hours of instruction and services.

58. Do the instructional hours that are part of the 990 hours per year all need to be special education or specially designed instruction?

No, all instructional hours included in the 990 hours per year do not need to be specially designed instruction.

59. What non-academic hours can be counted in the 990 hours/year (e.g., transportation)?

School assemblies, student orientations, testing, parent-teacher conferences, and other instructionally related activities involving students directly may be included in the required instructional hours. However, transportation to and from school, passing times between classes, non-instructional recess and lunch periods shall not be included unless the student is being taught these skills through specially designed instruction listed on the student's IEP. Passing time is defined as those minutes between segments of the program that is included in the school's daily schedule.

With a local school board approval, annual instructional hour requirements may be reduced as follows:

- Up to a total of thirty (30) hours to accommodate staff development activities, pupil transportation schedules, or other local program scheduling arrangements;
- Up to a total of fourteen (14) hours of emergency school closures due to adverse weather conditions and facility failures; and
- The instructional time requirement for twelfth-grade students may be reduced by action of a local school board for an amount of time, not to exceed thirty (30) hours of instructional time.

60. IDEA gives districts the authority to designate the location of special education and related services. Does on-site access to resources at each high school for the diploma options contradict what has been set forth in IDEA?

This statute, *ORS 329.451 High school diploma; modified diploma; extended diploma; alternative certificate; grade level advancement*, passed by the Oregon Legislature in 2011 is an example of a State meeting and exceeding the Federal Statute. States may go beyond the requirements as stated in Federal statutes and regulations.

61. If a district sponsored high school provides access, must the district sponsored charter school also provide access?

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

62. How does the rule for on-site access at each high school apply to Virtual Charter Schools?

The SD responsible for these services is required to follow the Laws and Rules in all situations, including alternative education, public virtual school and district placed students receiving homebound services.

63. Can a rural school consolidate students and send them to a bigger high school (that provides access already), and still meet the requirements mandated by the law?

No, a school district or public charter school must ensure that students have **on-site access to the appropriate resources** to achieve a high school diploma, a modified diploma, an extended diploma or an alternative certificate **at each high school** in the school district or at the public charter high school.

64. Do the services provided by Brokerages outside of the school day count toward the 990 hours?

The individual student's school day is defined by the number of hours of instruction, transition services and other services the student will receive as determined by the IEP Team. The IEP Team must determine what **other services** the student needs (e.g., comprehensive supports, the Brokerage services, Independent Living Center services, Vocational Rehabilitation services, etc.) If the Brokerage services are part of the "other services" determined by the IEP Team as necessary and part of the student's school day, then the SD should count those other services toward the total 990 hours/year.

Interagency Agreements

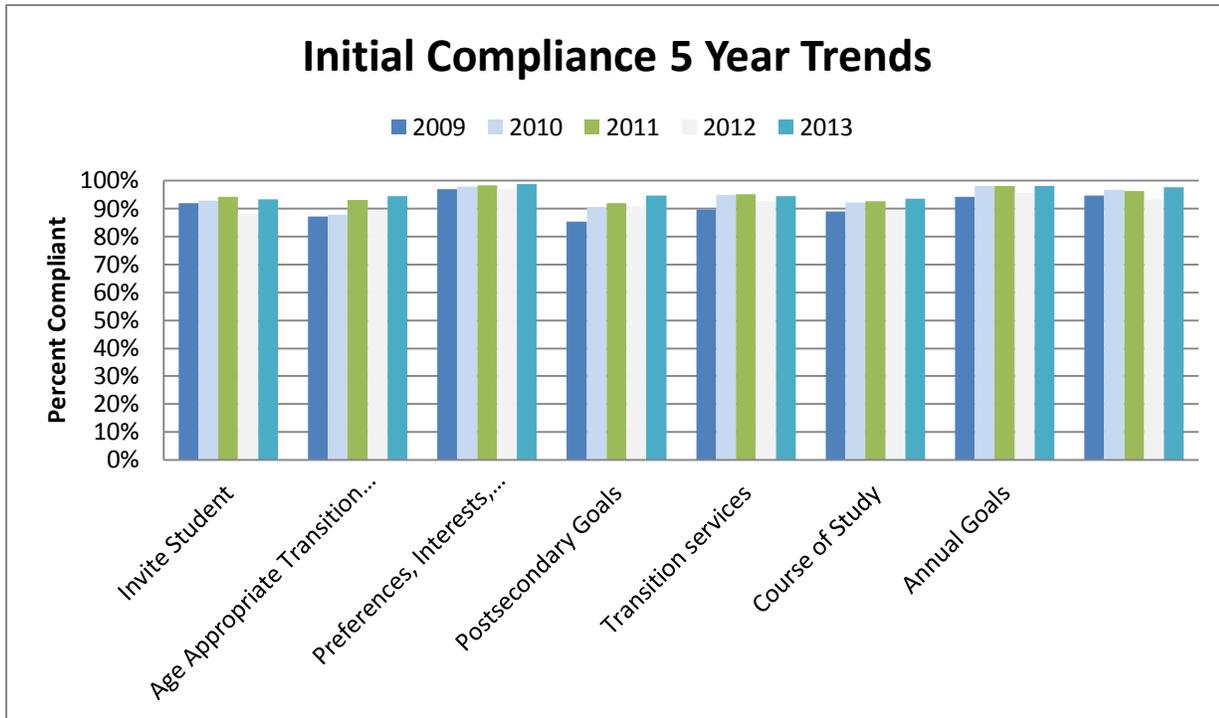
65. If another agency is providing services for a student through a current contract between the agency and the SD, and the services are being included as part of the total number of hours, does an additional interagency agreement between the district and the other agency need to be developed?

