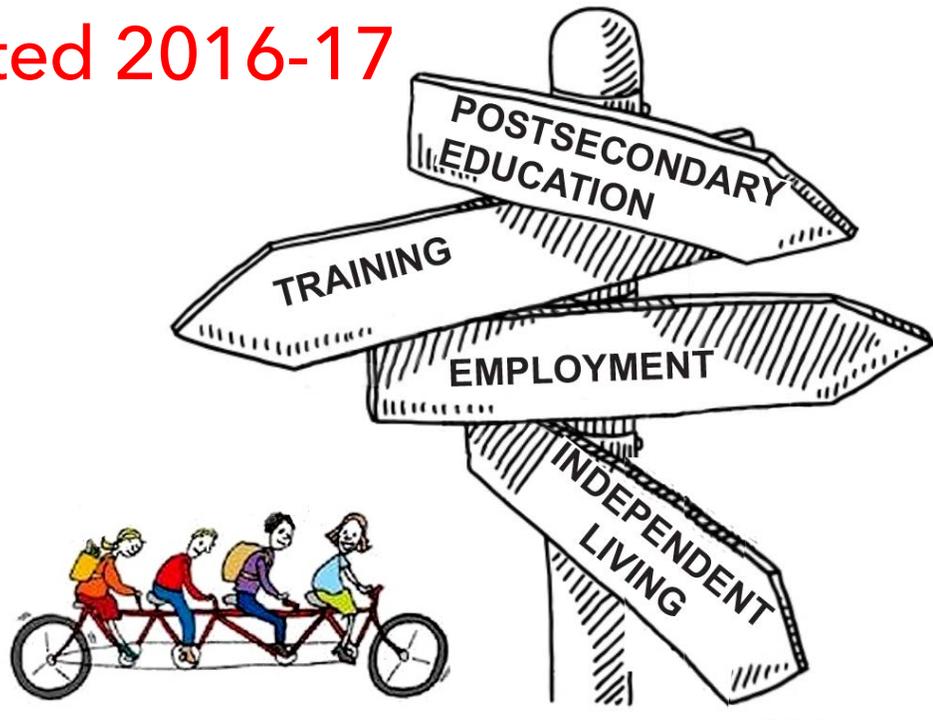


# Oregon's Transition Resource Handbook

Updated 2016-17



This document is intended to update a 2015-16 version of Oregon's Transition Resource Handbook.

**Please print all pages this document single sided.**

This will allow each page or set of pages to be inserted into the correct corresponding section.

Office of Learning, Student Services Unit  
Oregon Department of Education  
The Research Institute at Western Oregon University  
September, 2016



Handbook available to download at  
<http://www.ode.state.or.us/search/results/?id=266>



## What's **NEW** in 2016-2017

---

- **The Updated 2016-2017 Transition Handbook** contains updated contact information, minor corrections and adds some links to supplemental materials. The handbook is meant to be used in classrooms with parents and community partners, and ODE trainings. This handbook is designed to provide the basics around various transition topics to help educators when designing transition plans with students and their families as they navigate the transition pathway from school-based services into adult services. Download the full handbook or the additional materials on the ODE website <http://www.ode.state.or.us/search/results/?id=266> and the Transition Community Network website: [www.tcntransition.org](http://www.tcntransition.org).
- **The Transition Technical Assistance Network (TTAN)** is funded collaboratively through Oregon Department of Education and Vocational Rehabilitation. This unique network provides transition related resources and trainings to local school districts. Under the TTAN, the **Transition Network Facilitators (TNF)** are beginning their third year of providing training and technical assistance to school districts, vocational rehabilitation offices, and local Employment First groups around the state. A sample of training topics include: Guardianship, Transition IEPs, Adult Agency Coordination, and creating community work experiences for students. For more information and future trainings, contact your Transition Network Facilitator listed on page 37 or listed at the link below: [www.tcntransition.org](http://www.tcntransition.org)
- **Workforce Innovation and Opportunity Act (WIOA)** This act defines a much larger role for the Vocational Rehabilitation to play in partnership with schools to improve transition. WIOA defines and requires provision of Pre-Employment Transition Services (Pre-ETS). These services are job exploration counseling, work-based learning opportunities, counseling on post-secondary educational opportunities, workplace readiness training, and instruction in self-advocacy. State and local VR offices will work with schools and the local workforce development system to coordinate pre-employment services and activities for all transition-age students.
- **ODDS Employment Services for Transition Age Individuals** Transmittal by the Oregon Developmental Disabilities Service (APD-PT-15-011) is available. For guidance on what this means for educators, please see page 68 [www.dhs.state.or.us/policy/spd/transmit/pt/2015/pt15011.pdf](http://www.dhs.state.or.us/policy/spd/transmit/pt/2015/pt15011.pdf).
- **Transforming the Future with Post-School Data** trainings were held statewide last year. This training opportunity included incorporating Evidence Based Practices and Predictors of Post School Success into the transition services students receive in school. District accountability now requires using PSO data In the district consolidated plan for the Systems Performance Review and Improvement (SPR&I) based on the College and Career Ready data report on the PSO application. See page 11 for the updated statewide data chart for the four transition indicators. Training materials are available on the **Transition Community Network** website.
- During the past year, eight **Better Employment Success Together (BEST)** trainings were held around Oregon. These cross agency learning opportunities brought representatives from VR, ODE, and Developmental Disabilities agencies together to share materials and information on the collaborative process to help students and families navigate transition from school to adulthood.
- **New Legislation** Senate Bill 81 (2015) targeted tuition grants for students who graduated (or the equivalent) from an Oregon high school no more than six months prior to attending and pursuing a certificate or degree at one of Oregon's 17 community colleges. Students and families can find materials introducing the program and eligibility requirements including a short video, Frequently Asked Questions, an infographic, and more at: [www.OregonPromise.org](http://www.OregonPromise.org).
- **A Glossary Tool** for Families, Providers, and Multi-Agency Employment Teams has been developed. Terms that can have similar or diverse meanings depending on the agency represented are explained. It is a living document and will change as educators, case workers, counselors and families use it. [www.oregon.gov/dhs/spd/Documents/Cross%20Agency%20Employment%20Glossary%20Tool](http://www.oregon.gov/dhs/spd/Documents/Cross%20Agency%20Employment%20Glossary%20Tool).

