

The **CASE MANAGERS and TEACHERS** section contains information such as effective practices, compliance with the eight transition components, transition planning, and resources. This section is most appropriate for case managers, IEP coordinators, and special education teachers.

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WHAT'S NEW for TEACHERS AND CASE MANAGERS?

New organization of the Transition Booklet:

The 2013 Transition Resource Booklet presents materials aimed at different audiences. Materials for Teachers and Case Managers include case studies which follow a set of students through the transition process. Examples are provided, along with sections for working with other agencies, and information to share with students and families.

On April 16, 2013, **Executive Order 13-04** was issued by Governor John Kitzhaber. What does this mean to Oregon Department of Education? ODE will commit to partnerships with Oregon Council on Developmental Disabilities, Office of Vocational Rehabilitation Services and Office of Developmental Disability Services. These agencies will work collaboratively with stakeholders to understand and appreciate each other's transition process, work together while the student is in school to blend resources and support so that the student transition process is seamless and their post-secondary goals are achieved. http://www.oregon.gov/gov/docs/executive_orders/eo_13-04.pdf.

On May 16, 2013 a **Memorandum of Understanding** (MOU) was signed by the Oregon Department of Education, Oregon Council on Developmental Disabilities, Office of Vocational Rehabilitation Services and Office of Developmental Disability Services. The MOU will focus on helping youth with intellectual and other developmental disabilities (I/DD) leave school with integrated, community employment or a post-secondary education plan. http://www.dhs.state.or.us/dd/supp_emp/initiative.html

Legislative Update: The 2013 Legislature revised the OAR's for two issues, and passed two new bills relating to special education services for transition students. The primary change for districts concerns the Extended Diploma. The requirement to take Alternative Assessments has been removed for the Extended Diploma.

The **Post School Outcome** data collection informs the districts of their success in preparing students for life after school. A description of the collection has been included, along with a worksheet to explore some of the factors that might affect your district's performance.

Common Core Standards During the upcoming year the Department will work with stakeholder groups to develop guidance for educators on including the common core language in IEP's for the 18-21 population. Some districts are currently developing materials that ODE will consider during the research process of CCSS. Additional Department of Education work will include revisiting alignment of the transition related components on the IEP.

The **Transition Community Network** (TCN) website is undergoing a facelift and will soon have a new look and feel. Links have been updated and the user sections are designed to match the sections of this Booklet. Each section contains a description of the type of resources that will be available for administrators, teachers and case managers, relevant to other agency partnerships, and secondary transition resources for students and families. <http://www.tcntransition.org/>

Teachers may find the new flowchart: **Creating Quality IEPs for Transition Planning** a useful tool for the IEP team. It walks the team through the most important components of a transition plan, and highlights the 8 standards required under Indicator 13. Along with this, teachers will find a document highlighting tips for writing the Present Levels of Academic Achievement and Functional Performance (PLAAFP) in a way that supports the creation of a quality Summary of Performance (SOP). A PLAAFP which focuses on the functional performance of a student allows for the smoother creation of a SOP, a tool critical in the transition to adult services.

POST SCHOOL OUTCOME (PSO) DATA COLLECTION

What is the PSO?

The collection of outcome data on IEP students leaving district services one year after exit is federally required for all states. Districts are expected to use the PSO interview results to inform decisions about transition programs, replacing ineffective practices with changes to improve outcomes for students.

Access:

Your district data security administrator will provide access to the Post School Outcomes 2.0 Application on the secure district site.

What's required?

- Districts must provide agency contact information for those responsible for the collection, interviewers, and educators working with secondary transition students.
- Interviewing the students slated for a follow up interview or a family member one year after exiting district special education services.
- The optional Exit interviews (done before the student leaves services) is not federally required, but **ODE recommends districts use the Exit interview** to gather school experiences for comparison with one year out, and contact information on the student, families, and friends to increase the options for finding the student for the required follow up interview.

Timeline:

- Exit interviews and student contact information can be completed **January through September**.
- The list of follow up students to be interviewed is available in **April**.
- Follow up interviews can be conducted 12 months after the student exits, and data entry is open **June through September** You can either enter the Interviews directly online as you talk with the student, or enter the data after interviews have been recorded on paper copies.

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What can we do to complete this collection and makes it useful?

1. *Prepare Students and families for the Interview:* Inform current students about the interview process and vocabulary of the interview. Introduce the Post School Outcomes collection at the transition IEP meetings when you ask parents to sign the agreement to participate form for their students. Collect the contact information at the IEP meetings.
2. *Encourage Students to Respond:* Use strategies from [NPSO's Contacting Hard-to-Find Students](http://www.psocenter.org/content_page_assets/content_page_8/Hard%20to%20Find_Final_02_04_13.pdf) documents to motivate students to participate in the post-school interview.
http://www.psocenter.org/content_page_assets/content_page_8/Hard%20to%20Find_Final_02_04_13.pdf
3. *Encourage teachers who have worked with the students to make the calls* – students report greater interest in completing the interview if they know who wants the information.
4. *Know your Data:* Review your district post-school outcome data to identify which groups of former students are having positive post-school outcomes.
5. *Share the Information:* Talk with district special education teachers, staff, administrators, parents, and students about the post-school outcomes data of former students.
6. *Incorporate Evidence-Based Practices and Predictors of Post-School Success:* Incorporate evidence-based practices and predictors into instruction and transition programs for students.
http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/In-schoolPredictorsPSO_Jan2013.pdf

DIRECTIONS: SPECIAL EDUCATION POST SCHOOL OUTCOMES APPLICATION 2.0

The PSO 2.0 Application is to be used for all Post School Outcomes data entry and viewing reports

- **2014 Exit Interviews** can be entered March through September.
- The list of students to interview for the **2014 Follow-Up Interviews** will be posted in early April. Data can be entered June 1 through September.

Landing page: Welcome to the PSO Web Application 2.0

We need to know who to contact for notifications and questions. Enter at least one contact person in the Agency Contact section at the bottom of the page – you can specify different people for the Exit and the Follow up contacts, interviewers, and transition teachers or specialists in your district. This list will be used to notify district personnel of trainings, or updates on the PSO collection.

Agency Contacts						
Name	Position	Email	Phone	Role		
<input type="text" value="Name"/>	<input type="text" value="Position"/>	<input type="text" value="Email"/>	<input type="text" value="Phone"/>	<input type="checkbox"/> Contact - Exit <input type="checkbox"/> Contact - Follow-up <input type="checkbox"/> Interviewer <input type="checkbox"/> Trans Teacher/Specialist	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Data Entry and Reporting

- Select which collection you want to enter by clicking one of the links in the Data Entry option.
- The Reporting & Download option takes you to Excel data downloads and reports.
- The **ODE Resources** tab at the top of the page contains Exit and Follow Up forms and materials.

Data Entry Exit Student Surveys Follow Up Student Surveys	Reporting & Downloads View Exit & Follow Up Results
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Data Entry: Exit Interview: Student List

- Districts need to enter students that leave SE services during the school year, this cannot be pre-populated.
- Click *Add New Student*, and enter the SSID number and the Find button. Data on student should appear.
- Click *Confirm* to enter the student, their name will appear in your list, and can be clicked to enter interview.
- Information is saved when you move down to the next question. Click *Submit Final* when done. (You can return to edit the information by selecting *Unlock Survey* from the blue Action box at the end of the row.
- When you have completed all data entry for the Exit collection, check the Yes button in the peach 'Collection Complete' box.
- *If the SSID number does not work to access a student, contact Pattie Johnson at johnsop@wou.edu as the student may be in the system for another district.*

Data Entry: Follow up Interview: Student List

- Districts are provided with a list of all students who were reported as exited on the SE exit collection and did not return to be included in the following year SECC.
- Students have a Priority Code designating whether they are Required, serve as an Alternate, or have not been selected but could be interviewed.
- Call logs are available which include contact information for the student, and tracking for interview attempts. Click blue Actions box to print a call log, print a survey, or unlock a record if it has been submitted as 'final'
- You can print a collection of call logs by checking the box before the name and *Downloading Call Log PDF's* from the option above the student list header. You can also download a copy of your data in Excel.

Early College High School		Required	Regular Diploma	No	SLD	W - Caucasian	18	Actions
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- Click on student name to open the follow up interview form for data entry.
- *The survey questions will not open unless you have selected Completed or in process for the 1st question*
- Information is saved when you move down to the next question. Click *Submit Final* when finished.
- When you have completed **all** data entry for the Follow up collection, check the Yes button in the peach 'Collection Complete' box. *Notification will be sent to ODE, and you are done.*

WHAT DO THE POST SCHOOL OUTCOME (PSO) DATA TELL US?

Districts **Meeting** the state Engagement Targets for higher education, competitive employment, and other school/training or work:

Assumptions and Implications

Graduation

- The majority of students leaves with a regular or modified diploma, or receive a GED which enables them to successfully attend a 2 or 4 yr university or college.
- Students are prepared to be hired in a stable, well paying job because they have the right diploma, skills to interview, course preparation, and knowledge to be hired.

Transition Standards

- The number of special education students attending a college or training program or working have most likely successfully completed their IEP. They were able to graduate from high school with a regular diploma, modified diploma with accommodations or modifications or a GED to put them on level ground with their nondisabled peers
- Based on Age Appropriate Transition Assessment, the IEP Team determined the Post Secondary Goal was a particular educational program or employment option, and the annual goals were completed which would assist the student in determining entrance criteria to the college or work -seeking strategies to enter the competitive workplace.
- The district has provided appropriate course of study, transition services and annual goals that support the students wanting to go directly into higher education or competitive employment.
- The appropriate agencies such as VR, Brokerages, SSI/SSDI have been partners in the high school transition process so that students are ready to receive services from these agencies immediately (within one year) of graduating high school.

Dropout

- The dropout rate for the district is low, with in-school supports for at-risk students

Districts **Not Meeting** the state Engagement Targets for higher education, competitive employment, and other school/training or work:

Considerations:

Graduation

If the number of students in a district graduating with a regular diploma was low, many capable students may be denied entrance into a 2-4 year college and thus eliminating many careers that require a higher education degree:

- *Are we pushing students to get the regular diploma even if it requires more time?*
- *Do we have a disproportionate number of one race/ethnic group who are not getting a regular diploma?*
- *Have we determined which students should get a regular diploma based on the student's disability?*
- *Are there some disabilities that our district does not think are able to get regular diplomas based on stereotypes?*

If the district has not met the targets for competitive employment, then perhaps the district should look at local employment criteria and see if their students are receiving the most appropriate completion document and skills training that would enable their students to compete for the jobs of their choice.

- *Are we "in-tune" with the needs of the local job market?*

- *Have we talked to business leaders about their needs?*
- *Have we analyzed the market for future jobs (5 yrs +) so that we are ready to guide our freshmen in the right direction (Ex. Student wants to be a journalist....do we have him visit the newspaper office or should we teach him to write a blog?)*

Generally, the lower paying jobs, often without benefits, can be obtained without a regular or modified diploma or GED. So if the district is not meeting the employment targets then they should re-evaluate the “focused training” they give to students (i.e., the extra time, extra help, focused teaching in specific areas, and enhanced “soft skills” (executive skills, resume writing, interviewing techniques, people skills etc) so that each student can reach the highest level of diploma possible.