An interagency agreement must be written for each individual student. Transition services and other services **designed to meet the unique needs of the student** may be provided **to the student** through an interagency agreement entered into by the SD and the agency if the **IEP developed for the student** indicates that the services may be provided by another agency.

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

Indicator 13: Transition Standards -- Performance

Oregon districts improved their initial compliance on the eight transition standards from 2012-13 to 2013-2014. **No standard has reached the federally required target of 100% compliance.**



Six of the eight standards showed performance equal to or better than any previous year.

Initial Compliance - Standards	Federal Reporting Year				
	2009	2010	2011	2012	2013
Invite Student	92%	93%	94%	88%	93%
Age Appropriate Transition Assessment	87%	88%	93%	89%	94%
Preferences, Interests, Needs, and Strengths (PINS)	97%	98%	98%	97%	99%
Postsecondary Goals	85%	90%	92%	91%	95%
Transition services	90%	95%	95%	93%	94%
Course of Study	89%	92%	93%	89%	94%
Annual Goals	94%	98%	98%	96%	98%
Agencies Identified/Invited as Appropriate	95%	97%	96%	93%	98%

Indicator 14 Post School Outcomes Oregon – Who Makes the Calls?

- ✓ Follow Up interview calls made by **Teachers, Administrators, and YTP** were more likely to result in complete interviews!
- ✓ Calls made by **Paraprofessionals, Assistants, and clerical** staff were less likely to result in completed interviews.
- Oregon information: PSO follow up interviews
 - ✓ **42% of completed calls** were done by teachers or administrators
 - ✓ 22% by clerical staff
 - ✓ 18% by YTP personnel
 - ✓ 16% by Paraprofessionals/Ed Assistants

Adaptation of National Post School Outcomes Document on Contacting Hard to Find Youth: Strategies for the Post-School Interviews

- Provide Pre-Notification
 - In school, discuss the interview with students before they leave
 - Share what district has learned from past students
 - Include PSO information with other information in end of school packets
 - Have students identify who should call them during last IEP meeting (teacher, coach, etc.)
- Create Familiarity
 - Best motivator from study = help other students
 - Practice interview before starting calls
- Show Interest When Conducting the Survey
 - Be enthusiastic and interested in the answers
 - Convey a non-judgmental tone
- Provide Incentives
 - Remind students that information will be shared to help other students and improve school services, that you want their feedback
 - Modest, \$5.00 monetary incentive to “hardest” of the hard to find youth
- Maintain Contact
 - Know who in family is still in school
 - Leave call back number on messages so youth know it’s you
 - Use PSO logo on all materials, reminders,

Oregon’s resources for the Post School Outcomes collection can be found on the PSO 2.0 application on the ODE Resources TAB and on the Transition Community Network District Resource page:

<http://tcntransition.org/resources/post-school-outcomes-materials/>

The (insert School or district name) needs your help! We want to learn from former students how we can improve high school transition services. You will receive a phone call that asks questions about what you have been doing since you left school, such as have you worked or gone to school? Answering the questions will take about 10 minutes.

