**Activities and Services Comprising YTP**

Mutual District and VR Objectives under this Agreement, the shared objectives of District and VR as follows are to:

1. Arrange for the provision of Foundation YTP activities for all students with disabilities, in need of such services, without regard to the type of disability. Application for VR services is not a requirement before the delivery of Foundation YTP activities. Additionally the delivery of Foundation YTP activities does not need to result in an application for VR services.
2. Provide individualized, enhanced, vocational transition activities and services to students with disabilities and at a minimum, this shall include provision of Core YTP Activities to the Core Student Base.
   1. District’s YTP activities shall include:
      1. Identification and referral of students with disabilities with an interest in employment to VR, including utilization of specialized transition documentation and portfolio development to facilitate referral and application with VR and I&R to other sources of vocational assistance.
      2. Utilization of Motivational Interviewing as a goal-oriented communication style to elicit personal motivation for development and change.
      3. IPE and IEP development with a focus on post-school goals and employment. This will include provision of activities and assistance designed with Person-Centered Planning principles to promote the pursuit of and success in post-secondary education, vocational education, competitive employment (including supported employment, when appropriate), continuing and adult education, independent living, or community integration.
      4. Instruction on vocational and related independent living, social skills, and self-advocacy.
      5. Career development activities, and exposure and connection to work based learning and paid employment.
      6. Information & Referral to other sources of vocational assistance, including Work Incentives Planning.
      7. Follow-up support for Participants one year after leaving District’s YTP program, which may include provision of post-YTP activities and services to former YTP participants in locating and accessing employment and employment-related supports necessary to maintain or continue pursuit of competitive employment.
   2. To enrich and enhance the learning experiences and access to employment related support to which the YTP student has access through special education and 504 programs.
   3. To facilitate the transition of students with disabilities from the receipt of educational services in school to the receipt, as needed, of vocational rehabilitation services from VR and other employment-related service providers.
   4. To facilitate the development and completion, as needed, of an Individualized Plan for Employment as early as possible during the transition planning process but no later than 90 days from the time that VR determines the Participant is eligible for vocational rehabilitation services. If VR is in an Order of Selection then the development of the IPE will be completed as soon as VR resources allow and in accordance with Order of Selection waitlist release procedures.
   5. To provide students with disabilities with I&R resources that will enable them to be successful in entering competitive employment, including supported employment.
   6. To promote a VR and District jointly funded YTP delivery system perpetuated into future biennia, in which the District is able to assist Participants to be successful in achieving their career training and employment goals.

**VR’s Services and Activities**

In partnering with District to implement YTP activities and services, VR will support District’s YTP in the following ways:

* 1. Work with the District to arrange for the provision of Foundation YTP activities for all students with disabilities, in need of such services, without regard to the type of disability.
  2. Provide needed training, technical assistance, oversight and direction through VR’s YTP Coordinator, who has overall responsibility for administering and overseeing YTP statewide, and the University of Oregon YTP Technical Assistance Team, with which VR has a separate agreement to assist local YTPs.
  3. Assign a Vocational Rehabilitation Counselor to:
     1. Serve and participate on District’s Local YTP Team.
     2. Assist in the screening and selecting of students who will participate in District’s YTP and will be assisted by District’s Transition Specialist.
     3. Evaluate and determine eligibility of Participants for VR services.
     4. Assist District’s Transition Specialist and students in identifying and accessing I&R resources that may assist Participants in making informed career choices and successfully work towards their employment goals.
     5. Assist Participants, not subject to an Order of Selection waitlist, in developing and implementing IPEs.
     6. Provide or arrange for funding of necessary vocational rehabilitation client services that are not the responsibility of the District. After a Participant is no longer eligible for transition services under IDEA, continue IPE services as needed and as permitted under the Order of Selection under which VR is operating.
     7. Assist District in selecting and evaluating District’s Transition Specialist.

1. Support District through various activities, including:
   1. Arranging for the VRC assigned to District’s Local YTP Team to attend joint trainings.
   2. Making reasonable efforts to process Agreement fund draws within two weeks from receipt of District’s quarterly fiscal (expenditure) reports.
   3. Work with the District to arrange for the provision of PETS for all students with disabilities, in need of such services, without regard to the type of disability.

**District Activities**

District shall engage in or facilitate provision of the following activities in implementing its YTP. These activities shall be in addition to the transition services that District generally provides to students as part of its IDEA responsibilities.

