

OFFICE OF LEARNING STUDENT SERVICES UNIT



Informational Updates

Sarah Drinkwater, Assistant Superintendent

Season's Greetings and Happy New Year from all of the Student Services Staff! We wish you the best as this year comes to a close.

This is the final newsletter of 2014, and I am looking forward to the opportunities and excitement of a new year. There is much helpful information within this update including: tax exemption information for parents of children with disabilities; two new federal guidance letters regarding serving students in juvenile justice settings; and effective communication requirements for students with hearing, vision or speech difficulties. In addition, we have included information on the new Oregon Standard IEP form. Please share this newsletter with all of your special education staff.

Peace to All,

Sarah

Fiscal & Data Collections Information

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2014-15 December Special Education Child Count is due December 19, 2014. The correction period for the collection will open January 22, 2015 and will close February 13, 2015.

Fiscal & Data Collections Updates

January 28, 2015 – The 2014 SECC Feedback Survey will be available for district staff to provide insight and offer suggestions for improvement regarding the data reporting processes for Special Education Child Count, June Exit and Child Find collections. The Special Education Data Unit (SEDC) will send a Listserv message to districts when the survey becomes available.

April 9, 2015 – The 2014 SECC Feedback Session will be held at Linn-Benton-Lincoln ESD in Albany, OR. This session will review the results of the 2014 SECC Feedback Survey, the 2014 December Special Education Child Count (SECC) collection as well as the 2014 June Exit collection and what's new for 2015. Special Education Data Collection (SEDC) staff will respond to questions from school districts and address input from the 2014 SECC Feedback Survey. When registration opens in early February, the Special Education Data Unit (SEDC) will send a Listserv message to districts with instructions.

April 30, 2015 – The Spring SECC WebEx/Webinar for June Special Education Exit, Special Education Child Find and Post School Outcomes will be held. Further information regarding the WebEx will be posted next spring on the ODE Video Training 2014-2015 page at: <https://district.ode.state.or.us/search/page/?id=236>.

The Coordinated Early Intervening Services (CEIS) correction period will occur in March, the open and close dates are dependent on the Actual Expenditure collection that is due December 29, 2014.

Questions:

trish.lutgen@state.or.us or at

503-947-5798

Questions: jackie.mckim@state.or.us or at 503-947-5629

OREGON

DEPARTMENT OF
EDUCATION

Staff Updates

Amanda Hiaasen is an Office Specialist 2 supporting Education Specialists in EI/ECSE and School Health/Sexual Health Specialist. She grew up in the Willamette Valley and completed the Animal Science program at Oregon State University. Her previous job was through a contractor at Hewlett Packard overseeing a lab and coordinating experiments for engineers. Amanda loves the outdoors, running, and reading in her spare time.

Emily Hoffert is a new Office Specialist 2 in Student Services. She received her Associates degree at Chemeketa Community College and is currently enrolled at PSU to obtain a Bachelor's degree in Business Health and Administration. She recently worked in a school district and is looking forward to continuing to learn and grow in her new position. In her spare time Emily enjoys backpacking, cooking for family and friends, being outdoors with the best dogs in the world (Border Collie-mix and Husky-mix!), reading, and writing.

Ely Sanders has joined the Oregon Department of Education as the new Sexual Health/School Health Specialist. He comes with over 15 years of experience in sexual health, pregnancy prevention, and education, including 9 years as Director of Pathfinder Academy / Portland Public Schools. Ely is a graduate of Portland State's Hatfield School of Government Executive Masters of Public Administration program, and is excited to reach his longtime goal to work on youth health issues in the public sector. He is a longtime resident of Portland, living with his wife and 3 kids. Ely enjoys wood working, sailing, and everything outdoors.

2014 Tax Exemptions for Parents of Children with Disabilities

The Oregon Tax Code provides an additional tax exemption for parents of eligible children with disabilities in Oregon. The procedure for claiming an exemption for the 2014 tax year is explained in the Oregon Individual Income Tax Return and Instruction booklets.

Who qualifies for the exemption?

A child qualifies if he or she meets **all** of the following criteria:

- Qualifies as a dependent of the parent(s) for tax year 2014;
- Is eligible for early intervention services (birth to age 3), early childhood special education services (ages 3 to 5) or receives special education as defined by the State Board of Education of the state where the child attends school; and
- Is considered to have a disability as of December 31, 2014 under the federal Individuals with Disabilities Education Act (IDEA) and related Oregon laws.