Teachers will use answers from students like you to learn what they can do to help other youth get jobs and go to school after high school. To make sure you have a chance to answer the questions, please call xxx-xxx-xxxx to help the district find you or a family member who can help with this information. We want to hear from you: what you tell us is very important. Questions, contact (name, number) your district or Pattie Johnson at johnsop@wou.edu



Indicator 14 -- Use Data to Make Effective Decisions for Transition Programs

Did you set performance goals last year?

How does your performance measure up against the previous year? Progress?

Are your students being successfully engaged in School and Work?

How does your district perform against the **state targets**?

Question	2013 State	
	Performance	Target
Have you met the state target for students enrolled in a 2 or 4 year program?	26%	27%
Did you meet the target for competitive employment?	29%	26%
Are your students working in other jobs, or learning in other training programs?	15%	16%
Do you have a lower percentage of students that are not engaged?	30%	0%

How do your district outcomes perform against other **like-sized districts**?

- Response Rate
- Engagement Rate

Pay particular attention to students who have not been engaged in school, training, or employment in the year after leaving school:

- What groups are not where they should be in education or employment?

	District size				Total
	Very Small	Small	Medium	Large	
Leavers per district	1-4	5-15	16-50	51-355	
Number of districts	48	51	43	19	161
Total leavers	112	431	1,231	2,329	4,103
Selected for interviews	109	427	908	1,261	2,705
Number interviewed	61	243	699	911	1914
Response rate	56%	57%	77%	75%	72%
Engagement Rate	80%	71%	72%	67%	70%

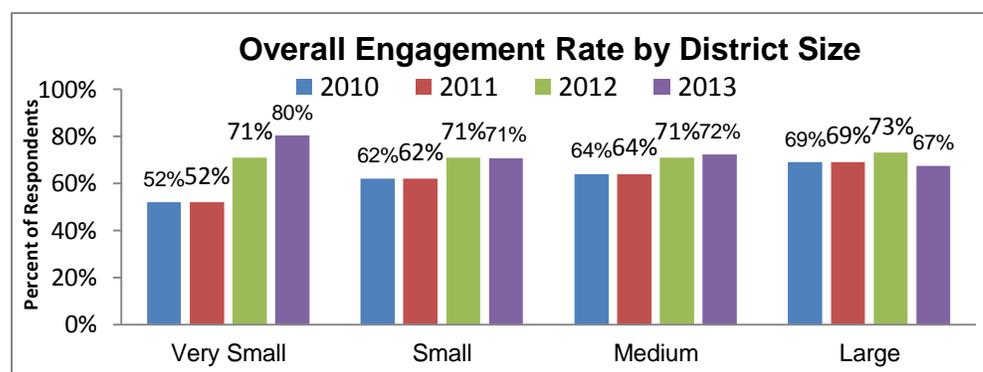
Look at your Indicator 13 data –

- Does initial compliance on the eight transition standards point to an area to improve?

Look at who is leaving with each of the diploma options

- How does that fit the Outcome results?

What programs do you have for at risk youth?



Post School Outcomes Statewide Data Report 2013

Follow Up Interviews One Year Out



The Annual Performance Reports for the State Performance Plan requires states to report post school education and employment outcomes for students who are on an IEP when leaving school. Oregon districts reported 4,103 youth ages 14 to 21 left special education during the 2011-12 school year who did not return for services the following year. Of these, 2,660 were included in the sample selected for a follow-up interview one year after leaving (using a stratified sample process). Interviews were completed in 2013 with 1914 youth or their family members for a response rate of 72.0%. Within one year of leaving school:

1. 492 respondent leavers were enrolled in higher education. (26%)
2. 549 respondent leavers were engaged in competitive employment (and not counted in 1 above). (30%)
3. 114 respondent leavers were enrolled in some other postsecondary education or training (and not counted in 1 or 2 above). (6%)
4. 185 respondent leavers were engaged in some other employment (and not counted in 1, 2, or 3 above). (10%)
5. 574 were not in any of the above groups – not engaged by the Federal definition. (30%)

Federal reporting requires the number and percent for three measurements:

- A. 25.7% = 492 youth enrolled in higher education at least 1 term divided by the 1,914 of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school
- B. 54.4% = 1041 youth enrolled in higher education or competitively employed within one year of leaving high school divided by the 1,914 respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school
- C. 70.0% = 1,340 youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program, or competitively employed or in some other employment divided by the 1,914 respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school

Measureable and rigorous targets have been established for the state and districts based on the three measurements. For 2013 follow up interviews, the measurable and rigorous state targets are A = 27%, B=53%, and C= 69%. For the districts, C, the overall engagement rate, is the key focus, as either higher education or competitive employment outcomes can be influenced strongly by the economy or family situation; however the overall 'engagement' during that first year out of school is a goal for the preparation of students.

The following sections summarize the demographics of the students, the procedures used in collecting the data, and results for the measurements. For Federal reporting requirements, some categories are collapsed (i.e. all non-white students are summarized into a 'minority' category). However, for state reporting, if the number of responses is sufficient to protect confidentiality, data from more subgroups are provided for review.

What do these numbers mean? Are they representative?

Since not all of the 4,103 students leaving were contacted for interviews, the group that was interviewed is compared against the actual distribution of leavers in four areas: gender, primary disability, ethnicity, and method of leaving. Oregon reported that the sampled group of interviewed students matched the population of all leavers in all comparison areas except the method of exit. While 348 students who had dropped out of school were interviewed, the dropout group was 8% less than the actual population (18% rather than 26%). A \pm 3% difference or less is considered representative. Students who drop out often leave without providing contact information, and may not choose to complete the follow-up interview when contacted in a larger proportion than other groups. Districts and the state are working with the National Post School Outcome Center to learn strategies to involve these hard-to-find students in the Post School Outcome Collection. For all other comparison groups, the results obtained from the interviewed sample are representative, and can be used to describe the statewide population.

Demographics and procedure

Federally identified demographic variables - Of the 1,914 student interviews completed in 2013, 65% were male students, and 35% were female, the overall percentage of leavers in 2011-2012 showed 66% male and 34% female students. The number of interviews completed by students who dropped out (18%) was 8% less than the actual population, but the percentage of students leaving with a regular diploma were oversampled (46% of actual, 54% of interviewed students). Students finishing with a modified diploma made up 18% of the students interviewed and the population of leavers. Students exiting at maximum age, or receiving an alternate certificate made up 10% of the respondents and the population. The ethnic participation included 2% Asian, 4% Black, 2% Native American, 16% Hispanic, and 75% Caucasian. The participation for the disability groups included 2% low incidence disabilities, 4% communication disorders, 9% Emotional Disturbance, 7% Intellectual Disabilities, 9% Autism, 17% students identified as Other Health Impaired, and 52% with Specific Learning Disabilities. These distributions were similar to the population of leavers.

Other demographic characteristics of the population of leavers - The follow-up interview process includes students aged 14-21 on the special education Child Count in the year before they exit. The 2011-12 leavers included 7% who were 14-16 on that Child Count, 76% who were 17-18, and 17% who were 19-21

Procedures - Districts were asked to make at least six attempts to complete the interview. Overall, 65% were completed in one or two attempts, an additional 24% in three or four attempts. Some districts kept trying, and made nine or more attempts to complete interviews. Districts could select the staff to make the calls and complete the interviews: statewide 36% were completed by teachers/specialists, 18% by Educational assistants or Paraprofessionals, 18% by Youth Transition Program personnel (YTP), 22% by clerical staff, 6% by Administrators and 2% by other staff. Interviews could be completed with the former students (49%) with a family member (46%) or other person who knew the situation for the student (5%). Districts have the option of completing an exit interview with students during their last year before exiting, asking about further education and employment plans: 731 of the 1914 students (38%) completed the exit interview.

Districts with 15 or fewer leavers were required to interview all their exited students. Districts with more than 15 leavers were provided with 15 students per building or program to interview. The following table presents information on the districts by size of leaver group. The size group comparison information is useful for districts in evaluating their PSO response rate and engagement outcomes.