- *Do we have classes on communication that includes how to talk to employers?*
- *Do we have mentors, after-school programs, or tutors who will help with “soft skills”?*

Transition Standards

If the district does not meet the target for education or employment, then the district should consider:

- *Do we successfully provide the students with skills to determine and meet long-term goals?*
- *Did we “flush out” some of the problems associated with attending a 2-4 yr college (i.e. financial aid, housing, transportation, major, etc.)?*
- *Did the post secondary goals set for the student meet the student preferences, interests, needs and strengths and go beyond the education and training required for each competitive job?*

The district should consider if they provide the transition services that would allow the student to determine that a 2-4 yr school was necessary or possible in order to achieve the student’s goals in life?

- *Have we given adequate preparation to students so that they can make an informed decision as to what they want to do when they get out of school?*
- *Have we made the transition activities relative to the student and what their PINS indicate?*
- *Have we given adequate time to learn “soft skills”?*
- *Have we allowed the students to explore all opportunities in their area of interest?*
- *Have we made the skills we teach relevant to the times? (Based on the student’s time, not the teachers time—and based on technology that is current and up to date with what the student commonly uses at home)*

Dropout

The DO number was high, thus denying or delaying many students from entering 2-4 yr college and/or the workforce, thus eliminating many careers that require a higher education degree.

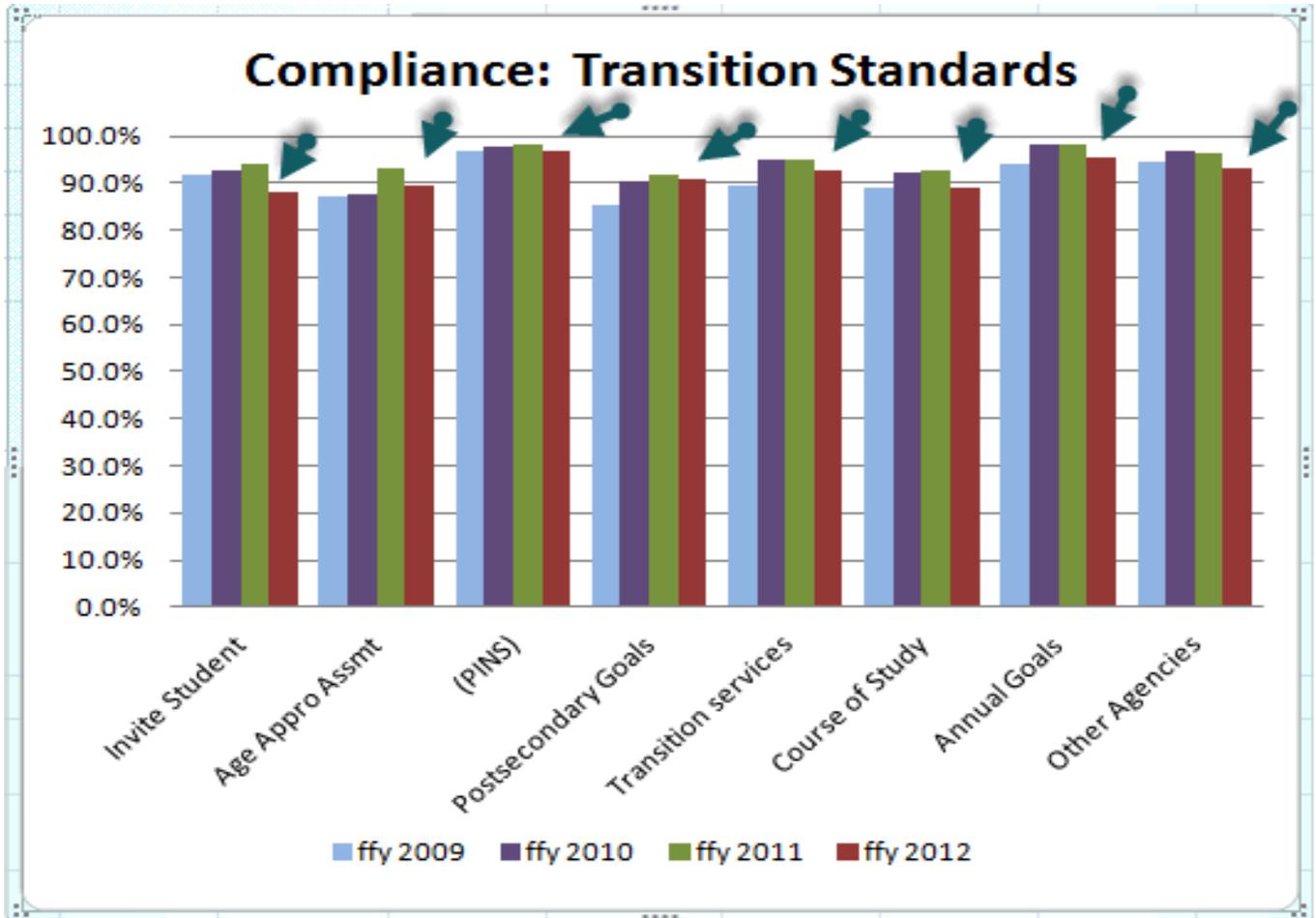
- *Are we identifying at-risk students early?*
- *Do we have specific ethnicities or disabilities that have a higher level of dropout rates?*
- *Have we calculated the number of dropouts that do not go on to higher education or who cannot find competitive employment?*
- *Have we compared that with the number of dropouts who are unemployed and for how long?*

Being a dropout from high school carries a negative connotation with it, especially if you are applying for a job. It implies that you do not complete tasks that you take on. If a district does not meet the target for DO then the school district should investigate why students are “giving up”. The districts should analyze why students are dropping out and focus their efforts on effective practices that would keep students in school.

- *Why don’t our student’s complete their education? Do we identify at risk students early?*
- *Are we honest with students about the prospects of dropping out of school and the negative connotations that it holds?*
- *Do we know WHY our students are dropping out?? Too hard? Too easy? Not relevant? Boring? No goals? Drugs? Alcohol?*
- *Are we tapping into the community to help with some of the dropout problems?*

SECONDARY TRANSITION PROCEDURAL COMPLIANCE STANDARDS

States are required to submit the initial compliance on eight IEP standards annually. Districts are given a selected set of files to review, and report the status of each student on each of the transition standards. The following table displays the trends shown for each of the standards over the past four years.



The chart shows that initial compliance has dropped for all of the eight standards in the 2012-13 school year. Inviting the student had the biggest drop (6%). Age appropriate assessment and course of study both dropped around 3.5%. Overall, the number of students with all eight standards in compliance dropped from 80% to 69%. The file could be out of compliance on only one standard, or on all eight to be considered out of compliance.

There was also a drop in the percentage of student files that were initially compliant from two years ago, falling from 81.5% to 80%

PROCEDURAL COMPLIANCE TRANSITION STANDARDS FOR A QUALITY IEP

Standard # 16: Beginning with the first IEP in effect when the student turns 16, the IEP Team Notice:

- **Invited the student;**
- Informed the parent and student that consideration of the postsecondary goals and transition services would be addressed; and,
- Identified any other agency that would be invited to send a representative if appropriate.
- Included the purpose, time and place of meeting, and who will attend;
- Informed the parent they may invite other individuals who have knowledge or special expertise regarding the child
- Informed the parent that the team may proceed with the meeting if the district is unable to convince the parent that they should attend. §300.322
- Informed the parent of whom to contact prior to meeting to provide information if they are unable to attend. OAR 581-015-2190

Standard # 28: For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP contains Present Levels of Academic Achievement and Functional Performance including:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);
- How the student's disability affects involvement and progress in the general education curriculum. §300.320
- The student's preferences, needs, interests; and
- **The results of age-appropriate transition assessments** §300.324.

Standard # 22: For students who turn 16 when the most recent IEP is in effect or who are older than 16, the most recent IEP meeting also included the student; or, if the student did not attend, other steps were taken to ensure that their **preferences, interests and needs** were considered as part of the IEP development; §300.321 §300.322

Standard # 36: For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP includes appropriate measurable **postsecondary goals** based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills. §300.320

Standard # 37: For students who turn 16 when the most recent IEP is in effect or who are older than 16 the IEP includes **transition services** needed to assist the student in reaching the post secondary goals. §300.320

Standard # 38: For students who turn 16 when the most recent IEP is in effect or who are older than 16 the IEP includes **courses of study** needed to assist the student in reaching the post secondary goals. §300.320

Standard # 34: For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP contains a statement of measurable **annual goals** including academic & functional goals. §300.320

Standard # 23: For transition age students, the most recent IEP meeting also included, to the extent appropriate, and with the consent of the parent or adult student, a representative of any **participating agency** that was likely to be responsible for providing or paying for transition services. §300.321

TRANSITION IEP FLOWCHART

Transition Planning Checklist for IEP Teams:

- The invitation includes the student
- We have written consent from the parent or adult student to invite any outside agency
- We clearly identify the student's preferences, interests, needs, and strengths (PINS) in the IEP
- The PINS are developed from the age appropriate transition assessments
- Our Postsecondary goals include:
 - Employment
 - Training
 - Education
 - Independent Living (if appropriate)
- Our course of study covers each year between now and expected graduation
- Our annual goals support the postsecondary goal
- We gave the parent and student notice that education rights will transfer at least one year before the student turned 18
- We notified the student in writing on his/her 18th birthday that rights have transferred

IEP TEAM MEETING NOTICE

Notifies parent and student that consideration of postsecondary goals and transition services will be addressed

Invitation Must Include:



Invitation May Also Include:



IEP MEETING/TRANSITION PLANNING

BEGIN WITH AGE APPROPRIATE TRANSITION ASSESSMENTS

Identify Student Preferences, Interests, Needs, Strengths (PINS)

PREFERENCES

WRITE MEASUREABLE POSTSECONDARY GOALS

Include Education, Training, Employment, and, if appropriate, Independent Living

INTERESTS

IDENTIFY TRANSITION SERVICES

May include instruction, related services, community experiences, and/or adult and daily living activities

NEEDS

DESIGN COURSE OF STUDY

Multiyear description of coursework designed to help meet PSG

DEVELOP ANNUAL IEP GOALS

Must include Academic AND Functional Goals

STRENGTHS

COORDINATE WITH ADULT/TRANSITION AGENCIES

AGE OF MAJORITY

Law: Not an IEP Team Decision

A) NOTICE THAT RIGHTS WILL TRANSFER

At least one Year prior to 18th Birthday

Notice is documented in IEP

Procedural Safeguards Included

B) NOTICE THAT RIGHTS HAVE TRANSFERRED

When child turns 18

NATIONAL TOOLS TO ENHANCE QUALITY OF TRANSITION IEP's

Case Studies with Application to Transition Components

The training examples introduced below will assist IEP Teams to develop IEP's that are in compliance with State and Federal regulations. The examples will follow these students from their Present Levels of Academic Achievement and Functional Performance (PLAAFP), through the development of their transition plans and finally end with the Summary of Performance for each of these students. These materials were adapted from resources on the National Secondary Transition Technical Assistance Center (NSTTAC) website¹. ODE has selected components of the NSTTAC student examples and changed the language to reflect Oregon-based terminology.