Oregon Department of Revenue Online Instructions and Forms

For further information and assistance in completing Oregon tax forms, consult a tax professional or contact the Oregon Department of Revenue at 1-800-356-4222. Oregon income tax forms and publications are available at on the DOR website (www.oregon.gov/DOR). That process will allow you to claim the additional tax exemption for the 2014 year.

Questions: jeremy.wells@state.or.us or at 503-947-5782.

SPECIAL EDUCATION/GENERAL SUPERVISION/EI/ECSE

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NEW Oregon Standard IEP Form / Guidelines for Completion

3 The NEW Oregon Standard IEP must be used by all IEP teams beginning with the 2015-2016 school year for all IEPs (initial, annual, revisions, new students). ODE's expectation is that the new form will be used as meetings occur throughout the year. This does not mean that IEP teams must rewrite all IEPs by the beginning of the 2015-2016 school year, however, by the end of the 2015-2016 school year, all IEPs must have been completed using the new form located at <http://www.ode.state.or.us/search/page/?id=1163>.

- The New Oregon Standard IEP: Guidelines for Completion of the New IEP is currently under development. Our team is working as quickly as possible to incorporate appropriate legal references and suggestions from school district staff. As soon as the final draft of the document is completed, it will be sent out for further review and feedback from a group of stakeholders. Upon the completion of the guidelines, a formal update will be provided via the Special Education Directors Listserv.

Questions: laura.petschauer@state.or.us or at 503-947-5936

SPR&I 2014 Annual Training

Office of Learning, Student Services' staff would like to thank everyone for making this year's annual SPR&I regional trainings a huge success with 770 district and ESD staff in attendance. Also, we thank the 225 survey respondents with the positive feedback and suggestions for next years' training. Based on the feedback, expect to see more breakout sessions and more in-depth discussions in 2015! After the winter break, a survey will be sent out for additional input and ideas.

EI/ECSE Evaluations

Recently there have been many questions about EI/ECSE evaluations. The purpose of this article is to clarify the shared and distinct responsibilities of EI/ECSE programs and school districts in the referral/evaluation/eligibility process.

When Oregon developed its system of EI/ECSE services, school districts were given responsibility to conduct evaluations (ORS 343.157). While most school districts contract for these evaluations through their local EI/ECSE program, some districts have retained this responsibility. School districts considering whether to conduct their own EI/ECSE evaluations should keep several important points in mind:

- School districts and EI/ECSE programs share Child Find responsibilities.
- Most referrals for EI/ECSE evaluation are made to local EI/ECSE programs. A plan needs to be in place for intake procedures and smooth communication of referral information to the school district evaluation team.
- The evaluation process is a partnership between school districts and EI/ECSE programs. School districts are responsible for conducting EI/ECSE eligibility evaluations while the EI/ECSE programs are responsible for determining eligibility.
- Children ages 3-5 may be eligible for services due to significant development delays, or be eligible for service under the disability categories outlined in IDEA Part B. Evaluation teams must assess

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suspected areas of delay as well as any areas of suspected disability. Also, eligibility teams must also consider whether a child's delay or disability has an adverse educational or developmental impact.

- School districts are familiar with the 60 school day evaluation timeline, beginning with the date of signed parent consent for evaluation, for completing the eligibility determination of children ages 3 to 21. However, for children ages birth to three, the timeline is much tighter. Districts have 45 calendar days from the time of referral to conduct the evaluation, determine eligibility, and conduct an IFSP meeting.
- Due to the 45 calendar day timeline and required year round services, the referral/evaluation/eligibility process is a year-round responsibility.
- In addition to the 45-day timeline, EI (birth to 3) evaluations have other unique requirements, including:
 - Evaluator qualifications of children birth to 3 are much more specific than those for children ages 3 to 21. The EI evaluation team must be multidisciplinary, meaning two or more disciplines or professions must be represented. An evaluator is required to have a relevant license, professional credential, or authorization to represent a specific discipline or profession.
 - "Screening out" children ages birth to 3 is not permitted.
 - Evaluations of children ages birth to 3 must assess all areas of development, not just the suspected delay or disability.
- Most of the current Oregon evaluation partnerships are governed by MOUs or other interagency agreements which delineate each partner's specific responsibilities and describe how the two will work together to meet shared responsibilities. If you have any questions about these partnerships please contact your local EI/ECSE program or your ODE school age and/or EI/ECSE county contact.