District Size Information	District size				Total
	<i>Very Small</i>	<i>Small</i>	<i>Medium</i>	<i>Large</i>	
<i>Leavers per district</i>	1-4	5-15	16-50	51-355	
<i>Number of districts</i>	48	51	43	19	161
<i>Total leavers</i>	112	431	1,231	2,329	4,103
<i>Selected for interviews</i>	109	427	908	1,261	2,660
<i>Number interviewed</i>	61	243	699	911	1914
<i>Response rate</i>	56%	57%	77%	75%	72%
<i>Engagement Rate</i>	80%	71%	72%	67%	70%

What have we learned about Oregon's special education students one year after leaving?

The current Measurement Table for this indicator looks first at higher education, then competitive employment, and finally other training or employment outcomes. Respondents are included in the highest category for which their experiences in the 12 months after leaving high school fit. If their education includes a 2 or 4 year higher education program with attendance of at least one complete term, they are not separately included in the competitive employment group even if they meet the definition of being competitively employed.

Higher Education Of the 1914 students, 492 were enrolled on a full- or part-time basis in a community college (two-year program), or college/university (four- or more year program) for at least one complete term, at any time in the year since leaving high school. This has been broken down by the size of the district providing services. For those districts with 1-4 total leavers and 5-15 leavers, 23% went on to higher education. For districts with 16-50 leavers, 24% were in the higher education group, and for the largest districts with 50-350 leavers, 28% were reported in the higher education group.

Competitive Employment Of the 1422 students who were not in the higher education group, 549 met the federal definition of competitive employment: worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of at least 20 hours a week for at least 90 cumulative days at any time in the year since leaving high school. This includes military service. For those districts with 1-4 total leavers, 41% were in this group. For districts with 5-15 leavers, 28% were competitively employed. For districts with 16-50 leavers 32% of their students were in this group, and for districts with 51 to 350 leavers, 25% were competitively employed.

For this year's outcome collection, when the two measurements above are combined, the overall participation rate was greatest for the students from the smallest districts, with 67% in higher education or competitively employed. For the small districts 51% of students met this level. For medium size districts 56% were in higher education or competitively employed and 57% met this level for the large districts.

The federal outcome definitions also include other education or training (i.e. Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program) and some other employment (i.e. farm, store, fishing, ranching, catering services, etc.). Of the 873 students who were not in higher education or competitively employed, 299 were included in this outcome group. 19% of students in districts with 5-15 leavers were in other education or other work category. 17% of very small district students, 16% of medium district students, and 15% of large district students were in this outcome group.

Not Engaged Federal reporting requirements do not include students who fail to qualify for the three outcome measurements. However the factors describing these 574 students (30% of all interviews) are of great interest to the districts and to the state. The following page contains a table summarizing the answers to the Follow Up questionnaire for the students who report no activity, or less than a 90 days experience in work or school activities, which results in their outcome group.

Trends Data from the districts with one to four students exiting must be looked at with caution, due to the very small number of students for each district. However, for the very small districts, the overall engagement rate HAS increased from 52% in 2010, 74% in 2011, 71% in 2012, to 80% in 2013. The closer the districts come to interviewing 100% of their leavers, the more representative the results will be. The small districts showed a response rate of 57% in 2013, medium districts interviewed 77%, and large districts 75% of their required number of leavers. The engagement rate for the small districts was 71%, 72% for medium districts, and 67% for the large districts.

The tables on the next page summarize the answers to some of the questions on the follow up data collection questionnaire for the four district size groups and the state totals. These results are by individual question and do not reflect the combined questions needed for Federal Reporting.

The following two tables present the responses to questions on the follow up survey for all students interview (1914) and the non-engaged students (574) by district size group. Not all students answered all questions.