The Transition Planning tools capture the essence of the Case Study information into a variety of summary documents that model the IEP process of deriving information from the student's history, PLAAFP, and Age Appropriate Transition Assessments in the development process. The transition IEPs include the individual student's:

- Preferences, Interests, Needs, and Strengths
- Postsecondary Goal for Education, Training
- Postsecondary Goal for Employment
- Postsecondary goal for Independent Living, if appropriate
- Transition Services
- Course of Study
- Annual IEP Goals
- Other Agency Involvement

This booklet includes Case Study information which is used to complete other transition related forms and planning tools. The students included in the booklet are:

Alex, a 17 year old student with autism who will be going to a Technical School and receiving services from Vocational Rehabilitation;



Rolanda, an 18 year old student with a profound cognitive disability who will be entering technologically supported self-employment or volunteer work and will be receiving assistance from Vocational Rehabilitation and Social Security Administration; and,

Allison, an 18 year old student with a specific learning disability in reading comprehension and written expression and will attend Eastern Oregon University and will access EOU Disability Services.



Case Studies and Transition Planning Summaries for, **Jamarreo, John, and Lilly** containing detailed information on student examples with a wider range of circumstances and goals will be on the Transition Community Network <http://www.tcntransition.org/> and the ODE Secondary Transition Internet site <http://www.ode.state.or.us/search/results/?id=266>

¹ National Secondary Transition Technical Assistance Center, <http://www.nsttac.org/>, September 2013.

Example: Case Study for Alex

Student: Alex
Disability: Autism
Student Direction: Technical School
Agency Assistance: Vocational Rehabilitation



History:

Alex is a 17 year old student with autism. He receives special education services in a Eugene area high school. At school, Alex receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is working toward a modified diploma. He is currently participating in community-based training in an office setting completing tasks such as data entry and spreadsheet development.

He is diligent and methodical in completing the varied tasks assigned to him. Alex reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.

After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff.

His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. He really enjoys getting a paycheck and he usually spends his money on fast food and movies from the local video rental shop. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.

Alex is intimidated by his boss because he knows that the boss has the ability to fire him, a fact that his teachers at school presented during a unit about behavior in the workplace. Alex has perseverated on this fact, making him afraid to talk to his boss. Also, Alex knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. As a result, instead of speaking to his boss, Alex usually tells problems or concerns to his school job coach who visits Alex at the job site each week. The job coach is concerned that Alex will not ask for help if an emergency occurs, and that a certain level of communication between Alex and his boss is necessary to develop a good working relationship. The boss views Alex as a valuable employee and is willing to provide opportunities for Alex to develop appropriate communication skills. The boss has also expressed an interest in employing Alex for more hours per week after graduation, if he continues to develop his business skills.

Alex's mother has expressed that she will support her son in his job at Office Depot by helping him work on skills that are needed for the job, but she believes that he will need support to be successful in this employment setting, especially when new tasks are assigned. She knows that after Alex graduates, his school job coach will stop visiting him at work so she can't depend on his continued help. Currently, Alex has no services from the local vocational rehabilitation agency, although his mother voiced an interest in this at his last IEP meeting.

Age Appropriate Transition Assessment

A formal observation form completed by Alex's employment specialist and immediate supervisor at Office Depot, regarding his first month of employment, demonstrates Alex's ability to stay on task and perform to the standards required by all Office Depot employees. Alex reports to work on time each day, cooperates with his boss and co-workers, and completes all assigned task in a timely manner. Results from career interest inventories completed by Alex in the 9th and 11th grade suggest a career in business would be suitable, particularly a job that works with computers. These results suggest that Alex is on track with meeting his postsecondary goal of employment. Alex completed a business employment skill inventory in the 12th grade, which suggests he has many of the prerequisite skills to pursue a career in this area.

Alex scored below basic in reading, math, and writing on the state exit exam; however, his scores on the Weschler Intelligence test suggest that Alex's academic functioning should be within the average range. Results of the Vineland Adaptive behavior Scale suggest that Alex is functioning below average in the area of communication and socialization and above average in the areas of daily living and motor skills.

Post Secondary Goals

- **Education, Training**

After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.

- **Employment**

After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.

- **Independent Living**

Upon completion of high school, with the assistance of the Springfield OVRS Office, **Alex** will develop better communication skills with supervisors.

Transition Services

Education and Training Instruction

- Self-advocacy skills instruction
- Personal banking instruction
- Work related social skills instruction
- Computer skills (word-processing, data entry) instruction

Education and Training Related Service

- Speech language services to increase oral language fluency

Employment and Other Post School Living Objectives

- Work hours (for credit) in the school district business department
- After school paid work experience in the business office of Office Depot
- Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
- Voter registration

Functional Vocational Evaluation

- Completing a computation/ business math skill inventory
- Completing an office skill inventory

Course of Study

2013

- Work Study I
- Business Math I
- Community Living
- Computer Applications I

2014

- Work Study II
- Business Math II
- Community Living
- Computer Applications II

Annual IEP Goal

Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.

Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site with 90% accuracy for the duration of his IEP.

Other Agency Involvement

- Signed consent by Alex's father for the LEA to communicate with the vocational rehabilitative services office
- Invitation to conference for a representative from the VR agency
- Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team

Example: Case Study for Rolanda



Student: Rolanda

Disability: Profound Cognitive Disability

Student Direction: Technologically Supported Self-Employment or Volunteer Work

Agency Assistance: Vocational Rehabilitation/Social Security Administration

History:

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability. She has athetoid cerebral palsy that impacts all motoric functioning. Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Due to choking concerns that scared her parents and teachers, doctors decided that it was necessary at that point for Rolanda to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. Currently, Rolanda breathes with the assistance of a ventilator through her tracheotomy. She is an only child, and both of her parents and a part-time in home nurse have a structured schedule for her care on a daily basis.

Rolanda is a friendly, alert student who is responsive to music. She communicates desires and needs inconsistently through switches and picture symbols. Her family will take her most places, as long as no food is served there, because Rolanda gets upset when others eat around her. Rolanda loves to watch American Idol on television. Each summer her family travels to see the contestants on tour in a new city.

Rolanda's parents had her just after they married. Their plan is that Rolanda will live with them for approximately 20 years. At that point they will seek supported housing in a group home, or with a relative who is willing to care for her. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feel a sense of accomplishment in her life. Although her parents are young and strong right now, it is important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks. Rolanda's parents would also like additional information about financial planning and social security income to help them make informed decisions about Rolanda's security in the future.

Age Appropriate Transition Assessment

Strengths: Anecdotal records for an observation period of 10 days indicate that Rolanda is curious; stays alert and awake throughout the school day; seems to enjoy activity around her. She enjoys getting verbal and tactile attention from her peers and staff. She is tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities. She likes using a switch (with assistance) to activate a variety of devices, including the radio and computer.

Present Levels of Academic Achievement and Functional Abilities: A portfolio assessment indicates that Rolanda accesses the general education curriculum through extension activities. She benefits from sensory stimulating activities and activities to improve her independence and communication.

Rolanda uses facial gestures to communicate her pleasure and displeasure with her current state. She offers a smile to show happiness and a blank stare to indicate disinterest.

Picture/symbol augmentative communication supports have not been successful. She uses simple one-button communication devices with assistance when offered during class activities.

A physical therapy evaluation and reports from the medical doctor indicate Rolanda uses a manual wheelchair dependently. She requires a 2-person lift or mechanical device for all transfers. She tolerates positioning on a mat table and demonstrates limited fine motor skills which results in her dependency for all care and hand-over-hand assistance for all activities.

Signed examination summary from Rolanda's pediatrician, dated during the current year indicated that she is: 18 years old, is fed via G-tube, has a tracheotomy and uses a ventilator with oxygen to breathe.

Post Secondary Goals

Education, Training

After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

Employment

Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

Independent Living

After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.

Transition Services

Instruction

- Participation in the adapted academic and functional curriculum
- Self-care skill instruction

Community Experience

- Community-based vocational training
- Community-based independent and community living instruction

Related Services

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments
- Occupational therapy for use of assistive technology
- Evaluation for determination of devices to increase independence in home and center-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Rolanda's ability access to community environments
- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Meeting with SSI representative to determine possible financial benefits

Course of Study

2013

- Functional Reading/ Communication
- Occupational Skills
- Healthy Living

2014

- Functional Reading/ Communication
- Occupational Skills
- Recreation/Leisure
- Healthy Living

Annual IEP Goal

Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy by the end of the semester.

Given multiple vocational tasks in the classroom, Rolanda will increase her productivity by 20% as measured by time on task during a 30 minute training session during one school semester.

Given daily classroom routines for practice and a verbal prompt, Rolanda will raise her arms to assist in lifting, dressing, and hand washing on 80% of occasions for the duration of the IEP.

Given small group instruction on three recreational games in adapted physical education, modeling, and independent practice, Rolanda will increase motor coordination by throwing a ball 9 out of 10 times during a 30 minute session twice a week for the duration of the IEP.

Other Agency Involvement

- A consent form signed by Rolanda's mother indicating that the school district may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services.
- A consent form signed by Rolanda's mother indicating that the school district may contact Social Security Administration (SSA) to invite them to the IEP meeting with plans to analyze Rolanda's benefits with the family.
- A consent form signed by Rolanda's mother indicating that the school district may contact Medicaid to invite them to the IEP meeting in order to coordinate referrals to outside agencies therapy referrals and transportation coordination.
- Invitations on file to a representative of VR, SSA, and Medicaid

Example: Case Study for Allison



Student: Allison
Disability: Specific Learning Disability
Student Direction: University
Agency Assistance: University Disability Services

History:

Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years.

Allison is the fourth of seven children. She says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is finishing up her first year teaching first grade at an elementary school not far from their family home. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

Allison likes to work out at the gym with her friends, and plays softball on a county league. She loves movies and shopping with her sisters. She has not been completing her homework so her parents are concerned about the impact that her newfound independence will have on her grades at a university. They are concerned that she does not have the organizational skills to effectively manage her study time as well as her social life. Allison has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to making changes to become more organized but has yet to be successful in using a planner and getting her assignments done on time.

Her parents are also adamant that she attends a university that offers the major she needs to obtain a degree in child development. At her last IEP meeting, they expressed frustration that her older brother began taking courses that were related to his career plans; only to later find out that the degree he hoped to complete was not offered at his college. Allison's teachers have suggested that Allison meet with a counselor and a representative from disability services on campus prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and to assist her in organization.

Age Appropriate Transition Assessment

- Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college
- a summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression
- End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing
- Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level performance is acceptable for admission into college
- A statement by Allison, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.

Post Secondary Goals

Education, Training

After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.

Employment

After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.