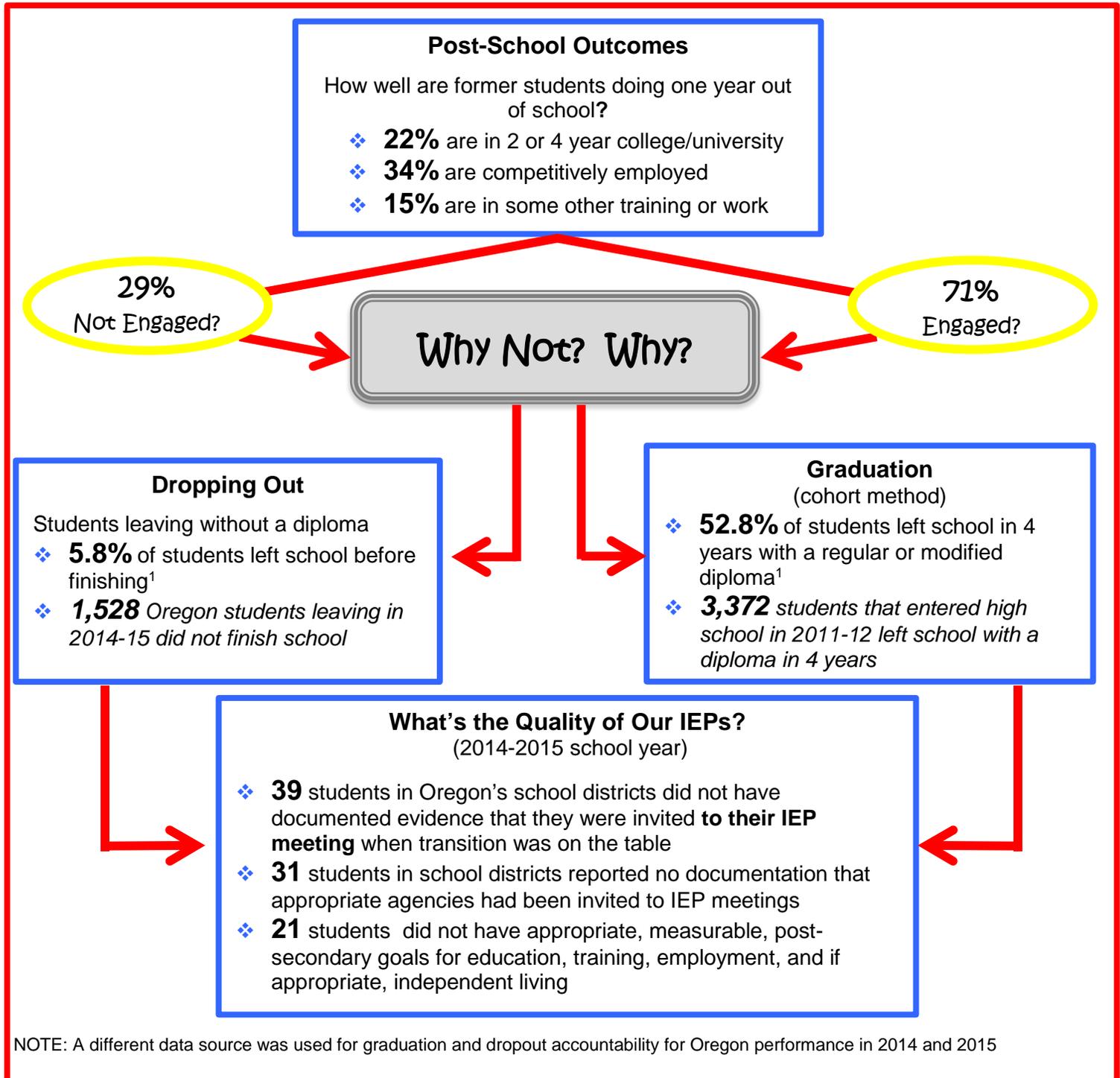
# EDUCATOR SECTION

State Performance Plan	9
<b>Updated:</b> Indicators	10
Predictors of Post-School Success	12
Evidence Based Practices that Support the Predictors of Post-School success	13
New IEP Transition Page	15
Student Participation in the IEP	16
Age Appropriate Assessments and Preferences, Interests, Needs and Strengths (PINS)	18
Transition Assessment and Goal Generator (TAGG)	20
Oregon’s Extended Assessment Decision-Making Guidance	21
Person Centered Planning Example	23
Appropriate & Measureable Post-Secondary Goals	24
Transition Services	26
Course of Study	28
<b>Updated:</b> Case Examples	30
Invite Representatives of Participating Agencies	34
Transition Technical Assistance Network	36
Annual Goals	40
Are Students Leaving with an SOP?	42
Post-School Outcomes & Other Indicators	43
<b>Updated:</b> Frequently Asked Questions 2016	46



## Updated: How Did Oregon Do On Transition Indicators

A look at Oregon's statewide results for students with disabilities shows room for improvement in preparing students for life after secondary school. A form that districts can use to record district or building results is available online as a district resource at [www.tcntransition.org](http://www.tcntransition.org).



## CASE EXAMPLES

In the Transition Resource Booklets for the past two years readers have been introduced to materials on three students, based on original information posted on the NSTTAC website (now NTACTION). Materials using the three students, **Allison**, **Alex**, and **Rolanda** include case study information and various examples showing how districts might develop Post-secondary Goals, Transition Services and Course of Study using Oregon requirements and forms.



**NEW** Expanded examples for **Allison** and three additional students can be accessed online at [www.tcntransition.org](http://www.tcntransition.org)



**Alex**, is a 7 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.

----- **NEW:** Expanded student transition plans -----



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



**Drew**, an 18 year old student identified as Deafblind who will attend a 4 yr university. He will access University Disability Services, Commission for the Blind, and Vocational Rehabilitation.



**Jason**, a 17 year old student with Traumatic Brain Injury who will access College Disability Services.



**Susie** is a 14 year old student who is Deafblind and Multi Disabled. She is working toward assisted work in the community.

The following three pages of Transition Planning summarize what might be on the IEP for each of these students in three areas:

- ✓ the post-secondary goals,
- ✓ transition services,
- ✓ the course of study

Check out the **NEW** expanded student transition plans for more detailed examples of:

- Case history information
- Transition Planning
- Age-appropriate transition assessments
- IEP discussion starters (planning, academic skills, and functional skills for IEP team to consider)
- Appropriate, measureable post-secondary goals for education, training, employment and independent living
- Summary of Performance to take with student on leaving school
- Person Centered Plan



The additional online resources are posted at ODE [www.ode.state.or.us/search/results/?id=266](http://www.ode.state.or.us/search/results/?id=266) and on TCN website [www.tcntransition.org](http://www.tcntransition.org)

## Transition Technical Assistance Network

This team is working to support the Governor's Executive Order (No.15-01) to further improve Oregon's systems of designing and delivering employment services for students with disabilities. Beginning in July 2015, the Transition Technical Assistance Network includes ODE's Secondary Transition Liaison, eight full-time Transition Network Facilitators, and one Regional Employment Coordinator and Trainer. The Transition Network Facilitator will work to support the collaborative efforts of Vocational Rehabilitation and Local Education Agencies in Oregon in the implementation of the Workforce Innovate Opportunity Act and the provision of Pre-Employment Transition Services (Pre-ETS). The network is in its second year of development.

The overall vision of the Transition Technical Assistance Network will support alliances that will shift the perception of society and raise expectations for individuals who experience disabilities so they can live full lives integrated in Oregon communities based on choice.

Some of the goals of the Transition Technical Assistance Network for the 2015-2016 year will include:

- ◆ Offer technical assistance to educators for students with disabilities who are of transition age.
- ◆ Develop strategies for successful team facilitation and planning.
- ◆ Continue to develop relationships with community partners such as Vocational Rehabilitation, Developmental Disabilities Service, County Mental Health, family advocacy programs, etc.
- ◆ Implement training and professional development for regional partners on policy and systems change.
- ◆ Provide support to districts in understanding Pre-Employment Transition Services (Pre-ETS).