Questions: bruce.sheppard@state.or.us or at 503-947-5612

IDEA COMPLIANCE AND DISTRICT RESOURCES

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Alternative IEP Form Update

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The form for the Alternative IEP is located at: <http://www.ode.state.or.us/search/page/?=1163>. Under Oregon Administrative Rule (OAR) 581-015-2215, all districts and ESDs in Oregon must use the Oregon Standard IEP form, unless they have been granted approval for use of an Alternate IEP form by ODE. Any district or ESD that received prior ODE approval for the use of an alternate IEP form must notify ODE if they intend to use the alternative IEP form during the 2015-2016 academic year. Please review due dates as completed request forms must be received by February 25, 2015.

Questions: jeremy.wells@state.or.us or at 503-947-5782

OSDAC

In January, the Oregon School Discipline Advisory Council (OSDAC) will be providing a webinar on HB 2192—the revised school discipline law. The webinar will contain information on the law's requirements, along with best practice information for districts in the area of school discipline. Date, time, and log-in information will be distributed once details have been finalized.

Questions: john.inglish@state.or.us or at 503-947-5797

Highlights from Recent IDEA State Complaints and Due Processes

Below are some of the recent state complaint investigations that may be of interest to you and your district. The ODE legal team has seen recent activity related to parent participation, transition planning, and IEP Content requirements for transition aged students. Please view our website for more information or other final orders at : <http://www.ode.state.or.us/search/page/?id=4053>.

14-054-033

This case alleged many factors related to IEP implementation. Some of those allegations include: failure to implement overheating protocol; failure to include transition goals; and an inadequate statement of placement. In addition, the complaint alleged failure to allow for parent participation. In this case, the Department only found a violation of the IDEA with respect to the transition allegation. The information related to the transition planning on two of the Student's IEPs was vague. Neither document lists the Student's interests or skills related to post-secondary goals for employment, training, or independent living. <http://www.ode.state.or.us/wma/services/disputeresolution/complaints/2014/14-054-033-north-bend-final-order.pdf>

14-054-029

This case alleged a District violated the IDEA when it did not consider all previous and current evaluations in order to determine whether or not the Student was eligible as a student with Autism Spectrum Disorder (ASD). There was also an allegation that the District refused to consider the Student's possible eligibility categories until Developmental Disabilities became involved. The complainant next alleged the District

IDEA COMPLIANCE AND DISTRICT RESOURCES

denied parent participation rights when it did not present pertinent eligibility information for discussion at a team meeting, and instead sent a letter to the Parents after the meeting, with the information. The complaint also had Least Restrictive Environment (LRE) allegations, allegations about IEP implementation, and a denial of FAPE allegation. The only allegation substantiated in this case was with respect to the parent participation. The team held two meetings to discuss eligibility; however, at the second meeting, District staff did not explain their disagreement with the teams' decision, and instead, sent a letter to the Parent after the meeting. Not providing such opinion denied the Parent the opportunity to dialogue with relevant team members and to ask questions related to the Student's educational needs. The Department found this also denied the Parent's ability to participate in the decision making process for student.

<http://www.ode.state.or.us/wma/services/disputeresolution/complaints/2014/14-054-029-no-santiam.pdf>

14-054-026

This complaint alleged violations of the IDEA related to IEP implementation, charter schools, confidentiality, and denial of FAPE. In this case, the Department found a charter school in the District told the Parent that certain IEP services related to speech language needs were not available in the charter school setting. As such, the IEP was not implemented at the beginning of the school year. The IEP team inappropriately changed the amount of service time for the student by telling the Parent after the IEP meeting that a math goal had been written for student, and the related service of communication was no longer needed in the charter school setting. Accordingly, the Department substantiated all allegations in this complaint, except for the confidentiality of records allegation.