Independent Living

Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

Transition Services

Education and Training Instruction

- Instructional support of guided notes for lessons
- Instructional support for organization and study skills
- Audio-taped texts for English 12
- Extended time on tests in English, Algebra II and Advanced Biology

Employment and Other Post School Living Objectives

- Job shadow experiences with children
- Visit Eastern Oregon University, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall
- Part time employment in a position related to working with children
- Apply for possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December

Course of Study

For Allison's upcoming 12th grade year the courses listed include:

1. Psychology (semester),
2. English 12 (year),
3. Algebra II (year),
4. Band (year),
5. Phys Ed. (semester),
6. Cooperative Work Experience (semester),
7. Advanced Biology (year),
8. Child Development (semester),

Annual IEP Goal

Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2013.

Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.

Other Agency Involvement

- A consent form signed by Allison, who is 18, indicating that the school district may contact the disability services office at Eastern Oregon University.
- An invitation to conference in the file, mailed to an individual in the disability services office of Eastern Oregon University

Example: Transition Planning Summary for ALEX



	Student Direction: <u>TECHNICAL SCHOOL</u>	
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> • Formal observation form completed by Alex’s employment specialist and immediate supervisor at Office Depot. • O*NET Career Interest Inventory • Business Employment Skill Inventory • Weschler Intelligence • Vineland Adaptive Behavior Scale 	
Post-Secondary Goal: Education, Training	After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.	
Post-Secondary Goal: Employment	After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of Office Depot.	
Post-Secondary Goal: Independent Living	Upon completion of high school, with the assistance of the Springfield OVRs Office, Alex will develop better communication skills with supervisors	
Transition Services	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> • Self-advocacy skills instruction • Personal banking instruction • Work related social skills instruction • Computer skills (word-processing, data entry) instruction <p>Education and Training Related Service</p> <ul style="list-style-type: none"> • Speech language services to increase oral language fluency <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Work hours (for credit) in the school district business department • After school paid work experience in the business office of Office Depot • Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services) • Voter registration <p>Functional Vocational Evaluation</p> <ul style="list-style-type: none"> • Completing a computation/ business math skill inventory <p>Completing an office skill inventory</p>	
Course of Study	2013 <ul style="list-style-type: none"> • Work Study I • Business Math I • Community Living • Computer Applications I 	2014 <ul style="list-style-type: none"> • Work Study II • Business Math II • Community Living • Computer Applications II
Annual IEP Goal	<p>Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.</p> <p>Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site with 90% accuracy for the duration of his IEP.</p>	
Other Agency Involvement	<ul style="list-style-type: none"> • Signed consent by Alex’s father for the Eugene 4J SD to communicate with the vocational rehabilitative services office • Invitation to conference for a representative from the VR agency • Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team 	

Example: Transition Planning Summary for ROLANDA

	Student Direction: <u>Technologically Supported Self-Employment or Volunteer work</u>	
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> • Anecdotal records • Portfolio assessment • Physical therapy evaluation • Physician examination summary 	
Post-Secondary Goal: Education, Training	After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.	
Post-Secondary Goal: Employment	Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.	
Post-Secondary Goal: Independent Living	After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.	
Transition Services	<p>Instruction</p> <ul style="list-style-type: none"> • Participation in the adapted academic and functional curriculum • Self-care skill instruction <p>Community Experience</p> <ul style="list-style-type: none"> • Community-based vocational training • Community-based independent and community living instruction <p>Related Services</p> <ul style="list-style-type: none"> • Speech therapy services for training in use of augmentative communication device • Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments • Occupational therapy for use of assistive technology • Evaluation for determination of devices to increase independence in home and center-based environment • Physical therapy to maintain and improve strength and flexibility • Nursing services to increase Rolanda's ability access to community environments • Visits to recreational agencies/facilities in the community • Leisure and recreational interest survey through student response to different leisure opportunities in the community • Meeting with SSI representative to determine possible financial benefits 	
Course of Study	<p>2013</p> <ul style="list-style-type: none"> • Functional Reading/ Communication • Occupational Skills • Healthy Living 	<p>2014</p> <ul style="list-style-type: none"> • Functional Reading/ Communication • Occupational Skills • Recreation/Leisure • Healthy Living
Annual IEP Goal	<p>Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy by the end of the semester.</p> <p>Given multiple vocational tasks in the classroom, Rolanda will increase her productivity by 20% as measured by time on task during a 30 minute training session during one school semester.</p> <p>Given daily classroom routines for practice and a verbal prompt, Rolanda will raise her arms to assist in lifting, dressing, and hand washing on 80% of occasions for the duration of the IEP.</p> <p>Given small group instruction on three recreational games in adapted physical education, modeling, and independent practice, Rolanda will increase motor coordination by throwing a ball 9 out of 10 times during a 30 minute session twice a week for the duration of the IEP.</p>	
Other Agency Involvement	<ul style="list-style-type: none"> • A consent form signed by Rolanda's mother indicating that the school district may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services. • A consent form signed by Rolanda's mother indicating that the school district may contact Social Security Administration (SSA) to invite them to the IEP meeting with plans to analyze Rolanda's benefits with the family. • A consent form signed by Rolanda's mother indicating that the school district may contact Medicaid to invite them to the IEP meeting in order to coordinate referrals to outside agencies therapy referrals and transportation coordination. • Invitations on file to a representative of VR, SSA, and Medicaid 	

Example: Transition Planning Summary for ALLISON



	Student Direction: <u>University</u>	
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college a summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level performance is acceptable for admission into college A statement by Allison, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development. 	
Post-Secondary Goal: Education, Training	After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.	
Post-Secondary Goal: Employment	After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.	
Post-Secondary Goal: Independent Living	Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.	
Transition Services	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> Instructional support of guided notes for lessons Instructional support for organization and study skills Audio-taped texts for English 12 Extended time on tests in English, Algebra II and Advanced Biology <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> Job shadow experiences with children Visit Eastern Oregon University, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall Part time employment in a position related to working with children Apply for possible college financial aid Vocational rehabilitation referral to determine eligibility for tuition assistance Apply for college and disability support service, no later than December 	
Course of Study	<ol style="list-style-type: none"> 1. Psychology (semester), 2. English 12 (year), 3. Algebra II (year), 4. Band (year), 	<ol style="list-style-type: none"> 5. Phys Ed. (semester), 6. Cooperative Work Experience (semester), 7. Advanced Biology (year), 8. Child Development (semester)
Annual IEP Goal	<p>Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2013.</p> <p>Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.</p>	
Other Agency Involvement	<ul style="list-style-type: none"> A consent form signed by Allison, who is 18, indicating that the school district may contact the disability services office at Eastern Oregon University. An invitation to conference in the file, mailed to an individual in the disability services office of Eastern Oregon University 	

AGE-APPROPRIATE TRANSITION ASSESSMENTS

Age-Appropriate Transition Assessments are defined as an

“ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.”²

Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP). Federal law requires “appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills” (§300.320[b][1]).

Transition assessment may be paper and pencil tests, structured student and family interviews, community or work-based assessments (situational) and curriculum-based assessments.

These assessments or procedures come in two general formats – **formal and informal**.

Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories.

Formal measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination.

Examples of formal and informal transition assessment methods are presented at the following link: <http://www.ode.state.or.us/wma/gradelevel/hs/transition/2012/ageapproprtransassessment.doc>. The chart includes updated (Summer 2013) definitions, examples, websites, and approximate costs for the following transition assessment methods:

Formal

- Achievements Tests
- Adaptive Behavior and Independent Living
- Aptitude Tests
- Interest Inventories
- Intelligence Tests
- Personality or Preference Tests
- Career Development Measures
- Self-Determination Assessments

Informal

- Curriculum-Based Assessments
- School Performance Measures
- On the Job or Training Evaluations
- Career Planning Resources
- Observations
- Student Interviews

For an in-depth look at how the age-appropriate transition assessments process is determined, please see the case studies and discussion starters using student profiles in this section.

² Division on Career Development and Transition (DCDT), Council for Exceptional Children.

Examples: IEP DISCUSSION STARTERS - Education, Training

The IEP Team could consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are "all-inclusive" of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
<p>For the young person with a disability planning to go on to post-secondary education</p>	<ul style="list-style-type: none"> • College planning • College tuition • Vocational training • Personal living skills • Career assessment • Career counseling • Assistive technology • Complete college/vocational school application forms • Complete financial aid forms 	<ul style="list-style-type: none"> • Type of Diploma working toward • Research Skills • Quality skills in reading, writing, and math • Good test taking skills • Research and write topical papers • Take good notes • Summarize content information, analyze information, and compare and contrast topics 	<ul style="list-style-type: none"> • Money Management • Time Management • Personal Hygiene • Taking initiative • Make complex work-related and personal decisions • Seek out assistance when needed. • Quality self-advocacy skills.
<p>EXAMPLE:</p> <p>Allison</p>  <p>Will attend Eastern Oregon University next year.</p>	<p>Allison needs help:</p> <ul style="list-style-type: none"> • Contacting EOU Disability Services • Applying for Federal Student Financial Aid • Determining a specific field in child development 	<p>Allison needs:</p> <ul style="list-style-type: none"> • Additional help in reading comprehension • Practice writing a research paper • Writing assignments that will help her express her thoughts 	<p>Allison needs:</p> <ul style="list-style-type: none"> • More help with organization skills • Skills using a planner • A process to help her manage social time and study time • An advisor who will help her keep on track each semester.
<p>EXAMPLE:</p> <p>Jamarreo</p>  <p>Will attend Rogue Valley Community College next year.</p>	<p>Jamarreo needs help:</p> <ul style="list-style-type: none"> • Understanding the consequences of illegal acts • Researching Oregon laws regarding street racing • Applying to Medicaid for hearing aids • Related to the cleaning and caring for hearing aids • Applying for a small business license. 	<p>Jamarreo needs:</p> <ul style="list-style-type: none"> • Instruction and practice in on-the-job safety. • Additional help in written expression • Reading and comprehending technical texts • 	<p>Jamarreo needs:</p> <ul style="list-style-type: none"> • Instruction in anger management • Self-Determination training • Instruction in appropriate decision making skills

Examples: IEP DISCUSSION STARTERS - Employment

The IEP Team should consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
<p>For the young person with a disability who needs some assistance when moving into the world of work or in retaining a job</p>	<ul style="list-style-type: none"> • On-the-job training • Job seeking skills training • Job placement • Resume preparation • Assistance with independent living • Short-term job coaching • Counseling and guidance 	<ul style="list-style-type: none"> • Adequate skills in reading, writing, and math • Interview, write resumes, and cover letters • Search jobs online • Good computer skills • Operate various tools such as cash register and other tools for calculation of items or money. 	<ul style="list-style-type: none"> • Punctuality • Manage a daily schedule • Taking orders from others • Transfer learning from one job to another • Make simple work-related decisions • Work six-eight hours a day • Problem solving skills • Use public transportation
<p><u>EXAMPLE:</u></p> <p><u>Alex</u></p>  <p>Will continue to work at Office Depot after graduation.</p>	<p>Alex needs help:</p> <ul style="list-style-type: none"> • Determining long term employment goals • Exploring the possibility of living in an apartment with a roommate • Applying for vocational rehabilitation services • Completing tax forms • Registering to vote 	<p>Alex needs:</p> <ul style="list-style-type: none"> • Additional training in math • A process to help him complete tasks more quickly • More practice comprehending work-related technical text • Computer training in math programs such as Excel or Access • Personal banking instruction 	<p>Alex needs:</p> <ul style="list-style-type: none"> • More social experiences that will require him to express himself orally • Instruction and practice on how to communicate with people in authority • Self-advocacy skill building • Public transportation instruction