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

### Overview Educator Institute Training Round I and II

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

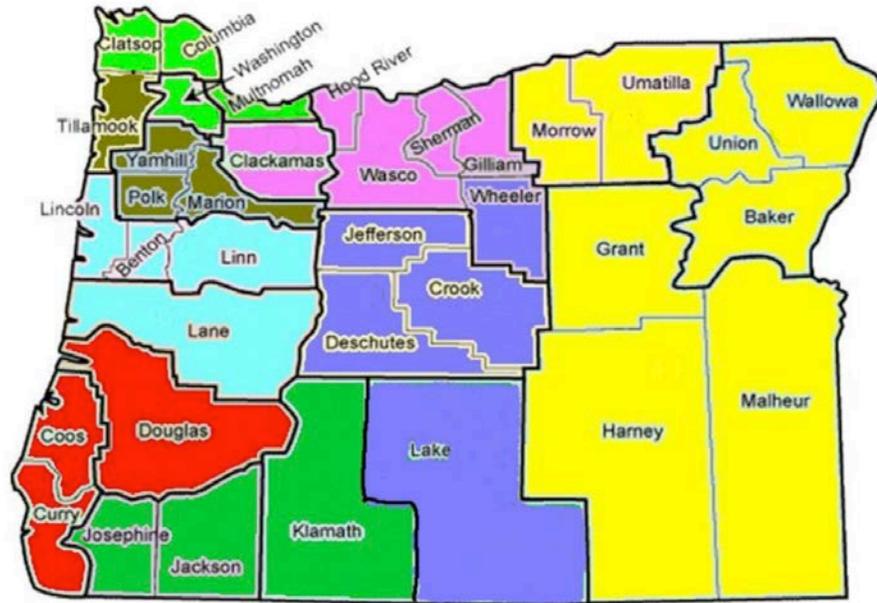


### What's next?

- The next round of Educator Institute on Networking and Transition trainings will be customized by the TNFs for each region. For training development opportunities, please contact your region's Transition Network Facilitator.
- Transition Curriculum & Assessment Toolkits are available to view, please contact your region's Transition Network Facilitator.

# Who's Who

## ODE Transition Network Facilitators



<b>Region 1</b> (Portland, Washington, Clatsop, Columbia)			
Elizabeth (Lizzie) Juaniza (Portland, Washington)	ejuaniza@mesd.k12.or.us	503-257-1657	
<b>Regional Employment Coordinator and Trainer</b>			
Robbie Spencer (Clatsop, Columbia)	rspencer@mesd.k12.or.us	503-257-1727	
<b>Region 2</b> (Tillamook, Yamhill, Polk, Marion)			
Eivind-Erik Sorensen	eivind.sorensen@wesd.org	503-474-6915	
<b>Region 3</b> (Lane, Lincoln, Linn, Benton)			
Vikki Mahaffy	vikki.mahaffy@lblesd.k12.or.us	541-812-2737	
<b>Region 4</b> (Douglas, Coos, Curry)			
Darci Shivers	darci.shivers@douglesd.k12.or.us	541-440-4777 e.6601	
<b>Region 5</b> (Josephine, Jackson, Klamath)			
Cindy Cameron	cindy_cameron@soesd.k12.or.us	541-245-3508	
<b>Region 6</b> (Clackamas, Wasco, Hood River, Sherman, Gilliam)			
Kriss Rita	krita@clackesd.k12.or.us	503-675-4163	
<b>Region 7</b> (Jefferson, Deschutes, Crook, Wheeler, Lake)			
Marguerite Blackmore	marguerite.blackmore@hdesd.org	541-693-5717	
<b>Region 8</b> (Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur)			
Lon Thornburg	lon.thornburg@imesd.k12.or.us	541-966-3162	
<b>General Questions</b>			
Heather Lindsey	heather.lindsey@state.or.us	503 947-5791	

**27. When is a student considered to be “first enrolled in the 9<sup>th</sup> grade”?**

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

**ELIGIBILITY**

**28. 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.*

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

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

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*) 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.

**30. 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.

**31. What are the definitions in the (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.

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

**32. Examples of an instructional barrier and significant learning barrier**

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

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

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

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

No. Failure to meet the requirements for a regular high school diploma does not automatically make the student eligible for the MD. Students must meet the full set of eligibility criteria in order to receive the MD, including having a documented history of the inability to maintain grade level achievement

due to significant learning and instructional barriers, or a documented history of a medical condition that creates a barrier to achievement.