* 1. Work with the local VR office to arrange for the provision of Foundation YTP activities for all students with disabilities, in need of such services, without regard to the type of disability.
  2. Establish qualifications and classification for a Transition Specialist and create a year-round Transition Specialist position, using the duties outlined in Section 8 below.
  3. Identify a manager at the District location where District’s YTP is carried out to assist District’s Transition Specialist in managing District’s YTP; and, to provide the Transition Specialist with supervision.
  4. Make reasonable efforts to include a VR representative in the hiring process when District hires Transition Specialists.
  5. Work with the local VR office to arrange for the provision of Foundation YTP services for all students with disabilities, in need of such services, without regard to the type of disability. And assist VR in tracking the Foundation YTP activities.
  6. Ensure coordination of Participant IEP and IPE activities (and in a manner consistent with VR’s Order of Selection).
  7. Ensure the Transition Specialist has the support of the Principal and Director of Special Education at the location where District’s YTP is carried out so that Participant goals may be achieved and District performance measures may be met.
  8. Utilize VR and other YTP data collection processes and systems to fulfill YTP reporting and data collection requirements, as outlined elsewhere in this Agreement.
  9. Allow the Transition Specialist to attend training jointly sponsored by ODE, VR, and the University of Oregon.
  10. Provide the required Matching Funds by the dates specified in EXHIBIT A, Part 3, Payment and Financial Reporting, Section 2.
  11. Provide the administrative support and oversight necessary to ensure that both the programmatic and fiscal elements of this Agreement are administered appropriately and in accordance Agreement requirements.
  12. Ensure that orientation of and information provided to new Transition Specialists clearly describes District’s YTP activities and Transition Specialist limitations under this Agreement.

**District Transition Specialist Duties**

In delivering District YTP activities and assisting Participants, the Transition Specialist’s duties shall include:

* 1. Work with the District and the local VR office to arrange for the provision of Foundation YTP activities for all students with disabilities, in need of such services, without regard to the type of disability.
  2. Identifying and referring students to VR; and, as necessary or as requested by VR, assisting VR in referring Participants to other employment related sources of assistance.
  3. For each Participant, gathering and providing school documentation of disability, and key informant information, and other relevant information that can be found in the Participant’s Summary of Performance and/or IEP to assist VR in determining the Participant’s eligibility for VR services and identifying the Participant’s vocational goals and supports.
  4. Assist Participants in application with VR to acquire transportation in order to keep appointments to assess their eligibility and determine their priority for services. Assist with transportation for non-waitlisted students in order to keep appointments to access IPE services.
  5. In addition, for Participants subject to a VR Order of Selection waitlist:
     1. Ensure that referrals are to non-VR funded resources.
     2. Ensure that individualized I&R is provided to non-VR funded resources.
  6. In addition, for non-waitlisted YTP Participants:
     1. Coordinate with VR and Participants for additional disability assessment or career exploration activities needed to develop a Participant’s IPE within 90 day of being found eligible for VR services.
     2. Identify transition and career-skill readiness deficits that need to be in Participants’ IPEs.
     3. Coordinate Participant IEP and IPE transition activities and services with VR.
     4. In collaboration with the VR, provide a variety of transition activities and services, such as: development of work experiences, job shadows, and career exploration activities; and develop paid employment consistent with the vocational goal of the student.
     5. Advocate for students to ensure that they have access to District training opportunities and resources needed to successfully transition from school-to-work or additional education and career training.
     6. Provide referral and access to individualized and group activities beyond the training or resources that are available to the general student body. Examples include job clubs, community-based work experiences, work skill development, job coaching, community mobility training, selection or enrollment in postsecondary training, arranging for long-term employment support, etc.
     7. Provide instruction in self-advocacy, which may include peer mentoring.
     8. Provide individualized job development for both work experience and career related employment.
     9. Take lead responsibility in assisting the student to ensure that the activities of the Individualized Plan for Employment are carried out.
     10. May take the lead with the student to develop the content of the Individualized Plan for Employment (including assisting the student in identification of vocational goals).
     11. Provide Follow-Up Activities for 12 months following Participant’s completion or termination of campus based secondary schooling activities, to ensure access to needed I&R resources required for success in post-secondary training or employment.
     12. Collect and report data to VR and the University of Oregon YTP Technical Assistance Team to document Participant progress toward completion of activities related to IEPs and Individualized Plans for Employment.
     13. Meet with VRCs as requested by VR to provide updated information on Participant progress and status of completion of secondary school, employment, or post-secondary education activities.
     14. Report to VR any changes in the status of a student that impact successful completion of the IEP or IPE or identification of appropriate Information & Referral resources.
  7. Attending training and meetings provided by the YTP T/A Team. Training includes training intended to further the understanding and use of evidence-based vocational rehabilitation practices, including the use of Motivational Interviewing methods.
  8. Utilizing resources and training available on the YTP website to support and further develop understanding of VR evidence-based practices.