Examples: IEP DISCUSSION STARTERS - More Intensive Supports

The IEP Team should consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
<p>For the young person with a disability needing more intensive support to gain, retain, or prepare for employment</p>	<ul style="list-style-type: none"> • Vocational assessment • Supported employment • Work adjustment • Community-based assessment • Job coaching • Important skill information • Referral to community programs 	<ul style="list-style-type: none"> • Tell time • Basic skills in reading, writing, and math • Complete application with assistance • Keep track of hours worked • Identify and follow safety/danger signs in work place • 	<ul style="list-style-type: none"> • Follow work rules • Work for six-eight hours a day given breaks for disability • Follow directions • Use public transportation • Learn new task with specialized instruction • Communicate needs effectively • Adjust to change in routine • Perform tasks at an adequate work pace
<p>EXAMPLE:</p> <p><u>Rolanda</u></p> <p>Will participate in a center-based program and technologically supported self-employment.</p>	 <p>Rolanda needs help:</p> <ul style="list-style-type: none"> • Applying for vocational rehabilitation services • Applying for Social Security assistance • With a comprehensive vocational assessment 	<p>Rolanda needs:</p> <ul style="list-style-type: none"> • To identify safety/danger signs • Practice with augmentative devices • To participate in the adapted academic program and functional curriculum • Instruction and practice with appropriate hygiene practices • To increase her strength and flexibility 	<p>Rolanda needs:</p> <ul style="list-style-type: none"> • To extend the amount of time she can focus on one task • To consistently use a switch to communicate her needs • More appropriate devices to increase independence in center-based environment

APPROPRIATE MEASURABLE POST-SECONDARY GOALS (PSG)

WHAT IS A PSG?

A post-secondary goal is generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school). The PSG must be based upon age-appropriate transition assessments. A measurable postsecondary goal provides outcome, not just a process for the student and it must be able to be counted, tabulated or observed. There must be at least one goal for education or training, and employment for all students. Some students, based on assessment information, may require a goal for independent living.

WHO NEEDS PSG?

All students who have an IEP effective when the student turns 16 (or younger, if determined appropriate by the IEP team), must have PSGs. The PSGs must be developed annually at the student's IEP meeting.

WHAT IS REQUIRED?

A PSG must be written for the areas of education, training, employment, and independent living skills when appropriate.

- A PSG must be written for education, training. Post-secondary goals for Education, Training can include such options as:
 - 4 year college or university
 - 2 year community or technical college
 - Less than 2 year vocational or technical school program
 - Short-term educational or employment training program (i.e. Job Corps)
 - High school completion document (i.e. GED)
 - AmeriCorps

When determining whether post-secondary goals in the areas of training and education overlap, the IEP Team must consider the unique needs of each individual student with a disability in light of his or her plans after leaving high school. If the IEP Team determines that separate post-secondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP Team can combine the training and education goals of the student into one of more post-secondary goals addressing those areas. This guidance, however, is not intended to prohibit the IEP Team from developing separate post-secondary goals in the areas related to training and education in a student's IEP, if deemed appropriate by the IEP Team, in light of the student's post-secondary plans.

- A PSG must be written for employment. Post-secondary goals for Employment may include such options as:
 - Competitive employment
 - Military
 - Self-employed
 - Family business
 - Supported employment
- A PSG may be written for independent living skills. Post- secondary Independent Living skills goals can include such options as:
 - Money management
 - Grocery shopping
 - Housekeeping
 - Meal preparation
 - Transportation
 - Recreation

WHO WRITES THE PSGs?

The IEP Team writes the PSGs based on age appropriate transition assessment and the student's preferences, interests, needs, and strengths

IS THERE A FORM I SHOULD USE?

The PSGs are part of the IEP and should be documented on the Transition page of the IEP.

Example: POST SECONDARY GOALS by STUDENT DIRECTION

	APPROPRIATE MEASURABLE POST-SECONDARY GOALS			
STUDENT DIRECTION:	EDUCATION	TRAINING	EMPLOYMENT	INDEPENDENT LIVING
<p>COLLEGE Receiving services from: COLLEGE OR UNIVERSITY</p>  <p>Allison</p>	<p>After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.</p>		<p>After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.</p>	<p>Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.</p>
<p>TRADE SCHOOL - TECHNICAL SCHOOL Receiving services from: OVRs</p>  <p>Alex</p>	<p>After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.</p>		<p>After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of Office Depot.</p>	<p>Upon completion of high school, with the assistance of the Springfield OVRs Office, Alex will develop better communication skills with supervisors</p>
<p>Center-Based Program Receiving supports from Developmental Disability</p>  <p>Rolanda</p>	<p>After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports. Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self employment</p>		<p>Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.</p>	<p>After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.</p>

SUMMARY OF PERFORMANCE (SOP)

WHAT IS AN SOP?

The Summary of Performance (SOP) 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 anytime and provided to the students before they exit.

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

IS THERE A FORM I SHOULD USE?

An approved ODE form or other recognized form that includes all the required components should be used.

<http://search.ode.state.or.us/results.aspx?k=sop+form>

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.

WHAT IS THE ACADEMIC ACHIEVEMENT?

This can be taken directly from the student's PLAAFP. Examples of academic achievement may include:

- Academic and functional strengths;
- State/district assessments;
- College entrance exams;
- Most recent special education evaluation;
- Type of diploma student received;
- Honors or special awards earned in high school;
- Vocational or extracurricular accomplishments.

WHAT IS FUNCTIONAL PERFORMANCE?

This can be taken directly from the student's PLAAFP. Examples of functional performance may include:

- Interpersonal skills
- Self direction,
- Mobility
- Communication
- Work tolerance
- Self Care
- Work Skills

WHAT ARE EXAMPLES OF RECOMMENDATIONS?

This can be taken directly from the service page of the IEP.

- Accommodating the student's disability in the workplace or postsecondary education setting
- Academic or Functional interventions that were successful or unsuccessful in high school

EXAMPLE OF SOP FOR ALEX



Summary of Performance

Student Name Alex Jones Birth Date 4/10/1996 Student ID# 304236

Attending School Mid-County High School Case Manager Jory Hamish

Anticipated Exit Date 06/2014 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Alex is a 17 year old student with autism. He receives special education services in a Eugene area high school. At school, Alex receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is working toward a modified diploma. He is currently participating in community-based training in an office setting completing tasks such as data entry and spreadsheet development.

Alex reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.

After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff.

Student's Post-Secondary Goals:

Education and Training

After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school and take a business math class to improve his work related math skills and to advance his career in business.

Employment

After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.

Independent Living

Upon completion of high school, with the assistance of the Springfield OVRS Office, Alex will develop better communication skills with supervisors.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the Springfield OVRS Office to determine Alex's Counselor. That person should be in close contact with the place of business.

Communication: *Alex knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. One person in authority should be designated his "friend" so that he can communicate freely with that person, especially about issues of safety.*

Self- direction: *He is diligent and methodical in completing the varied tasks assigned to him.*

Work Skills: *His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.*

Interpersonal Skills: *Alex may be intimidated by people in authority because he knows that they have the ability to fire him, a fact that his teachers at school presented during a unit about behavior in the workplace. Alex has perseverated on this fact, making him afraid to talk to people in authority. Alex should be encouraged to have good communication with people in authority and he should be assured that his job is not easily in jeopardy.*

Name/Title: Sara Whittington/Case Manager Phone: 541-123-4567

School: Mid-County High School Date: 4/17/2014

EXAMPLE OF SOP FOR ROLANDA



Summary of Performance

Student Name Rolanda Smith Birth Date 2/4/1995 Student ID# 266557

Attending School East End High School Case Manager Anne Jackson

Anticipated Exit Date 06/2014 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability.

Rolanda is a friendly, alert student who is responsive to music. Her family will take her most places, as long as no food is served there, because Rolanda gets upset when others eat around her.

Rolanda's parents plan is that Rolanda will live with them for approximately 20 years. At that point they will seek supported housing in a group home, or with a relative who is willing to care for her. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feel a sense of accomplishment.

Student's Post-Secondary Goals:

Education and Training

After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

Employment

Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

Independent Living

After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the OVRS Office to determine Rolanda's Counselor. Contact should also be made with Community Pathways, Inc to determine her brokerage contract.

Mobility: Rolanda has athetoid cerebral palsy that impacts all motoric functioning

Self Care: Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Due to choking concerns that scared her parents and teachers, doctors decided that it was necessary at that point for Rolanda to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. Currently, Rolanda breathes with the assistance of a ventilator through her tracheotomy.

Although her parents are young and strong right now, it is still important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks.

Communication: She communicates desires and needs inconsistently through switches and picture symbols.

Social Security Income: Rolanda's parents would also like additional information about financial planning and social security income to help them make informed decisions about Rolanda's security in the future.

Name/Title: Freda Krause/Case Manager Phone: 503-123-4567

School: East End High School Date: 3/16/2014

EXAMPLE OF SOP FOR ALLISON



Summary of Performance

Student Name Allison Everett Birth Date 1/30/1995 Student ID# 994662

Attending School East End High School Case Manager Anne Jackson

Anticipated Exit Date 06/2014 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years.

Allison's older sister graduated from college and is finishing up her first year teaching first grade at an elementary school.. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

Allison's parents are concerned that she does not have the organizational skills to effectively manage her study time as well as her social life. Allison has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to making changes to become more organized.

Student's Post-Secondary Goals:

Education and Training

After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.

Employment

After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.

Independent Living

Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the Eastern Oregon University Disability Services Office.

Disability Services: Allison has a specific learning disability in reading comprehension and written expression.

Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years.

Allison's teachers have suggested that Allison meet with a counselor and a representative from disability services on campus prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and to assist her in organization.

Name/Title: Sam Tulley/Case Manager Phone: 541-987-6543

School: East End High School Date: 3/16/2014

PRESENT LEVELS and the SUMMARY of PERFORMANCE

Some services performed by school districts in the past have been reduced, such as doing any assessment not required by Federal or State law. In other words, SDs are generally only able to provide those assessments necessary to determine special education eligibility and age appropriate assessments needed for transition planning. In the past, many SDs completed additional assessments as a courtesy, so that students would have current assessment available when applying for Vocational Rehabilitation eligibility, Community College requirements, and/or Developmental Disability eligibility.

In this time of increased collaboration between education and other agencies which will provide support as students transition out of education, the Summary of Performance can be used as a tool to assist Vocational Rehabilitation and other agencies in determining eligibility. If the district can use appropriate functional performance descriptions, then Vocational Rehabilitation Counselors can better translate the information to help students who qualify gain services.