**34. What is a modified curriculum?**

The level of modification is determined by the school district. Modifications are made to assist students in meeting academic standards. For one student, it may mean algebra with modifications that would allow the student to meet part of the algebra standards. For another student, it may mean completing all the requirements for a consumer math course or completing a basic math course on the 6<sup>th</sup> 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**

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

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

**36. 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.

**37. 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).

**38. What are the graduation requirements for students receiving the ED?**

Students are required to earn 12 credits, which may not include more than six credits earned in a self-contained special education classroom (as described in OAR 581-022-1133).

<sup>3</sup> Students shall have access to literacy instruction until the completion of school.

<sup>4</sup> **Social Sciences** may include history, civics, geography and economics (including personal finance).

<sup>5</sup> Second Languages/The Arts/Career and Technical Education (CTE) units may be earned in any one or a combination of courses.

<sup>6</sup> 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.

# COMMUNITY PARTNERSHIP SECTION

Collaboration Requires Communication	59
Vocational Rehabilitation	60
Pre-Employment Transition Services (Pre-ETS)	62
Crosswalk Between ACCESS and Pre-ETS Skills	63
Oregon Youth Transition Program (YTP)	65
Employment First	66
ODDS Employment Specialists	67
ODE Letter on Transmittal APD-PT-15-011	68
Disability Rights Oregon	69
Plan for Work -- Question and Answer	70
Planning My Way to Work	75
National Consortium on Deaf-Blindness	76
Foster Care	78
Traumatic Brain Injury	80



# VOCATIONAL REHABILITATION

## Workforce Innovation and Opportunity Act

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers, including youth and students, access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

Oregon’s Workforce Programs, schools and Vocational Rehabilitation are working together to build stronger partnerships and collaboration.

WIOA promotes alignment of workforce development programs with regional economic development strategies to meet the needs of local and regional employers and together these partners are committed to developing career pathways and training opportunities for students.

## VR-IDD Counselors:

VR-IDD Counselors have expertise and interest in serving VR participants with Intellectual and/or Developmental Disabilities toward successful supported employment outcomes. Most of their time is spent managing a caseload of individuals with IDD and coordinating with brokerages, schools, county DD and other Employment First Partners on behalf of each VR participant. While their goals develop locally and regionally, generally they will: participate on Employment First Teams; make conference presentations across agencies; outreach to community partners; collaborate with ODE TNFs and ODDS Employment Specialists; share their expertise with other VR staff; and work on special projects.



## Who’s New

### VR-IDD Staff

Karen Burch	Washington County office	(503) 277-2513	karen.b.burch@state.or.us
Susanne Snyder	Springfield office	(541) 736-7813	susanne.a.snyder@dhsosha.state.or.us
Mark Foster	Central & North Portland Offices	(503) 774-1174	mark.j.foster@state.or.us
Derek Hill	Clackamas Office	(971) 673-6130	derek.r.hill@state.or.us
Alan Roberts	North Salem Office	(971) 673-6130	alan.d.roberts@state.or.us
Doreen Earl	East Portland Office	(971) 673-5858	doreen.earl@state.or.us
Cortney Gibson	Bend Office	(541) 388-6336	cortney.gibson@state.or.us
Jaime Ketchum	Roseburg Office	(541) 464-2115	jaime.l.ketchum@state.or.us
Bob Stevens	Bend	(541) 388-6336	bob.stevens@state.or.us
(VRC IDD Specialist)			

For more information, you can contact these VR Administrators:

- Ann Balzell (503) 945-6975 ann.balzell@state.or.us
- Robert Costello (971) 673-3055 robert.costello@state.or.us
- Joe Miller (503) 945-6375 joseph.w.miller@state.or.us

## PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS)

WIOA creates the expectation that VR, in collaboration with local educational agencies (LEAs or Districts), shall provide, or arrange for, the provision of pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for VR services.

The five Pre-ETS are as follows:

- 1 Job exploration counseling;
- 2 Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that are provided in an integrated environment to the maximum extent possible;
- 3 Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education;
- 4 Workplace readiness training to develop social skills and independent living; and
- 5 Instruction in self-advocacy, which may include peer mentoring.

ODE and VR are working collectively to develop trainings, technical assistance, and materials to help districts and VR meet this new expectation. Contact your local Transition Network Facilitator or VR Branch Office to find out more information about the resources that are available.

One example of a resource is the **ACCESS Curriculum** that is free and available online here: <http://projectaccess.uoregon.edu/>

### Project ACCESS

Approximately 1 in 10 adolescents have a disability and many of these youth experience unemployment following high school. The purpose of Project Access is to establish, implement, and evaluate a multi-level interagency transition model in the state of Oregon. The overall goal of the project is to improve and extend transition services to a greater number of students with disabilities through a model program that brings Vocational Rehabilitation Counselors (VRC's) into high school settings.

