

## GROWING EXPECTATIONS

Nationally and locally, the educational system is focusing on college and career readiness—**transition for all, including students with disabilities**. This validates the need for all students to have a plan for their future as they leave school. Earning a living wage requires acquisition skills that lead to post-secondary training and integrated employment.

By 2025, Oregon's 40-40-20 goal aims for 40 percent of Oregonians to have a baccalaureate degree or higher, for 40 percent to have an associate's degree or certificate in a skilled occupation, and for the remaining 20 percent without a post-secondary credential to have at least a high school diploma or its equivalent credential. There are multiple pathways to careers: on-the-job-training provided by employers, on-line educational opportunities, the military, apprenticeships, occupational certification, and traditional degree programs that are offered through community colleges and four-year universities are some of these.

“Oregon's Employment First Initiative, one of the first in the country, was a catalyst for state agencies to work together in improving community job outcomes for people with intellectual and developmental disabilities. The goal of a new marketing campaign and website is to connect job-seekers with employers who need their skills, with the unifying message, **“I Work, We Succeed.”** (Federal letter to Governors, June 2015)

### Priorities for Improvement in Oregon

- ❖ Decreasing the 30% of former students who have not spent a term in a post-school education or training program or worked for 90 days in the year after leaving high school (measured in the Post-School Outcomes (PSO) data collection).
- ❖ Decreasing the 6% of students with disabilities who drop out before receiving a diploma.
- ❖ Increasing the 56% of students with disabilities who have completed school with a regular or modified diploma after five years in school.
- ❖ Increasing employment training and vocational experiences in school which will lead to better post-school outcomes. *A preliminary look at sample data from the **PSO Exit data** collection showed that three quarters of students who left during 2014-2015 were reported as having 1 or more community work experience while in school.*
- ❖ Using the 17 Predictors of post-school success in transition planning and service provision to improve outcomes.
- ❖ Increasing educators engagement with Employment First as an integral part of new community partnerships across the state.
- ❖ Increasing the use of the Transition Technical Assistance Network (TTAN), and the talents of the eight Transition Network Facilitators (TNF) who are now available full time throughout Oregon.