For transition-aged students, a well written PLAAFP can provide the academic and functional performance of the child. It becomes a matter of transferring the information from the most recent IEP to the Summary of Performance. Then, the SD would need to include the most current postsecondary goals, and recommendations on how to assist the student in meeting the student’s postsecondary goals.

Components of a PLAAFP	Components of a SOP
<ol style="list-style-type: none"> 1) Strengths of the student 2) Concerns of the parents for enhancing the education of their child 3) Present levels of academic performance, including the student’s most recent performance on State or District-Wide Assessments 4) Present level of developmental and functional performance (including results of the initial or most recent evaluation) 5) Student’s disability’s effects on the involvement and progress in the general education curriculum. 6) Student’s preferences, needs, interests; and, 7) Results of age-appropriate transition assessments 	<ol style="list-style-type: none"> 1) Summary of Academic and Functional Performance (may include the following) <ul style="list-style-type: none"> • <i>How the student’s disability has affected the student’s academic achievement and functional performance, including strengths</i> • <i>Results of the student’s most recent state or district assessments, or any college entrance examinations</i> • <i>Results of most recent special education evaluation</i> • <i>Diploma Type, any honors or awards achieved, any vocational or extracurricular accomplishments</i> • <i>Any information of function performance in the following domains: Interpersonal skills, mobility, self-care, self-direction, communication, work tolerance, work skills</i> 2) The students postsecondary goals 3) Recommendations to assist student in meeting postsecondary goals <ul style="list-style-type: none"> • <i>May include accommodations in the workplace, postsecondary educational setting or other transition activities</i>

As shown above, there are many overlaps between the Present Levels and the Summary of Performance. When an IEP develops a strong PLAAFP, the summary of performance is basically already written for the student upon exiting high school.

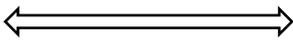
How to Write a Present Levels of Academic Achievement and Functional Performance for Transition-Aged Students

Although the PLAAFP and SOP overlap, the challenge becomes writing the PLAAFP in a way that supports *adult* services as well as the K-12 system. Below are steps and tips to help an IEP team write a Present Levels document that meets this need.

1) ALWAYS BEGIN WITH AN AGE-APPROPRIATE TRANSITION ASSESSMENT

A compilation of several good assessments will write the PLAAFP for you. Assessments can be formal (Woodcock Johnson, ACT, ASVAB) or informal (student interviews, interest inventories, surveys).

Use assessments to gather information on _____ to help you identify student

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Academics• Self-determination• Vocational interests, aptitudes, and explorations• Independent living and Adaptive Behavior |  | <ul style="list-style-type: none">• Preferences• Interests• Need• Strengths |
|---|---|--|



Tips for Teachers!

- *Students can “interview” each other to gather information for you*
- *Students give better information when interviewed one on one*
- *Assessments with checkboxes and numbering often give more information than asking students to write responses in words*

2) BUILD YOUR TEMPLATE

There is a clear structure for the Present Levels of Academic Achievement and Functional Performance. Begin your PLAAFP by organizing the sections and headings according to the required components. This will make the blank PLAAFP page less daunting, and will provide direction for the team. An example of a template is below.

For students who turn **16** when the **most recent** IEP is in effect or who are older than 16, the IEP contains Present Levels of Academic Achievement and Functional Performance including all of the following:

- *Strengths of the student*
- *Concerns of the parents for enhancing the education of their child*
- *Present level of academic performance, including the student’s most recent performance on State or district-wide assessments;*
- *Present level of developmental and functional performance (including the results of the initial or most recent evaluation);*
- *Student’s disability’s effects on the involvement and progress in the general education curriculum.*
- *Student’s preferences, needs, interests; and, the results of age-appropriate transition assessments.*

3) FOCUS ON FUNCTIONAL PERFORMANCE

Although academic performance continues to be a critical component of the IEP, team members need to know how the student's functional performance will support or impede his or her success in postsecondary options.

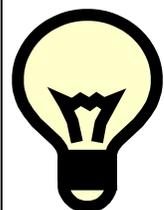
Functional performance are life activities or skill areas in which the ability to function is significant to successful independence and/or employment. Seven areas have been defined by Vocational Rehabilitation for the purposes of identifying functional limitations and determining the severity of an individual's disability. These areas are:

INTERPERSONAL SKILLS	<i>The ability to establish and maintain positive personal, family, and community relationships necessary to school and work.</i>
MOBILITY	<i>The purposeful movement and control of the body and its members to achieve results.</i>
SELF-CARE	<i>The ability to care for self and living environment</i>
SELF-DIRECTION	<i>The ability to regulate behavior in a purposeful and predictable way, taking into account personal goals, environmental conditions, cultural values, and expectations</i>
COMMUNICATION	<i>The ability to give and receive information</i>
WORK TOLERANCE	<i>The capacity to meet the physical and psychological demands of school and work</i>
WORK SKILLS	<i>The capacity to learn and perform school and job tasks</i>

When writing all components of the PLAAFP, think through as an IEP team how these seven areas are impacted and document this throughout your present levels. Even a college-bound student with a math disability will have areas of functional performance that need to be considered and supported. Organizational skills, financial planning, and long-term goal setting are areas of need for even the highest performing students. It always comes back to the age-appropriate transition assessment and the student's postsecondary goal; what is the goal and what does the student need to be successful in reaching that goal?

Tips for Teachers!

- *For students with fewer barriers to function performance, here are some specific areas to consider:*
 - *Is the person able to handle constructive criticism? (Interpersonal skills)*
 - *Can the person perform tasks at a competitive work pace? (mobility)*
 - *Is the person able to manage financial responsibilities? (Self-care)*
 - *Does the person initiate work activity? (Self-Direction)*
 - *Can the person work or go to school for a six to eight hour day? (Work Tolerance)*
 - *Can the person transfer learning from one job task to another? (Work Skills)*



4) USE VOCATIONAL LANGUAGE COMPATIBLE WITH EDUCATIONAL NEEDS

When functional performance areas are addressed in the PLAAFP using vocational rehabilitation language versus educational language, they can be easily transferred into the Summary of Performance when the student exits high school. Below are examples of how this may occur in each of the areas identified.

INTERPERSONAL SKILLS	
Educational Language	Does student have friends? Does student like to work on teams?
	Does student answer when spoken to?
	Does student know when teacher is giving constructive criticism?
Vocational Rehabilitation Language	Does person enjoy being with other people or prefer to be alone?
	Is person able to recognize social cues?
	Is person able to handle constructive criticism?

MOTOR SKILLS	
Educational Language	Is the student able to write and work with the fine skills of his hands?
	Is the student able to participate in physical education? Does the student need extra time to complete assignments/tests?
	Does the student have accommodations/modifications on IEP to assist with lack of energy?
Vocational Rehabilitation Language	Does person have control and coordination of fine/gross motor movements?
	Does person perform tasks at a competitive work pace?
	Does the person move slower than average? Fatigue easily?

SELF CARE	
Educational Language	Is the student able to get to class on time and organize work for each class?
	Does the student have trouble deciding what he wants to do after he completes high school?
	Is the student impulsive and/or behave without thought toward consequences?
Vocational Rehabilitation Language	Is the person able to manage a daily schedule?
	Does the person have difficulty making decisions?
	Does the person have a lack of "common sense" ability?



Tips for Teachers!

- *Try to phrase present levels in a way that is transferrable from the school setting to the workplace*
- *Not all areas of functional performance need to be addressed; just focus on the things are most important in helping the student meet his or her postsecondary goal*

SELF DIRECTION	
Educational Language	Is the student able to read/listen to and follow directions?
	Does the student complete homework assignments?
	Does the student learn appropriate behavior in the resource room but then cannot generalize that appropriate behavior to her general classes?
Vocational Rehabilitation Language	Is the person able to follow directions?
	Is the person able to complete tasks?
	Does the person have difficult generalizing, transferring and/or assimilating information (written, spoken, receptive, or expressive)?

COMMUNICATION	
Educational Language	Is the student able to speak clearly enough to be understood by peers and staff?
	Do you often have to ask the student to repeat herself?
	Can the student clearly tell the teacher/aide what he needs?
Vocational Rehabilitation Language	Is the person's speech difficult to understand?
	Is repetition often necessary?
	Is the person able to communicate his/her needs effectively?

WORK TOLERANCE	
Educational Language	Does the student have a shortened work day?
	Can the student sit still for a regular class period?
	Does the student get along with teachers, aides, and fellow classmates?
Vocational Rehabilitation Language	Can the person work for an eight hour day?
	Can the person sit or stand for more than two hours?
	Is the person able to establish adequate working relationships, especially with coworkers and supervisors?

WORK SKILLS	
Educational Language	Does the student work on an assignment for a reasonable amount of time?
	Is the student often tardy to class or school?
	Can the student start an assignment without being told to start?
Vocational Rehabilitation Language	Is the person able to maintain attention to a task for a reasonable amount of time?
	Is the person able to tell time and be on time for work?
	Does the person take initiative or does he need cues to perform?

DIPLOMA CREDIT REQUIREMENTS AND ESSENTIAL SKILLS, 2014

Academic Subject	Regular Diploma	Modified Diploma	Extended Diploma
English/Language Arts	4	3	2
Mathematics	3	2	2
	<i>Content at Algebra I and above</i>		
Science	3	2	2
	<i>Scientific inquiry and lab experiences</i>		
Social Sciences	3	2 ³	3
Physical Education	1	1	1
Health	1	1	1
Second Languages/ The Arts/Career and Technical Education (CTE)	3	1 ⁴	1
Electives	6	12 ⁵	
TOTAL CREDITS	24	24	12
Essential Skills	Reading	Reading	NA
	Writing	Writing	NA
	Math	Math	NA

Regarding students seeking a Modified Diploma, Section 20 of OAR 581-022-0615: Assessment of Essential Skills clarifies that, students seeking a Modified Diploma must meet the Essential Skills requirement. As described in OAR 581-022-0610: Administration of State Tests, Modifications, Pursuant to State and Federal Law, school districts and public charter schools may modify the achievement level, construct, or measured outcome of the OAKS or Work Sample Essential Skill assessment options for students on IEP or 504 Plans. For students NOT on IEP or 504 Plans, the modifications are limited to the Work Sample assessment options.

³ **Social Sciences** may include history, civics, geography and economics (including personal finance).

⁴ Second Languages/The Arts/Career and Technical Education (CTE) units may be earned in any one or a combination of courses.

⁵ 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.

FREQUENTLY ASKED QUESTIONS FOR OREGON DIPLOMA OPTIONS

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

Implications: 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	Regular Diploma
MD	Modified Diploma
ED	Extended Diploma
AC	Alternative Certificate
IEP	Individualized Education Program

GENERAL

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

Yes. PCSs must ensure that all students have on-site access to the appropriate resources to achieve a regular diploma (OAR 581-022-1130), a modified diploma (OAR 581-022-1134), an extended diploma (OAR 581-022-1133) and an alternative certificate (OAR 581-022-1135).

2. 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, but fulfill all state requirements for a modified diploma. To be eligible for the MD, a student must have a “documented history”⁶ of an inability to maintain grade level achievement due to significant learning and instructional barriers,⁷ or a documented history of a medical condition that creates a barrier to achievement.