<http://www.ode.state.or.us/wma/services/disputeresolution/complaints/2014/14-054-026-roque-river.pdf>

New Federal Guidance Related to Effective Communication Requirements for Students with Hearing, Vision, or Speech Disabilities

On November 12, 2014 the US Department of Justice and US Department of Education- Office of Civil Rights (OCR) and Office of Special Education Programs (OSEP) Issued Joint Guidance on meeting the communication needs of students with hearing, vision, and speech disabilities. This guidance is the federal response to the K.M. v. Tustin Unified School District case issued by the 9th Circuit in 2013. This guidance notes that a student's rights to communication requirements may differ under the IDEA and the ADA (Americans with Disabilities Act) and Section 504 of the Rehabilitation Act. Title II requires that districts provide students with communication needs, communication that is as effective as communication with others through the provision of auxiliary aids and services. It further states public schools should apply both an IDEA and ADA analysis to eligible students to ensure that effective communication needs are met for students with hearing, vision, or speech disabilities. Finally, the guidance states that while many times an IEP will meet the ADA's effective communication requirements, at other times in order to comply with Title II a school may have to provide a student with auxiliary aids or services that are not required under the IDEA. A full copy of the letter, and an FAQ form may be found at:

<http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFPbGluZ2lkPTlwMTQxMTEyLjM4MTEyMjJkxJm1lc3NhZ2VpZD1NREltUFJELUJVTC0yMDE0MTEyMi4zODExMTI5MSZkYXRhYmFzZWlkPTEwMDEmc2VyaWFsPTE3MTMwOTgyJmVtYWlsaWQ9cmFIYW5uLnJheUBvZGUuc3RhdGUub3ludXMmdXNlcmlkPXJhZWVubi5yYXIAb2RlLnN0YXRlM9yLnVzJmZsPSZleHRyYT1NdWx0aXZhcmlhdGVJZD0mJiY=&&100&&http://www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf>

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REGIONAL PROGRAMS/BEST PRACTICES

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Update on Proposed Changes to ASD Eligibility

This past year, the Oregon Commission on Autism Spectrum Disorder (OCASD) put forward recommendations for potential changes to the ASD definition and eligibility criteria, OARs 581-015-2000 and 581-015-2130. The proposal seeks to better align educational eligibility with medical criteria for services in an effort to relieve confusion for families receiving conflicting eligibility determinations. When the proposal was submitted to ODE for review, a work group was convened to begin “cross walking” the proposed OAR language with current OAR language, IDEA regulations, federal guidance, and DSM-V language. This work group consists of 13 members representing several regions and stakeholders around the state. Some members hold dual roles: ODE staff members (special education & general education); ASD specialists/consultants; A special education administrator; An OCASD member; A regional program director & A parent of a student with ASD.

At this time, the work group has three more scheduled meetings to continue the review work. At the conclusion of our work, the work group is expected to provide a recommendation to ODE from one of the following three possibilities: recommend to keep current OARs; recommend changes to the OARs as developed by the work group, or recommend changes to the OARs as written by OCASD

If the workgroup does make a recommendation for ANY proposed language changes to the 581-015-2000 and/or 581-015-2130 OARs, ODE will institute a process to receive input from all stakeholders prior to moving forward with any decision. Updated information will be provided when the work group has concluded its’ review of the OCASD proposed OARs.

Questions: lisa.darnold@state.or.us or at 503-947-5786

OrRTI Application Available

The Oregon Department of Education is pleased to announce that middle school level applications are now available on the ODE website. The Oregon Response to Intervention (OrRTI) project has supported districts across the state with the implementation of Multi-tiered Systems of Support in literacy that is evidenced-based and has a proven history of support. The project is in its 10th year and has provided training and technical assistance to build district capacity for the adoption and implementation of RTI systems in literacy to over 65 districts in Oregon. OrRTI is now funded, in part, by the legislature to advance the educational goals of this state as written in House Bill 3232.

Tigard-Tualatin School District, who has been ODE’s partner over the past nine years in this endeavor, was recently selected through an RFP process to continue to provide training and technical assistance to Oregon school districts. This year up to five school districts that have implemented RTI at the elementary level will be selected to participate in the first middle school level cohort. The technical assistance and support will include culturally responsive practices and fidelity to the process.

Questions: lisa.darnold@state.or.us or at 503-947-5786

Foster Care: New Resources Available

Student Services has recently created a new webpage on the ODE site with information on supporting students in foster care. Resources currently include FAQs on The Fostering Connections for Success Act of 2008 and the Uninterrupted Scholars Act of 2013, information specific to postsecondary/transition opportunities for students in foster care, and best interest and residency requirements. These documents are now available at <http://www.ode.state.or.us/search/page/?id=4214>.

Questions: melissa.glover@state.or.us or at 503-947-5811

EDUCATIONAL PROGRAMS, SECONDARY TRANSITION AND ASSESSMENT

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Juvenile Justice Setting Update

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On December 8, 2014, U.S. Attorney General Holder and Secretary Duncan released four “Dear Colleague” letters and resources regarding educational obligations in juvenile justice settings and residential facilities. The letters and resources can be accessed at the U.S. Department of Education [website](#). In addition, OAR 581-015-2605 requires school districts to have a local school board approved plan to provide educational services to youth in a local or regional correctional facility located within the school district. More information at: <http://www2.ed.gov/policy/gen/guid/correctional-education/index.html>

Questions: sam.ko@state.or.us or at 503-947-5745

Low-Incidence Scholarship Program Available!

The University of Oregon has just received a grant to support tuition to prepare students, who have an interest in teaching students with low-incidence disabilities. This two-year licensure and endorsement program will prepare pre-service or in-service teachers to work with students with low-incidence disabilities ages 3-21 in elementary and middle/high school. Application deadline is February 15, 2015. The following link has the application: <http://www.ode.state.or.us/search/page/?id=4298>.

Questions: Contact Valerie Mazzotti at vmazzott@uoregon.edu or at 541-346-3218

Transition Reminders

Now is a great time to start gathering contact information on the Exit Summaries and using the postcards.

- Provide Pre-Notification (In school, discuss the interview with students before they leave. Share what the district has learned from past students. Have the student address the postcard.)
- Have students identify who should call them during last IEP meeting (teacher, coach, etc.).
- Use PSO logo on all materials, and reminders.

Oregon’s resources for the Post School Outcomes collection can be found on the PSO 2.0 application on the ODE Resources TAB and on the Transition Community Network District Resource page: <http://tcntransition.org/resources/post-school-outcomes-materials/>

Questions: sally.simich@state.or.us or at 503-947-5639

Transition Assessment and Goal Generator

The new on-line **Transition Assessment and Goal Generator (TAGG)** is ready for use and can be obtained at <https://tagg.ou.edu/tagg/>. The TAGG is an appropriate transition assessment for secondary-aged students with mild to moderate disabilities who plan to become employed and/or enrolled in further education after high school graduation. The TAGG costs \$3 per set, which includes one TAGG-Professional, TAGG-Student, and TAGG-Family version. TAGG is a useful tool to facilitate transition planning and writing the transition sections of students’ IEPs.

Questions: tagg@ou.edu or at 1-405-325-8951

EDUCATIONAL PROGRAMS, SECONDARY TRANSITION AND ASSESSMENT

Smarter Balanced Field Test Information

Lessons Learned—Smarter Balanced Field Test is now available on our *Common Core State Standards—Assessment webpage*. This document provides an overview of the Smarter Balanced field test and feedback efforts, Oregon- and Consortium-specific insights collected across 13 member states, and recommended practices for preparing test administrators and students for the operational assessments. Schools and districts are encouraged to use this resource to learn & communicate about the new assessments as well as develop policies and procedures to better facilitate test administration.

Questions: brad.lenhardt@state.or.us or 503-947-5755

Smarter Balanced Assessment Training Modules

Training modules specifically related to accessibility supports that were developed by the Smarter Balanced Assessment Consortium to support states in implementing the 2013-14 Smarter Balanced field test and can be found at <http://www.ode.state.or.us/search/page/?id=3298>.

Questions: brad.lenhardt@state.or.us or 503-947-5755

Statewide Assessment Resource

For news, updates, and changes to the statewide assessments efforts, you are encouraged to subscribe to the ASSESSMENT & ACCOUNTABILITY UPDATE. To subscribe go to <http://listsmart.osl.state.or.us/mailman/listinfo/ayprcupdates>. You can also access this and past issues of the *Assessment & Accountability Update* at www.ode.state.or.us/go/assessmentupdate. Please pass this information along to teachers and test administrators who would benefit from this information.