These VRC's collaborate with special education teachers in the planning and delivery of transition services. VRC's take applications for VR services from students with disabilities and begin to develop employment plans with them at an early age. This school-based model is also designed to provide educators and parents with additional resources to assist them in improving the long-term employment outcomes of youth.



**On the following pages you will find examples of documents available that document the crosswalk between ACCESS lessons and the Pre-ETS.**

## Crosswalk between ACCESS and Pre-ETS Skills (Example)

The Access Curriculum is a free website resource. There are 287 lessons represented in the curriculum. The Crosswalk provides a method to share which lessons are aligned with the Pre-ETS skills. An “A” on the lesson means the lesson primarily teaches Pre-ETS as indicated. The “B” represents another area covered by the lesson as secondary Pre-ETS skill. All of the Pre-ETS skills are represented by individual lessons. The Crosswalk can be used to help teachers select lessons based on the Pre-ETS Skills being taught. For example the first lesson, The Personal Journal, is primary for Instruction in self-advocacy and secondary for counseling.

1. Job Exploration
2. Work-based learning experiences
3. Counseling
4. Workplace readiness
5. Instruction in self-advocacy

Unit	Number of lessons	1	2	3	4	5
Self-Awareness	40	25	3	10	22	20
Social Skills	47	14	16	2	39	22
Self Advocacy	22	0	1	0	21	10
Cognitive Skills	42	6	1	0	15	20
Academic Skills	46	5	17	14	6	4
Career Options	36	16	15	1	4	0
Essays	38	2	2	4	15	15
Activities	16	3	3	2	4	4
Totals	287					



[www.ytporegon.org](http://www.ytporegon.org)

Property of the Youth Transition Program

## Crosswalk between ACCESS and Pre-ETS Skills (Example)

This curriculum is very flexible relying on how you interpret the Pre-ETS. The curriculum has value as a stand alone. The more you use it, the more you will learn which lessons pertain to which skill sets.

1. Job Exploration
2. Work-based learning experiences
3. Counseling
4. Workplace readiness
5. Instruction in self-advocacy

<b>Self-Awareness Lesson Plans--My Values Unit</b>	1	2	3	4	5
The Personal Journal			B		A
Who Am I? Let's Take an Inventory				A	B
Values Shuffle				A	B
Likes and Dislikes Warm-up Game	A			B	
Self-Assessment: Likes & Dislikes Inventory	A				B
Values Clarification Exercise	B		A		

<b>Self-Awareness Lesson Plans --Self-Assessment Unit</b>	1	2	3	4	5
Values Clarification Exercise				A	B
Self-Assessment: Likes & Dislikes Inventory	B			A	
Self Esteem Test	A				B
Essay – Being Content With Myself				A	B
Essay – Never Stop Believing			B		A
Essay – Re-inventing Oneself			B		A

<b>Self-Awareness Lesson Plans –Learning Styles Unit</b>	1	2	3	4	5
Learning Styles Teacher Resource	B			A	
What's Your Learning Style?	B		A		
Learning Style Assessment - 70	A		B		
Learning Style Assessment - 30	A		B		

<b>Self-Awareness Lesson Plans –Hopes and Dreams</b>	1	2	3	4	5
Positive Quotes	A			B	
Essay- Follow Your Dreams	A		B		
Essay- A Grown Up Barbie			B		A
Essay- My Accomplishments			A		B

## ODDS EMPLOYMENT SPECIALISTS

OREGON DEPARTMENT OF HUMAN SERVICES

Services for Children with Intellectual or Developmental Disabilities

OREGON DEPARTMENT OF HUMAN SERVICES

Choosing Developmental Disability Services for Children and Adults

Find your local office  
[http://www.oregon.gov/dhs/DD/Pages/county\\_programs.aspx](http://www.oregon.gov/dhs/DD/Pages/county_programs.aspx)

DHS | Safety, health and independence for all Oregonians

There are five Regional ODDS Employment Specialists located throughout the state of Oregon. The role of the ODDS Regional Employment Specialists is to work with individuals and their families, Community Developmental Disabilities Programs (CDDPs), Brokerages, Provider Organizations, Vocational Rehabilitation, the Oregon Department of Education (ODE) and other community stakeholders to help move the Employment First initiative and Executive Order 15-01 forward.

The Employment Specialists work closely with the Transition Network Facilitators (TNFs) through Department of Education and the VR I/DD Counselors through Vocational Rehabilitation. The Employment Specialists provide technical assistance and training, establish working relationships with local partners, assist CDDPs and Brokerages to develop effective partnerships with ODE, VR and Provider Organizations, gather information about what is working and not working in the field to inform policy, coordinate communication and most importantly, work as a partner in local communities around employment.

## Who's New

### ODDS Employment Specialists

Nate Deeks	Portland/NorthWest Oregon	nathan.a.deeks@state.or.us	503-510-3323
Brad Collins	Eugene/Central Oregon	bradley.c.collins@state.or.us	503-602-2115
Theresa Knowles	Eastern Oregon	theresa.m.knowles@state.or.us	541-214-9063
Erica Drake	Bend/Central Oregon	erica.drake@state.or.us	541-232-8754
Melanie Hartwig	Roseburg/Southern Oregon	melanie.l.hartwig@state.or.us	

**Questions contact:** Acacia McGuire Anderson

[acacia.mcguireanderson@state.or.us](mailto:acacia.mcguireanderson@state.or.us)

## TBI TEAM

### Center on Brain Injury Research & Training

The Oregon Traumatic Brain Injury Educational Consulting Team is a multidisciplinary group trained in pediatric brain injury, funded through Oregon Department of Education's regional programs for low-incidence disabilities.

#### The TBI Team offers follow-up coaching using best practices in:

- ❖ Assisting with school re-entry after injury.
- ❖ Attending meetings.
- ❖ Guiding teachers on classroom techniques.
- ❖ Helping students prepare for transition.

#### Oregon TBI members also provide support & capacity building for schools in a variety of areas such as:

- ❖ The effects of TBI on school performance.
- ❖ Eligibility for educational support services.
- ❖ Social adjustment.
- ❖ Behavioral management.
- ❖ Educational accommodations.
- ❖ Instructional strategies.
- ❖ Transition planning, such as moving to a new school or readiness for life after high school.

### CONTACT

[www.cbirt.org](http://www.cbirt.org)  
 Melissa McCart  
[mccart@uoregon.edu](mailto:mccart@uoregon.edu)  
 541-346-0597

### TBI TEAM REGIONAL CONTACT INFORMATION

Region	Liaison	Liaison email	Liaison phone
1	Kari Baybado	<a href="mailto:Kari.baybado@imesd.k12.or.us">Kari.baybado@imesd.k12.or.us</a>	541-966-3277
2	Sue Hayes	<a href="mailto:sue.hayes@hdesd.org">sue.hayes@hdesd.org</a>	541-693-5712
3	Evelyn Henderson	<a href="mailto:evelyn_henderson@soesd.k12.or.us">evelyn_henderson@soesd.k12.or.us</a>	541-776-8551
4N	Vicki Jones	<a href="mailto:Vickie.jones@lblesd.k12.or.us">Vickie.jones@lblesd.k12.or.us</a>	541-812-2715
4S	Amanda Ford	<a href="mailto:aford@coquille.k12.or.us">aford@coquille.k12.or.us</a>	541-396-2914
5	Robin Simmons	<a href="mailto:Robin.simmons@wesd.org">Robin.simmons@wesd.org</a>	503-385-4666
6	Karen Menne	<a href="mailto:kmenne@pps.net">kmenne@pps.net</a>	503-916-5570
7	Wendy Friedman	<a href="mailto:friedman@4j.lane.edu">friedman@4j.lane.edu</a>	541-852-2716
8	Cathy Jensen	<a href="mailto:cjensen@nwresd.k12.or.us">cjensen@nwresd.k12.or.us</a>	503-614-1335

#### Oregon Department of Education

Lisa Darnold

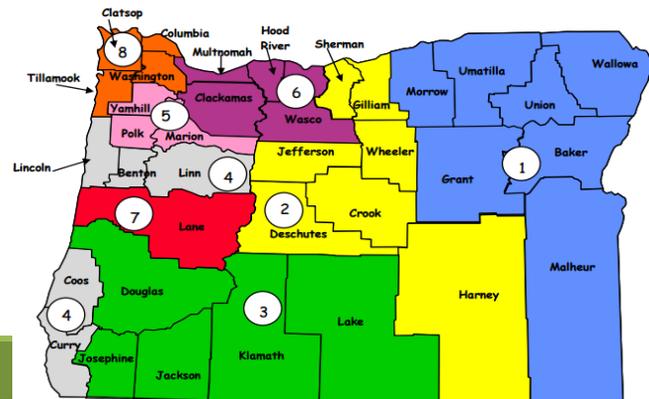
[lisa.darnold@state.or.us](mailto:lisa.darnold@state.or.us)

503-947-5786

[cbirt.org](http://cbirt.org)



<http://cbirt.org/resources/educators/>



# Acronyms

<b>504</b>	Requires a school district to provide a “free appropriate public education” (FAPE) to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.
<b>AA</b>	Authentic Assessment for children who are deaf-blind
<b>ACT</b>	American College Testing or Oregon Advisory Committee on Transition
<b>ADA</b>	American with Disabilities Act
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ANA</b>	Adult Needs Assessment
<b>AT</b>	Assistive Technology
<b>BASIS</b>	Basic Adult Skills Inventory System
<b>CA</b>	Career Awareness
<b>CAI</b>	Computer-Assisted Instruction
<b>CBI</b>	Computer-Based Instruction
<b>CBWA</b>	Community Based Work Activity
<b>CDDP</b>	Community Developmental Disability Program
<b>CDP</b>	Career Development Plan
<b>CE</b>	Community Experiences
<b>CE</b>	Customized Employment
<b>CEI</b>	Computer-Enriched Instruction
<b>CFR</b>	Code of Federal Regulations
<b>CIS</b>	Oregon Career Information System
<b>CMI</b>	Computer-Managed Instruction
<b>CNA</b>	Child Needs Assessment
<b>CAP</b>	Client Assistance Program
<b>CTE</b>	Career and Technical Education
<b>DD</b>	Developmental Disability
<b>DHS</b>	Department of Human Services
<b>DOE</b>	Department of Education
<b>EBP</b>	Evidenced Based Practices
<b>ED</b>	Emotionally Disturbed
<b>Employment First</b>	A framework for systems change that is centered on the premise that <b>all</b> citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life.
<b>ESSA</b>	Every Student Succeeds Act
<b>FACT</b>	Families and Communities Together
<b>FAPE</b>	Free Appropriate Public Education
<b>GED</b>	General Educational Development (high school-equivalency credential)
<b>ID</b>	Intellectual Disability
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Program
<b>IGA</b>	Intergovernmental Agreement
<b>ILS</b>	Integrated Learning System
<b>IPE</b>	Individualized Plan for Employment
<b>ISP</b>	Individual Support Plan
<b>LEA</b>	Local Education Agency (usually the local school district)
<b>LRE</b>	Least Restrictive Environment

<b>MAP</b>	Measures of Academic Progress
<b>MAPS</b>	Measures of Academic Progress Scores
<b>MOU</b>	Memorandum of Understanding
<b>NCLB</b>	No Child Left Behind
<b>NDBEDP</b>	National Deaf-Blind Equipment Distribution Program
<b>NPSO</b>	National Post-School Outcomes Center
<b>NTACT</b>	National Technical Assistance Center on Transition
<b>OAR</b>	Oregon Administrative Rules
<b>OAVSNP</b>	Oregon Association of Vocational Special Needs Personnel
<b>OCB</b>	Oregon Commission for the Blind
<b>ODDS</b>	Oregon Developmental Disability Services
<b>ODE</b>	Oregon Department of Education
<b>ODEP</b>	Office of Disability Employment Policy
<b>OSEP</b>	Office of Special Education Programs
<b>OSERS</b>	Office of Special Education and Rehabilitative Services
<b>OVRS</b>	Oregon Vocational Rehabilitation Services
<b>PA</b>	Personal Agent
<b>PATH</b>	Planning Alternative Tomorrows with Hope
<b>Pre-ETS</b>	Pre-Employment Transition Services
<b>PCP</b>	Person Centered Planning
<b>PE</b>	Physical Education
<b>PINS</b>	Preferences, Interests, Needs, and Strengths
<b>PSGs</b>	Post-Secondary Goals
<b>PSO</b>	Post School Outcomes
<b>PSW</b>	Personal Support Worker
<b>PTI</b>	Parent Training and Information Center
<b>SAS</b>	Self-Advocacy Strategy
<b>SC</b>	Service Coordinators
<b>SD IEP</b>	Self-directed Individualized Education Program
<b>SIS</b>	Support Intensity Scale
<b>SMART goals</b>	Specific, Measurable, Attainable, Relevant, Time-Specific
<b>SNAP</b>	Support Needs Assessment Profile
<b>SOP</b>	Summary of Academic Achievement and Functional Performance
<b>SSA</b>	Social Security Administration
<b>SSDI</b>	Social Security for Disability Insurance
<b>SSDAC</b>	Social Security for Disabled Adult Child
<b>SSP</b>	Support Service Providers
<b>SSI</b>	Supplemental Security Income
<b>TAGG</b>	Transition Assessment and Goal Generator
<b>TAP</b>	Technical Assistance Provider
<b>TBI</b>	Traumatic Brain Injury
<b>TCN</b>	Transition Community Network
<b>TNF</b>	Transition Network Facilitator
<b>TPA</b>	Third Party Administrator
<b>TTAN</b>	Transition Technical Assistance Network
<b>TVA</b>	Targeted Vocational Assessment
<b>VR</b>	Vocational Rehabilitation
<b>VRC</b>	Vocational Rehabilitation Counselors
<b>WIOA</b>	Workforce Innovation and Opportunity Act
<b>YMCA</b>	Young Men's Christian Association
<b>YTP</b>	Youth Transition Program