3. 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 (updated in the 2013 legislative session), a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; a medical condition that creates a barrier to achievement; or a change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

4. 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.

5. 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. A student should be encouraged to work toward the highest level of high school completion documents the student is able to achieve.

⁶Evidence 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))

⁷A significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement (OAR 581-022-1134(1)(b))

6. 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.

7. 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 have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

8. Is a SD or PCS 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? Does this include alternative schools and other educational environments for district-placed students?

Yes, a SD is required to provide on-site (see question 1 above) 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.

9. 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.

10. 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.

11. 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.

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

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.

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 these consents 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.

13. 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 PCSs are required to provide information to the parents or guardians about the availability of the MD, ED, and AC and the requirements for the diplomas and certificate. (Established 2013 legislative session in HB 2193)

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.

14. 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.

15. 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.

16. Does a SD use the requirements for the high school entry year or the final year of education for a student who is working toward a regular diploma and who takes more than 4 years to complete that diploma?

The SD or PCS would use the requirements for the high school entry year.

When the new Oregon Diploma requirements were adopted by the State Board of Education in 2008, the roll-out for the requirements was described in terms of a student's high school graduation year (e.g. Class of 2012, 2013, etc.). As policy issues were refined, it became clear that to avoid creating additional requirements for students whose graduation year changed when they decided on a 5th year of high school, requirements should instead be described in terms of the year the student first entered the high school system. In this way, the diploma requirements are applied to students based on the school year they were first enrolled in grade 9, which is also referred to as the cohort year.

17. 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*)

18. When should an IEP team discuss diploma options?

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

Beginning in grade five, or beginning after a documented history has been established and then annually, SDs and PCSs are required to provide information to the parents or guardians about the availability of the MD, ED, and AC and the requirements for the diplomas and certificate. (Established 2013 legislative session in HB 2193)

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.

19. 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.

20. 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.

21. 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.

ELIGIBILITY

22. 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.

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

School Districts 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.

24. 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.

25. Does a SD with the MD student working on transition services need to comply with the 990 hours/yr?

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.

26. 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.

27. 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.

28. 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 even with intense instruction, unless content were presented concretely.

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.

29. Does a regular education student who can’t pass the Oregon Assessment of Knowledge and Skills (OAKS) 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.

DECISION-MAKING

30. Who determines if a student is eligible for a regular diploma, MD, ED or AC?

The student's school team decides if a student will work toward obtaining a regular diploma, MD, ED or AC. The team membership is determined by a SD or PCS, and should include the student and must include a parent. In the case of students receiving special education services at a PCS, the SD where the PCS is located shall determine the team for that student. Typically, the team for a special education student will include IEP team members.

31. 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.

32. What is a modified curriculum?

The level of modification is determined by the SD. 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

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

Comparison of Diploma Credit Requirements and Essential Skills for graduation in 2014 and beyond

Academic Subject	Regular Diploma	Modified Diploma	Extended Diploma
English/Language Arts	4	3	2
Mathematics	3	2	2
	<i>Content at Algebra I and above</i>		
Science	3	2	2
	<i>Scientific inquiry and lab experiences</i>		
Social Sciences	3	2 ⁸	3
Physical Education	1	1	1
Health	1	1	1
Second Lang/The Arts/ Career and Technical Education (CTE)	3	1 ⁹	1
Electives	6	12 ¹⁰	
TOTAL CREDITS	24	24	12
Essential Skills	Reading	Reading	NA
	Writing	Writing	NA
	Math	Math	NA

⁸**Social Sciences** may include history, civics, geography and economics (including personal finance).

⁹**Second Languages/The Arts/Career and Technical Education (CTE)** units may be earned in any one or a combination of courses.

¹⁰SDs 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.

34. 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.

35. 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).

36. 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.

37. 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.

38. 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.

39. 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.

40. 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 581-022-0102 (3) and 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.

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

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

42. 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.

43. 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

44. 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:

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

The OARs do not specifically address the Career Related Learning Experiences (CRLEs) for students working toward the MD. (CRLS will merge with the Essential Skills beginning in 2012.)

45. What are the required Essential Skills?

For students first enrolled in Grade 9 in 2009-10 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

This timeline and all associated requirements apply to students receiving the MD.

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

Yes.

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. When modifying an OAKS assessment, the SD or PCS must also ensure that the modifications are in compliance with section 4(d) of *OAR 581-022-0610: Administration*

of State Tests. Modified OAKS assessments will remain invalid for purposes of school and district accountability.

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

SDs and PCSs may only administer modifications to work samples that are consistent with the modifications the student has received during instruction. Students must 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. These modifications must be approved in advance by the student's school team responsible for monitoring the student's progress. **Students who are not on an IEP or a 504 Plan may not receive a modified OAKS assessment.**

47. 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.

48. 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. According to *OAR 581-022-0615*, for students with an Individualized Education Plan (IEP) or 504 Plan, school districts must implement the assessment decision made by a student's IEP or 504 team and documented in the IEP or 504 Plan; School districts may only administer modifications to students with an IEP or 504 Plan and only in accordance with the assessment decision made by the student's IEP or 504 team and documented in the IEP or 504 Plan. Before administering an assessment using a modification, a student's IEP or 504 team must inform the student's parent that the use of a modification on an OAKS assessment will result in an invalid assessment;

Therefore, 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. For example, an IEP team could decide that successful demonstration would be a 220 on the OAKS Reading instead of the standard "meets" cut score of a 236, or require a student to get a minimum score of 9 on each work sample as opposed to the minimum of 12 for a regular work sample. The modifications must be documented on the IEP or 504 plan.

49. 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.

IMPLICATIONS

50. Is a student who receives the MD, ED or AC considered a Dropout?

No, a student who receives the MD, ED or 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 EDs and MDs negatively affect the district's 4-year cohort graduation rate. The 5-year completion rate does include all diploma options as completers.

51. 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.

52. 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).

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

The US Department of Education, Office of Post Secondary Education, has issued information regarding eligibility for Free Application for **Federal** Student Aid (FAFSA). Specifically, qualifying for FAFSA by passing an "Ability to Benefit" Assessment has been eliminated as of July 1, 2012. [GEN-12-01: Changes Made To The Title IV Student Aid Programs By The Recently Enacted Consolidated Appropriations Act, 2012 in PDF Format, 150KB, 3 Pages](#)

As of July 1, 2012, in order for a student to be eligible for FAFSA, the student must have a regular high school diploma (a diploma that meets the criteria of an Oregon Diploma as delineated in OAR 581-022-1130); or General Education Development (GED) certificate.

In July 2009, the USDE stated that the Oregon Modified Diploma does not meet the high school diploma requirement for FAFSA eligibility. As a result of the removal of the Ability-to-Benefit test, students graduating with a modified diploma will no longer have the option to apply for **federal** student aid for assistance with their college tuition. This does not impact student ability to apply for state aid, private grants, or scholarships.

In the 2013 Legislative Session HB 2898 was passed assuring that a student who receives a MD or ED may not be denied eligibility for **state** financial aid to obtain post-secondary education in a public university, community college or independent not-for-profit institution of higher education that operates in Oregon for the sole reason that the student did not receive a high school diploma.

However, this reduction in financial aid options is a critical piece of information that should be shared with parents at the time diploma decisions are being discussed.

TRANSITION SERVICES FOR 18-21 YEAR OLD STUDENTS

54. 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 or PCS 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.

55. 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.

The following process is suggested:

1. Begin the IEP discussion 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 and/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.

56. 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.

57. 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.

58. 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.

59. 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.

60. 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.

61. 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, based on *ORS 329.451*, 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.

62. 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

63. 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.

Legislative Bills Affecting Students with Disabilities

September 2013

Legend:
 Oregon Revised Statutes = ORS
 Oregon Administrative Rules = OAR
 School District = SD

New or revised	House or Senate Bill	Summary	Impact on SDs	Status
Revised ORS 329.451	HB 2193	This revision to ORS 329.451 will eliminate any reference to "alternate assessments" in the eligibility requirements.	This change would clarify eligibility requirements and eliminate confusing language. Many students were not eligible for an extended diploma because the Law required them to participate in alternative assessments for two assessment cycles. SD will now have more flexibility in determining who should work toward an extended diploma.	Chapter 64, (2013 Laws) Effective date July 1, 2013 http://www.leg.state.or.us/13reg/measpdf/hb2100.dir/hb2193.en.pdf
New	HB 2743	Establishes Task Force on High School and Transition Success for Students with Disabilities	<p>The results of the recommendations of the Task Force would change the way SDs would implement high school programs for students with disabilities. Areas that would see significant change would be:</p> <ul style="list-style-type: none"> • Professional development regarding diploma options for high school counselors, educators, parents, students, teachers, admissions officers of public universities • Necessary documentation for entrance in colleges to receive student support services for a disability • Increasing college affordability • Expanding the role of state financial aid • Collaboration between SD transition programs and college programs, including the possible payment by SDs for students participating in transition programs that may result in college credit. • Recruitment to career pathway programs and apprenticeship programs • Training for students on accommodations, financial aid, student service options • Using technology to boost student achievement • Regular diploma graduation rates for students who have IEPs 	Chapter 654, (2013 Laws): Effective date July 25, 2013 http://www.leg.state.or.us/13reg/measpdf/hb2700.dir/hb2743.en.pdf
Revision to ORS 343.035	HB 2898	Allows student with disability to earn credit at community college or public university as part of transition	<p>These revisions would:</p> <ul style="list-style-type: none"> • Include assistive technology in the statutory definition of Related Services. • Include a definition of Transition Services in the Law 	Chapter 725, (2013 Laws): Effective date August 14, 2013

New or revised	House or Senate Bill	Summary	Impact on SDs	Status
		<p>services.</p> <p>Prohibits denying financial aid to student for sole reason that student did not receive regular high school diploma.</p>	<ul style="list-style-type: none"> • Include earning college credit as part of the transition services. • Will ensure that students earning a modified or extended diploma may receive state financial aid. 	<p>http://www.leg.state.or.us/13reg/measpdf/hb2800.dir/hb2898.en.pdf</p>
New	HB 3264	<p>Establishes pilot program for purpose of assisting students with disabilities to make transition into life after high school.</p>	<p>At least five SDs will participate in a pilot program to assist students with disabilities to transition into life after high school</p> <p>The participating SDs will:</p> <ul style="list-style-type: none"> • Provide information to students • Help students apply for funding, secure employment, and access support services <p>ODE will facilitate partnerships, and award grants to the pilot SDs.</p>	<p>Chapter 662, (2013 Laws):</p> <p>Effective date July 25, 2013.</p> <p>http://www.leg.state.or.us/13reg/measpdf/hb3200.dir/hb3264.en.pdf</p>
Revision of ORS 341.450 and ORS 341.451	SB 222	<p>Establishes an Accelerated Learning Committee to enable students to obtain college credits while still in high school. Revises existing State Law regarding the allowable content areas for credits beyond the 24 credits.</p>	<p>The Accelerated Learning Committee will encourage and enable students to obtain college credits while still in high school by emphasizing the alignment of funding, assessments and procedures between high schools and post-secondary institutions of higher education.</p> <p>Revision of ORS 329.451 requires a SD to restrict the number of additional credits for graduation to the following categories:</p> <ul style="list-style-type: none"> • Subjects with academic content standards • Career and Technical Education • Courses that provide credit at post-secondary institutes of education. 	<p>Chapter 761 (2013 Laws):</p> <p>Effective date: August 14, 2013</p> <p>http://www.leg.state.or.us/13reg/measpdf/sb0200.dir/sb0222.en.pdf</p>

AGENCY PARTNERS FOR SERVICING TRANSITIONING YOUTH

More information available in **Agency Section**

Oregon Vocational Rehabilitation Services

OVRs offers a variety of services to assist people with disabilities to prepare for, get, and keep jobs. The services you use depend on your individual needs and circumstances. OVRs can provide you with the information necessary to assist you in deciding which services you need to reach your job goal.

- Assessment services
- Counseling and guidance services
- Independent living services
- Assistive technology
- Training services
- Job placement

Office of Developmental Disability Supports and Services (ODDS)

The Office of Developmental Disability Services (ODDS) provides supports and services to children and adults with developmental disabilities that meet eligible for services criteria. Individuals that are eligible and their families can access generic and specialized services to provide the support, based on the individual needs of the person, to be able to live with as much independence as possible. Services and supports may range from information and referral, to case management or hourly services, to maximum supports that provide 24-hour care.

ODDS offers supports to children and families ranging from in-home family support, intensive in-home supports, and out of home, 24-hour services delivered by proctor/foster care or residential care providers (agency run homes). Services offered have specific eligibility standards and are usually accessed through the local Community Developmental Disabilities Programs (CDDP).

Addictions and Mental Health (AMH) Services in Oregon

The Addictions and Mental Health division (AMH) of the Oregon Health Authority provides Oregonians access to mental health and addiction services and supports meeting the needs of adults and children to live, be educated, work and participate in their communities and to help them achieve optimum physical, mental and social well-being. This is done by working in partnership with individuals and their families, counties, other state agencies, providers, advocates and communities.

- Provide the necessary array of community services to help individuals be successfully integrated in the community of their choice;
- Fully develop a broad array of peer recovery support services;
- Improve access to community-based mental health services for children and their families;
- Develop strategies to help prevent hospitalization and unnecessary crises.
- Ensure access to care by increasing payment rates to reflect the cost of providing critical services;
- Provide appropriate mental health services for older Oregonians.
- Provide statewide early intervention services targeted to adolescence and young adults; and
- Collect comprehensive data and use it for management of performance.

Work Incentives Planning and Assistance (WIPA) project—Plan for Work

Our Community Work Incentives Coordinators at **Plan for Work** offer no cost Benefits Counseling Services to SSI and SSDI beneficiaries between the ages of 14 to full retirement age, who want to work or are currently employed and live in Oregon or Washington's southern counties.

While **Plan for Work** does not help individuals find jobs, our Community Work Incentives Coordinators help Social Security beneficiaries become better equipped to make informed choices about work.

- provide individualized work incentives planning and assistance;
- help beneficiaries and their families understand what other Federal or State work incentives programs are available;
- refer beneficiaries with disabilities to appropriate Employment Networks or State Vocational Rehabilitation (VR) agencies;
- provide general information about potential employer-based or federally subsidized health benefits coverage available to beneficiaries once they enter the workforce; and
- inform beneficiaries with disabilities of further protection and advocacy services available to them.

Oregon Community Resources

[Center on Self Determination, Oregon Health and Science University](#) ➡ 

The Center on Self-Determination is a program of the Oregon Institute on Disability and Development at the Oregon Health Sciences University. It is co-directed by Dr. Laurie Powers and Dr. Charity Rowland and is staffed by seventeen individuals with expertise in a wide range of community and disability issues, applied research, data management, publication and outreach experience.

[Eastern Oregon Center for Independent Living](#) ➡ 

A nonprofit community based resource and advocacy center that promotes independent living and equal access for all people with disabilities.

[Northwest Regional Education Laboratory](#) ➡ 

NWREL provides research and developmental assistance to education, government, community agencies, business and labor.

[Oregon Ability](#) ➡ 

NEW information and referral site designed to help individuals with disabilities and their families find relevant resources, as well as add and update their own information.

[Oregon Colleges and Universities Disability Services Offices](#)

This web section lists contact information for disability services for all community colleges, universities and private colleges. This list is being maintained by Disability Services at Umpqua Community College.

[Oregon Council on Developmental Disabilities](#) ➡ 

The mission of the Oregon Council on Developmental Disabilities is to join with Oregonians with developmental disabilities and their families to promote change through self-determination leading to a more accessible, inclusive and culturally responsive world.

[OREGON Department of Community Colleges and Workforce Development \(CCWD\)](#) ➡ 

The mission of CCWD is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

Oregon Higher Education Websites

This website lists links for the Oregon System of Higher Education, Oregon Universities, Oregon Community Colleges and Independent Colleges.

[Oregon School to Work program](#) ➡ 

School to work is a federally funded initiative that supports Oregon's system for high academic standards through school-based, work-based and connecting activities for all students.

[Oregon Service Learning - Oregon Department of Education](#) ➡ 

Service learning is a teaching/learning strategy requiring students to develop and apply knowledge and skills pertaining to challenging projects that help meet real community needs.

[Oregon Technology Access Program](#) ➡ 

OTAP provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

[Western Regional Resource Center - Secondary Transition Information Module](#) ➡ 

WRRC's mission is to provide technical assistance to State Education Agencies, including Oregon, to assist and support them in systemic improvement policies, procedures and practices which will result in quality programs and services for children with disabilities and their families.

<http://www.ode.state.or.us/search/page/?=2>

Dropout Prevention and Reporting

This page contains links to online resources to help you develop dropout prevention and recovery programs at your school.

Our goal is to help you find a way for every student to get a quality education and earn a high school diploma.

[Dropout Rates in Oregon High Schools](#)

This report presents dropout rates for students who dropped out of grades 9-12 between July 1 and June 30 by school and district, along with rates for student subgroups.

[Report Card - OAR 581-022-1060](#)

This rule, adopted by the State Board of Education in 1999, describes report card requirements. (Scroll down to section 1060.)

NATIONAL RESOURCES

- [National Dropout Prevention Center/Network](#)  information on professional development opportunities, effective strategies, model programs, and resource materials.
- [National Council of La Raza](#)  building community-school education collaboratives, to strengthen the quality of education for Hispanic students, and to more effectively involve Hispanic families in the education of their children.
- [The Education Trust](#)  The Education Trust works for the high academic achievement of all students, forever closing the achievement gaps that separate low-income students and students of color from other youth.
- [UCLA School Mental Health Project](#)  "Our group at UCLA approaches mental health concerns from the broad perspective of addressing barriers to learning and promoting healthy development." [E-News is a monthly e-mail newsletter you may subscribe to.]

LOCAL RESOURCES

- [Service Learning](#)  Service-learning is defined as a way to involve young people in learning through participation in thoughtfully organized community service that meets real community needs.
- [Helping Hispanic/Latino Youth Succeed in School](#)  A presentation made at the 2002 COSA conference by the Hood River school district in June 2002. (Hood River School District)
- [Home-and-School Consultants in Hillsboro](#)  an article from Education Week about how the district developed a community resource to help migrant families and engage their children in public schooling.
- [Report of the Interagency Taskforce on Dropout Prevention And Recovery](#)  09/04/2002 (127.21 KB)
A report outlining services that can be obtained from state agencies. (Oregon Department of Education)
- [Student Voices: Why School Works for Alternative High School Students](#)  01/16/2003 (23.90 KB)
Personal, Academic, and School Issues

RESEARCH

- [Together is Better: Building Strong Partnerships Between Schools and Hispanic Parents](#) 
There is considerable evidence that parent involvement leads to improved student achievement.
- [Hispanic Dropout Project](#) 
the Hispanic Dropout Project's mission is to shed light on this national crisis.
- [How Can We Help? Understanding Dropout Prevention Programs](#) 
A review of federal dropout prevention programs. Some programs were effective, but there was great diversity in programs and outcomes.
- [Transforming Education for Hispanic Youth](#) 
The authors illustrate the educational crisis facing our nation's Hispanic youth and propose persuasive solutions solidly grounded in the work of the Hispanic Dropout Project.
- [School Dropouts - GAO](#)  
Paper on dropout rates from 1990-2000 (U.S. General Accounting Office)
- [Yes, We Can: Latinas in School](#) 
This report looks at Latinas and how their futures are influenced by their families, culture, peers, teachers, and the media. (American Association of University Women)
- [A Review of Literature on Hispanic/Latino Parent Involvement in K-12 Education](#) 

- [Reducing the Dropout Rate](#) 
Overview of literature on dropout prevention. (Northwest Regional Education Laboratory.)
- [Dropout Rates in the United States](#) 
National dropout rates and high school completion rates. (National Center for Education Statistics)
- [School Dropouts - CRP](#) 
Research that relates to dropout trends and remedies for improving graduation rates (The Civil Rights Project at UCLA)
- [Creating A Formula for Success](#) 
Why English Language Learner students are dropping out, and how to increase graduation rates. (Advocates for Children of New York and The New York Immigration Coalition)
- [Information and Research on Dropout Prevention Strategies](#) 
(US Dept of ED)
- [How Can We Help?](#)  
Lessons From Federal Dropout Prevention Programs - Executive Summary
- [How Can We Help? What We Have Learned](#)  
What We Have Learned From Evaluations of Federal Dropout-Prevention Programs
- [Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis](#) 
Crisis Civil Rights Project at Harvard University
- [Locating the Dropout Crisis](#)  
Johns Hopkins University (June 2004) Which High Schools Produce the Nation's Dropouts? Where are They Located? Who Attends Them?

REPORTING DROPOUTS IN OREGON

- [The Oregon Dropout Reporting Manual \(updated 8/2009\)](#)  08/14/2009 (166.53 KB)
Guide for identifying and reporting dropouts on Oregon's Early Leavers report
- [National Public School Locator](#) 
for finding any school or district in the United States, and for tracking students that move out of state.



Transition Community Network



Teachers (sample)

Inclusion Resources for teachers include instructing student with High-incidence disabilities in the general education classroom, inclusion of students with low-incidence disabilities, and curriculum adaptations

OARs included are a list of the Oregon publications about special education policy and laws, and OARs new in June 2013 are also included

IEP resources include Transition IEP, Oregon Standard IEP, and understanding the transition IEP process

Directory of Services includes a list of contacts for VR and DD; it also includes links for SNAP, ARC, PCL, Oregon Health plan, and SSI

Effective Practices is organized by skill being taught

Oregon Department of Education special education information includes links to diploma options, essential skills, extended assessment, indicator 13, and staff lookup,

Helping your student plan for adult life through links to websites such as College planning, independent living connections, how to set goals, effective study strategies, planning for a job, getting a driver's license, job corps, military.com, job accommodation network, and many others



A new website www.tcntransition.org will open September 30, 2013