All 1914 interviews	Percent answering question with Yes				
	Very small	Small	Medium	Large	All
Attend school during the 12 months? (% yes)	44%	45%	42%	48%	45%
Attend a 2-4 year college or university?	38%	27%	26%	31%	29%
Voc/tech school, mission, short term training	8%	12%	10%	8%	9%
High School completion document	5%	3%	4%	4%	4%
Completed entire term or semester?	31%	35%	35%	39%	37%
Ever worked during the 12 months?	75%	63%	67%	60%	63%
Competitive setting or military?	56%	48%	57%	47%	51%
Self employed or Family business	5%	8%	6%	5%	6%
Sheltered or Supported employment	7%	5%	3%	3%	3%
No answer, skipped or missing	33%	40%	35%	45%	40%
Work 90 cumulative days?	66%	54%	59%	49%	54%
Work at least half time?	62%	49%	52%	45%	49%
Receive same benefits as coworkers?	62%	42%	44%	42%	43%
Earn at least minimum wage?	69%	56%	60%	54%	57%
Why haven't you worked since high school?					
Don't want or need to work	30%	10%	7%	8%	8%
Baby/family	0%	3%	2%	2%	2%
Disability	2%	3%	3%	5%	4%
In school	7%	11%	7%	10%	9%
Haven't found job	8%	9%	26%	29%	28%
Incarceration	0%	0%	0%	1%	1%
All others or No answer	53%	64%	55%	45%	52%
Have a driver's license? Learners permit?	54% +5%	47% +9%	46% +7%	36% +9%	41% +8%
Where are you currently living?					
Family	64%	63%	65%	73%	68%
Campus or military base	5%	3%	5%	4%	4%
Independently or with friend	28%	28%	21%	17%	20%
Foster home, group home	0%	1%	2%	1%	2%
Homeless/ jail	0%	1%	1%	1%	1%
No answer/ other/missing	3%	4%	4%	4%	4%

The following information reports on students who did not meet Federal definition of engagement: working at least half time for at least minimum wage for at least 90 cumulative days, or completing at least one term or semester of specific training or education. A total of 493 students were in this group, however not all students answered all questions.

	Percent answering question with Yes				
	Very small	Small	Medium	Large	All
Number of students	12	71	194	297	574
Attend school during the 12 months? (% yes)	50%	14%	20%	21%	20%
Attend a 2-4 year college or university?	25%	4%	3%	4%	4%
Voc/tech school, mission, short term training	8%	3%	6%	3%	4%
High School completion document	8%	3%	6%	6%	6%
Ever worked during the 12 months?	25%	20%	21%	23%	22%
Competitive setting or military?	8%	11%	15%	17%	16%
Self employed or Family business	0%	4%	2%	2%	2%
Sheltered or Supported employment	8%	1%	1%	1%	1%
Work at least half time?	17%	9%	8%	10%	9%
Receive same benefits as coworkers?	25%	6%	8%	11%	10%
Earn at least minimum wage?	25%	13%	13%	17%	15%
Why haven't you worked since high school?					
Don't want or need to work	29%	11%	8%	10%	10%
Baby/family	0%	6%	8%	5%	6%
In school	8%	4%	2%	3%	3%
Haven't found job	25%	27%	18%	20%	20%
Incarceration	0%	0%	2%	2%	2%
Have a driver's license? Learners permit?	33% + 0%	17% + 10%	17% + 4%	14% + 6%	16% + 7%
Where are you currently living?					
Family	92%	73%	66%	74%	72%
Independently or with friend	8%	16%	14%	11%	13%
Foster home, group home	0%	5%	3%	2%	3%
Homeless/ jail	0%	1%	2%	4%	3%



Oregon

John A. Kitzhaber, MD, Governor



June XX, 2014

To OREGON SCHOOL DISTRICT

Hello, my name is _____, I represent Vocational Rehabilitation and would like to work in partnership with _____ High School to assist IEP and 504 plan eligible students understand their employment related support needs, establish and refine job goals, and develop plans to assist them in transitioning to employment once they leave high school.

Vocational Rehabilitation is a voluntary program that students who are found eligible can choose to participate in to prepare for employment and life after high school. Students typically sign up when they are 1 or 2 years from graduating or leaving the school setting so that they can complete the eligibility process, clarify needs, gain valuable work experience, refine employment goals, and develop an Individualized Plan for Employment (IPE) to be implemented in collaboration with their VR Counselor.

Services available through counselors in Vocational Rehabilitation include:

1. **Eligibility determination** to figure out if you qualify for services
2. **Assessment of vocational needs** to learn more about your interests, skills, and the services and support you might need
3. **Development of an Individualized Plan for Employment** that outlines your goals and the services you will receive
4. **Coordination of services** to reach your goal of employment
5. **Post-employment services** to help you keep your job once you get it

I am available to meet at _____ HS or we can schedule time for us to meet at the OVRS branch to discuss ways that we might be able to collaborate further on improving student outcomes.

Sincerely,

Branch Manager
Oregon Vocational Rehabilitation
Address
City, State, Zip
Phone: