

Hot Topic

Good Transition is More Than Just Magic – It's still the law!

“According to IDEA Section 300.29:

(a) Transition service means a coordinated set of activities for a student with a disability that (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (2) Is based on the individual



student's needs, taking into account the student's preferences and interests; and (3) Includes (i) Instruction; (ii) Related services; (iii) Community experiences; and (iv) The development of employment and other post-school adult living objectives.” IDEA 2004

Currently, most Oregon students with intellectual disabilities still continue to leave school without paid employment. Students who experience more [Continued on page 2](#)

Our Annual Meeting

When: October 5, 2017 from 3:00pm to 4:00pm at [Shangri La, 4080 Reed Road SE #150, Salem, OR 97305](#)

What else?

- A. [Systematic Instruction Training](#) from 12pm to 3pm for \$20 for members
- B. [Social Hour](#) from 4pm to 6pm at [Salem Ale Works](#), 2315 25th St SE, Salem, OR 97302

About Oregon APSE

Our mission is to promote equitable, integrated employment of people with disabilities that recognizes their contributions as community members.

We represent the Oregon chapter of the national Association of People Supporting EmploymentFirst. [APSE](#) is the only national organization with an exclusive focus on integrated employment and career advancement opportunities for individuals with disabilities.

As of August 2017, we have 134 members!

Join Oregon APSE

We look forward to joining with like-minded Oregonians! To become a member, click on the “Join” link or email:

oregonapse@gmail.com



Check out our new website

www.oregonapse.org

Hot Topic continued...

significant disability labels also experience less community work experience exposure and limited placement.

This in turn limits their options as potential workers once they leave school. If we see IDEA as a framework to achieve successful transition outcomes, we need to think about providing services in community settings and designing community work experiences that are based on individual interests and preferences for every student instead of groups being taken all together to one community site. This means each and every student regardless of disability should have access to their “own” individual placement and work experience. The use of WIOA pre-employment funds for discovery or facilitated person-centered employment could be used to determine best fit and interest. This could direct individual work experiences and begin to define supports needed for future jobs. The more significant the disability the earlier the student should begin this process as part of a school program rather than be excluded and limited to on campus experiences only.

Linkages to adult services and actual job search should also commence prior to leaving school with the idea that the job (paid, of course) be located sooner rather than after leaving school. Ideally, schools and local providers would collaborate on the search, using braided resources (WIOA, OVRs, ODE funding, etc.). If a school district is already utilizing state YTP funds, these programs should expand to include **ALL** students with intellectual disabilities rather than just serving some, as is currently the

practice in many school districts. Internships and training outside the school setting, located within existing businesses such as Project SEARCH could be facilitated within every community.

A stronger partnership that promotes supported employment needs to be in place for Oregon Department of Education (ODE), ODDS and OVRs, so we can realize the promise of successful transition under IDEA. The expectation that ALL students can and should work in community jobs across our state needs to be endorsed more openly by all three entities, and collaboration that leads to action. We can succeed in having ALL school Leavers with intellectual disabilities leave school already with a job!

For perspectives from other national experts on transition from school to work, see articles by:

- a. [Teresa Grossi and Faith Thomas](#), and
- b. [Vidya Munundar and Sarah Carlson](#).

Debra McLean, Oregon APSE Board

~

Stories inside The FOCUS

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A Cool Life

~The **Cool Life** column showcases stories that demonstrate individuals with disabilities successfully employed by community businesses. Have a story? Send an email to: oregonapse@gmail.com

Rachel Esteve is a role-model for transition students. At 24 years-old, she is active in her community, works a part-time job, and attends college at Portland State University (PSU). Rachel attended Llwellen Elementary School, Cleveland High School and the Portland Public School (PPS) Transition Program. During school, she learned independent living and job skills and how to ride Tri-met. Rachel recalls three work experiences that helped develop her work skills. She worked as a barista at the PPS headquarters, and then later in two jobs at Good Samaritan Hospital doing food preparation and clerical work. Upon leaving school, Rachel worked for a year at the Reed College cafeteria stocking, and bussing tables.

For the past year, Rachel has worked for the Northwest Down Syndrome Association. She is a New Parent Advocate and especially enjoys her job helping kids and their families learn about resources. She talks on the phone and does home visits. In addition, Rachel attends two classes at PSU as a participant in Think College! Although she still lives at home with her parents, she is in the process of thinking about moving out. In her leisure time, Rachel participates in the Disability Arts and Culture project, goes to the movies and out to eat with her boyfriend, shops at the mall, swims, and dances. Rachel also did an outstanding job of



Rachel Esteve
New Parent Advocate, NWDSA
(Photo: contributed by Rachel)

speaking at the 2017 APSE national conference for Students for APSE.

Thank you, Rachel for being such an inspiration to others!

Check out our new website
www.oregonapse.org

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Follow the discussion on the
[Oregon APSE Facebook page!](#)

The 2017 APSE National Conference

—A Smashing Success

Senator Gelser started us off with a keynote that had people standing in applause. Overheard in the hall, “I wish she would run for President!”. Oregon was well represented with self-advocates, family members, employment specialists, educators, training consultants, and State VR, ODE, and ODDS presenting several sessions. We also heard from two panels about what’s happening with Lane v. Brown and a look to the future.

Oregon
APSE
assisted
in



planning and implementing the highly successful **Employer engagement** track. There was a half day pre-conference session presented by

representatives of Kaiser Permanente Westside Medical Center (Hillsboro, OR) and Monterey Pacific, Inc. (Vineyards in Central California) discussing the importance of a diverse workforce and their direct experience hiring and retaining employees with disabilities.



Panelists discussed how having a workforce that includes workers with disabilities has improved their company’s bottom line and enriched the workforce environment.

A highlight was the ***Celebrate Employment For All*** Walk and Block party with over 200 people with signs walking through downtown Portland. **A BIG THANK YOU** to all the many volunteers!

Guess... Who is our Mystery Member?

One of the most enjoyable aspects of our Mystery Member’s job, is working with dedicated educators and community partners that are looking at every angle to empower and make employment a reality for young people. Conversations are moving beyond, what can be done for work experience, to how can students get jobs in the community? Transition is exciting because of the leap from school to adulthood! Originally from Chicago, s/he has been living on the West coast for 10 years. Missing home, s/he appreciates the great outdoors of Oregon. Spending time with family is what keeps our Mystery member grounded and inspired.



Can you guess who?
(Go to page 8 to reveal the Mystery Member’s identity.)

Check out Oregon APSE’s new website
www.oregonapse.org

Board Talk



Erin Cochrun-Weston

Erin is a member At Large on the Oregon APSE chapter Board of Directors, and is the Assistant Director of Employment Services at Albertina Kerr in Portland, Oregon. *She has been an APSE Board member for one year.*

Excitement about Transition...

Hello, I have been in the Supported Employment field for many years and have a true passion for this arena as I have seen so many times how employment changes the lives of those we support. As a new Board member, I am excited to work with and learn from the many seasoned professionals who also give their time, energy, and resources to move forward the mission of Oregon APSE.

When asked to speak about **Transition and School to Work**, many things came to my mind. One program that I am very proud of is Project SEARCH. Albertina Kerr was the first provider in the state of Oregon to implement this national internship model that leads to employment success for young adults. There are now six Project SEARCH programs in the state of Oregon, three of which are run by Albertina Kerr. Most of the interns with our Project SEARCH programs have recently graduated from High School transition programs. They come to Project SEARCH with work and/or volunteer experience they have gained in transition programs, but most of all they enter with a strong desire to work in a competitive job in their community. This is something that was not seen as much prior to the Workforce Innovation and Opportunity Act (WIOA) implementation in 2014. No longer are students exiting transition programs being told about [Continued on page 8](#)

Oregon APSE Governing Board

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Get Involved!

To volunteer for sponsored training events, Board sub-committees or to be considered for the Board of Directors, contact

oregonapse@gmail.com

Our elections for new Board members occurs after the Annual Meeting on October 5.

Please keep your information [up to date](#).

Newsletter Editors

Tara Asai, Paula Johnson, Debra McLean, Nicholas Von Pless, Dan Peccia and CJ Webb

Upcoming Events

Systematic Instruction

Training

Salem, Oregon

12pm to 3pm

October 5, 2017

[Click here for information](#)

Annual Meeting and social hour –Salem Oregon

The Oregon APSE Chapter Annual Meeting will be at Shangri-La and then, Salem Ale Works for the social hour.

Check our website

www.oregonapse.org

October 5, 2017

**3:00 to 4:00pm and
4:00pm to 6:00pm at
Salem Ale Works**

Ideas for FOCUS articles

If you have thoughts regarding any of these stories, or you want to contribute to: Hot Topic, Cool Life, Around the State, or Employment corner, please send them to: oregonapse@gmail.com with the Subject: FOCUS

Around the State

Innovation in Rural Oregon

Over two years ago, community leaders came together to brainstorm how to serve students in Oregon's smallest communities. Often, there are only one to two employers, and limited back-up for teachers to leave the school to support students in community work experiences. With that in mind, the Regional Job Club was launched.

Lon Thornburg, Transition Network Facilitator (TNF), collaborates with eight Employment First (EF) county teams to support school to work. Currently, there are three (3) job clubs: Union, Grant/Harney, and West Umatilla/Morrow counties. Educators recognized the importance of the Regional Job Club to provide students with opportunities to gain valuable employment skills and "to comply" with the Workforce Investment Opportunity Act (WIOA) Pre-employment Transition Services requirements. Schools financially supported transportation, supervision, and lunch for job club events. Students with disabilities, ages 15-21 years-old, from all school settings, chose events in their employment interest area directly tied to their Individual Education Plan (IEP).

One shining example is Grant County. Last year, collaborating with community partners, Grant County EF held three "themed events" for 40-50 students from John Day, Prairie City, Dayville, Monument, Long Creek, and Burns



(Harney County). With funding provided by the local Chamber of Commerce, the first event kicked off at the [Canyon City Community Center](#)

Around the State continued...

with the manager of Chester's Thriftway, discussing the importance of employment skills. For the second event, students explored services, and toured a water treatment plant, the forest service, a physical plant and the parks and recreation.



Touring Dairy Queen

Queen, Chester's Thriftway and a senior center, where they helped serve lunch and presented a short program. Through the Regional Job Club, students are inspired to work in their local communities, and employers are excited of potential future employees.

Congratulations to everyone who planned and participated in this great work!

Check out other Regional Job Club videos. <http://tnf8.blogspot.com/p/regional-job-club.html>

A *special thanks* for this article goes to Lon Thornburg, ODE Transition Network Facilitator and Robyn Miller, Special Education Director with John Day School District.



Upcoming Events

APSE Regional Institute

Atlanta, GA

November 2-3, 2017



APSE CESP™ Exam

[For Exam Application and upcoming Exam Opportunities](#)

Eugene, Oregon

Applications due by October 11, 2017

October 26, 2017 (1p-4p)

Northwest Conference by ORA

Eugene, OR

October 24-26, 2017



Board Talk wrap-up

sheltered work or sheltered programming, but instead they are encouraged and expected to seek competitive employment. We all have seen firsthand what having low expectations does to our youth, but now with the new regulations youth are given the tools and support needed to seek employment.

With WIOA, agencies are now partnering together to achieve these goals. The Oregon Department of Education, Health and Human Services, and Vocational Rehabilitation are all working with schools and provider agencies to provide the tools needed to meet the expectations. It is a very exciting time in the state of Oregon and I look forward to seeing how this legislation helps drive the state closer to our goal of Employment for all!

~

Oregon APSE Annual Meeting

After an amazing National Conference and a long, sunny summer, it's time to get back together and back to business with our [Oregon APSE Annual Meeting](#)!

We'll be gathering at Shangri-La in Salem for our meeting to discuss elec-

Follow the discussion on the [Oregon APSE Facebook page!](#)

Oregon APSE Annual Meeting

tions, updates, and news from around the state from 3-4pm on October 5th. First, a wonderful training in Systematic Instruction (a must for Job Developers and Coaches!), and finally we'll head down the street for a social gathering at Salem Ale Works at 4pm. We'll provide a drink and some hors d'oeuvres—[WE'LL SEE YOU THERE!!](#)

Meet Mystery APSE Member



Lizzie Juaniza-Saso

Transition Network
Facilitator (TNF) for the
Portland Metro area



Education, Transition, and Adult Services

By Julia Ansberry, Director of Trellis* and
Tami Socolofsky, Employment Manager of
Trellis

As we move into cooler weather and school bells ring, it is time to remind ourselves that school is a means to an end—to help prepare students for their future.

Transition teachers impart life skills to empower their students to move on to a more independent life. This lays the foundation for Employment Specialists to build upon when helping students find a job that matches their skills, interests and abilities.

Trellis is an organization that has been working for the past four years with adults, who experience disabilities, to find integrated employment. Employment Specialists with Trellis have been most successful in finding employment by providing Discovery Services. It is exciting to partner with transition aged youth (14-21) to help them move from school to work. By using the discovery process with transition students we are able to glean important information from the educators who know them best. This has been extremely important and what we find is different than working with non-students; we have a bigger support team.

The educators can help the Employment Specialist in identifying the students' strengths in a variety of areas along with

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Employment Specialist Corner

their learning styles. This helps them when looking at and testing skills. We can also gather information from the teacher on additional interests, environmental fit and learning styles. By sharing notes and updates with the Transition staff they can reinforce



Julia Ansberry and Tami Socolofsky
[Trellis website](#)

skills and behaviors at school. We have also suggested that the educators teach skills such as transportation, money handling, communication, self-advocacy, and time management. By identifying these during the school year and partnering with teachers we can ensure a more successful time in job development.

By partnering with the Transition Programs, Trellis has also been able to help educate families about [Continued on page 10](#)

Did you know?

As the 2017 Fall Employment First Data Report is not available, we have no new data. In lieu of this, we have identified specific information related to transition for future review based upon the Independent Reviewer's Lane v. Brown 2016 Court Report.

Settlement Agreement VI.5. Transition Youth Receiving Employment Services & IPE. The Report documents that the State has met its obligation through 2016.

Settlement Agreement Vi.6 The State will encourage and facilitate Oregon School Districts to Continue and Expand Models of Evidence-Based Transition Practices. The Independent Review visited a very small

Employment Corner continued

opportunities and services that are available to them. We have attended school sponsored parent nights so parents can hear from the perspective of the Employment Specialists.

We have learned that communicating between all parties involved aids the end result of long-term and successful employment!

~

*Trellis was established in 2010 by Julia Ansberry & is based in Oregon City, Oregon.



sample - 5 transition programs (4 of the 5 were YTP and include students with a wide range of disabilities). ODE will provide an annual summary report in the fall of 2017 listing transition programs by district and what ODE has done to encourage and expand evidence-based transition services.

Settlement Agreement IX – Transition Planning for Youth

Although the State has produced policies and guidance consistent with the Settlement Agreement, “based upon the Independent Reviewer’s preliminary discussions with impacted families, it is not clear that students and families understand transition services... and that the transition process shall include information about and provide opportunities to experience supported employment services in integrated employment settings... This area can be improved.”

Oregon APSE is interested in hearing about the Independent Reviewer’s additional site visits particularly those which are not YTP and how relying primarily on YTP student outcomes impacts the EF overall data, the ODE 2017 annual report on the implementation of evidence-based practices, and how families view transition planning for youth. This will be discussed in a future issue of **The FOCUS**.

~

Annual Meeting
October 5, 2017
Go to oregonapse.org for more information. Please “[register](#)” even if only coming to [Annual Meeting](#).