Questions: brad.lenhardt@state.or.us or 503-947-5755

NEW 2014-15 Extended Assessment: Operational Field Test

ODE has partnered with Behavioral Research & Teaching (BRT) at the University of Oregon to develop a new Oregon Extended Assessment (ORExt). The substantive redesign will support measuring academic growth over time for students with significant cognitive disabilities (SWSCDs). The new ORExt will be implemented in spring 2015 and serve as the accountability assessment for calculation of participation and performance for Annual Measurable Objective determinations. For additional/more detailed information, please visit the [Assessment Development and Transitions](#) section of the Extended Assessment at: <http://www.ode.state.or.us/search/results/?id=178>.

Questions: brad.lenhardt@state.or.us or 503-947-5755

Extended Assessment Standard Setting OPPORTUNITY

We are looking to identify special education teachers (Elementary, Middle, and High School) to serve on our 2014-15 Extended Assessment Standard Setting Panel. This panel will set new cut scores and achievement levels for ELA, Mathematics, and Science on June 15-17, 2015, at the University of Oregon. There will be a small sub-grant issued to the school district to support those selected to participate. If you are interested in participating, please go to <https://www.surveymonkey.com/s/PT3QSSL> to complete and submit the information requested **by March 6, 2015**.

Questions: brad.lenhardt@state.or.us or at 503-947-5755

OAVSNP 2015

The 2015 OAVSNP theme is "Making Connections!"

Conference and meet new people doing great things!

February 20th to the 21st, 2015. Without theme, Making Connections!,

[illegible]**November 5-7, 2015 (Save This Date)**

921 SW 6th Ave Portland, OR 97204

Attend the 19th International DCDT Conference

John Elder Robison, Author *Look Me In the Eye, Be Different,*
and *Raising Cubby*

Practitioner Strategies

Research to Practice Emphasis



Questions: www.dcdt.org

EDUCATIONAL PROGRAMS, SECONDARY TRANSITION AND ASSESSMENT

Youth Transition Grant Funding Announcement

The Youth Transition Program (YTP) is a comprehensive, internationally recognized, transition program for youth with disabilities operated collaboratively by Oregon Vocational Rehabilitation (VR), the Oregon Department of Education, the University of Oregon and local school districts statewide in Oregon. Early in 2015 VR will open the procurement process for districts to apply for YTP funding.

- Specific grant information can be found at: <http://www.ytporegon.org/content/learn-about-how-apply-ytp-funding-2015-2017-biennium>. Interested parties can also sign up on this site for notifications about the grant and will receive notice when the application is available.

General YTP information:

Purpose: Prepare youth with disabilities for employment or career related post-secondary education or training.

Participants: Youth with disabilities who need additional support, beyond the services typically offered through the general or special education program, to achieve their secondary and post-secondary employment and continuing education goals.

Funding: Available July 1, 2015 - June 30, 2017. Grants to be awarded primarily support district Transition Specialist staff salaries and associated program costs.

Matching Funds Requirement: In order for VR to draw available federal funds for the Youth Transition Program, VR must receive cash matching funds from school districts. District matching funds must:

- Be from a non-federal source, and cannot be used as match for any other federal funds.
- Must be cash. "In-kind" district resources may not be applied towards the required match.
- Must equal one third (1/3) of the total grant budget.
- Use of Grant Funds: Grant funded services may not supplant any learning experiences or decision making opportunities to which the student would otherwise be entitled under the district's responsibility to provide a Free and Appropriate Public Education as specified in the federal Individuals with Disabilities Education Act (IDEA).

Questions: keith.ozols@state.or.us or at 503-945-5679

Educator Institute (Round TWO)

Watch for Registration to Open for Educator Institute on Networking and Transition 2.0 at <http://www.ode.state.or.us/search/page/?id=4250>.

Questions: heather.lindsey@state.or.us or at 503-947-5791

Access to the Post School Outcomes (PSO)

Interviewing former students to learn if they are in school or working one year after leaving services is an intense investment. The Post School Outcomes Data Application provides summary reports showing the outcomes for the district and building level for your students over the five years of results, including the most recent year of data.

District administrators are encouraged to grant access to caseworkers, teachers, YTP personnel, and others working with these students. Opening the access to this application broadens the base of individuals who can complete the interviews online, which aids completing the collection accurately and quickly. Unlike SPRI, the PSO application is designed to be useful to those working at the student level to improve transition services.

Questions: Pattie Johnson johnsop@wou.edu or at 503-838-8779

Sally Simich sally.simich@state.or.us or at 503-947-5639