



Adopting a Seamless Model of Secondary Transition

Facilitating Pathways to Employment for Secondary-Age Youth and Young Adults Experiencing Differing Abilities

Facilitation Guide

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Facilitation Guide

Third Edition
(Abbreviated Version)

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Cover Photo: E. Sorensen (2010); Page 1: Google Images

Preface

The purpose of the third edition of the Facilitation Guide (“Guide”) is to provide seamless project/teams with an abbreviated set of resources to support the adoption and maintenance of effort of the model to help secondary students access paid employment prior to school exit. Please note that the prior (second) edition of the “Facilitator Guide” still serves as a reference for future or ongoing seamless efforts as well.

Core beliefs within the Guide reflect a student-centered approach to support for effective transition and include any/all opportunities to honor personal preferences and personal choice. Furthering this belief is the concept of students’ current strengths and abilities as opposed to what has yet to be learned or experienced. The belief that being a part of one’s community and engaging in meaningful work in an integrated and valued setting is essential as an adult and contributing member of the community. Access to opportunities to engage in consumerism, supporting local businesses, and helping others whenever possible provide for meaningful engagement. Tools are included within the Guide for supporting individual choice and decision-making.

This version of the Guide is based upon efforts aimed at seeking to simplify information and the most critical steps for users to implement. Each section or “module” has been revised to promote project/teams who may be new to the process. In addition, this version serves to reflect a “workbook” approach to implementation of activities, guided discussion, and reflection. A continued focus of the Guide remains on the provision of evidence-based practices and predictors of post-school success. Opportunities for professional development and learning are inherent in the Guide and can be viewed as one of the desired outcomes of the seamless process.

Interagency collaboration is key to the success of any secondary seamless transition effort. Therefore, teams are routinely encouraged to review and update groups norms and working agreements and take steps to insure each members’ accountability on behalf of students in any cohort.

Legal mandates and/or administrative guidelines may apply to practices outlined in the Guide, therefore, users may seek to confirm or approve actions accordingly.

Use of acronyms, terms, and abbreviations may vary by area and those included within the Guide are for team discussion, review, and clarification as needed.

Opportunities for providing feedback are also included as part of using the Guide.

“Seamless”

(adjective)

...having no awkward transition, interruptions, or indications of disparity

Google, Merriam_Webster (definition/excerpt), Online Resource (2022)

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Seamless Model Overview

Why consider a “Seamless” Transition Model?

Oregon long ago adopted the Employment First Initiative¹ and adheres to the Governor’s Executive Order 15-01, which is now a part of the Lane v. Brown Settlement Agreement. As a result, we are obligated to implement efforts aimed at helping secondary youth and young adults access competitive and integrated employment (prior to school exit). Although the case of Lane v. Brown has been settled, Oregon has agreed to continue to engage in practices aimed at inclusion for all individuals with respect to accessing employment. Aside from legal mandates, best practices dictate that educators and others maximize opportunities for students to access competitive and integrated employment based on personal choice and individual needs.

What is a “Seamless Transition”?

A “seamless” transition effort involves making a commitment toward helping secondary education students as young adults to access competitive and integrated employment (or have a pathway to vocational training or instruction leading to employment) **prior to school exit** so that there is no delay or interruption in the process. Therefore, there are no constructs related to placement on a “waiting list”, no intentional delays or interruption in services or supports for employment, and a zero-tolerance approach related to previous concepts of “readiness” and/or needing to be “prepared” for work.

School and agency personnel as well as employment providers come together to form a collective team that works collaboratively to facilitate, coordinate, and implement transition services leading to successful employment (or entry into vocational training or post-secondary education) for select individuals.

Who directs this effort?

Secondary education staff typically serve to facilitate the implementation of model activities along with their fellow project/team members.

School district administrative support is included to meet the needs of school personnel and to compliment outside agency collaboration and resources. Family support is essential to increase the likelihood of student success.

¹ <https://www.dol.gov/agencies/odep/initiatives/employment-first>

What exactly will be happening?

Project/Teams meet monthly to address systemic barriers, outline plans for success, encourage collaboration among schools and agencies, and focus on student-specific outcomes leading to employment. In addition, tracking student progress occurs monthly for students identified within a school-year cohort. Inter-agency collaboration (and referral) serves to maintain the achievement of employment related outcomes for students.

When would specific activities occur?

Activities with students occur throughout the endeavor and may include paid or non-paid work experience, agency referral(s), benefits planning, job site visits, personal interest inventories, accessing public services, community-based instruction, etc. Forms of “discovery” may occur to include the process of better identifying a student’s unique areas of interest, skills, and support needs for the future. Agency participation allows for those present to clarify roles and responsibilities, the provision of services, and discussion of individual/student needs. All activities of the project/team are assessed monthly and reflect pre-determined goals and objectives.

Who are our team members and partners?

Aside from school district secondary educators, team members include representatives from Vocational Rehabilitation, Community Developmental Disability Programs (CDDP), Office of Developmental Disability Services (ODDS), Transition Technical Assistance Network (TTAN), Employment Service Providers, Brokerages, and others. Bridges or linkages with agencies and providers and school district personnel lead to successful transition for students and reduce the likelihood of potential interruptions in the seamless process.

Who are the students?

Student cohorts are composed of currently enrolled students receiving special education services who experience cognitive or intellectual differences, typically between the ages of 14-21, and for whom competitive and integrated employment is prioritized prior to graduation or school exit. In addition, students are selected by districts for inclusion in a cohort based on their need for long-term or ongoing support for maintaining employment and also serve to represent a “class” of youth identified pursuant to Lane v. Brown (i.e., those who have historically been denied access to competitive and integrated employment based on their perceived inability or lack of capability as well as to remain committed to the Settlement Agreement and Executive Order 15-01).

What is the fiscal impact?

The fiscal or monetary impact of a seamless effort is typically minimal. Although time devoted to the activities as well as administrative support are essential, many of these activities are already being implemented on behalf of students receiving special education services under IDEA. Monthly project/team meetings are kept to no more than one (1) hour per month. In addition, once established, project/team members easily maintain monthly student tracking per specific activities.

Who can help with professional development?

Professional development activities such as training and technical assistance are available upon request. The Oregon Department of Education, Oregon Department of Human Services, and other agencies serve to provide professional development for project/team members and others. In addition, other no-fee services include consultation, training, and technical assistance via each regional Transition Network Facilitator.

How can “seamless” transition efforts be maintained over time?

Through the replication of other seamless projects elsewhere, teams come together on a regular basis to share effective practices. Involvement in local Employment First meetings allows for sharing additional resources, serves to foster ongoing collaboration, and supports informal consultation.

Data reflective of a seamless project/teams' efforts, student success in obtaining and maintaining employment, and evidence of predictor variables associated with post-school success firmly in place, serve to maintain ongoing efforts.

How to proceed?

Each module contained within the Facilitation Guide lists specific activities for individuals (as project/team members) that can be performed to help achieve successful outcomes throughout the implementation process. In addition, references and other resources are listed to help support activities or to augment these efforts as needed.

It is recommended that prior to the start of actual implementation, individuals serving as facilitators of a project/team receive orientation and training in the contents included in the Facilitation Guide(s).

Typical Acronyms/Key Terms

The following list of acronyms or key terms represent public agency and/or educational abbreviations likely to be encountered. Project/teams are encouraged to add other commonly used terms or abbreviations to create a listing that is useful during activities, discussion, and reflective of your program and geographic area(s).

CBI	Community-Based Instruction
CIE	Competitive Integrated Employment (at minimum wage or above)
CME	Case Management Entity (county, state, agency)
Data	Information gathered to evaluate student progress, program effectiveness, outcomes
EBP	Evidence-Based Practices
FAPE	Free and Appropriate Public Education
IDEA/IDEIA	Individuals with Disabilities Education <i>Improvement Act</i> , 2004 (or simply IDEA)
IEP	Individualized Education Program (LEA)
IPE	Individual Plan for Employment (VR)
ISP	Individual Service Plan (CME)
LEA	Local Education Agency
LRE	Least Restrictive Environment (IDEA, IEP)
MSW	Mock Sheltered Workshop
NTACT:C	National Technical Assistance Center on Transition (The Cooperative)
ODDS	Office of Developmental Disability Services
ODE	Oregon Department of Education
PBE	Place-Based Education
PCP	Person-Centered Planning
PD/PL	Professional Development/Professional Learning
SBE	School-Based Enterprise
School Exit	Anticipated or actual date of exit from school/educational services
SDI	Specially Designed Instruction (IEP)
SDM	Supported Decision-Making
TNF	Transition Network Facilitator
TTAN	Transition Technical Assistance Network
VR	Vocational Rehabilitation

Steps to Using the Implementation Guide

The Guide is intended for facilitators of school district project/teams to implement specific practices on behalf of, or better yet, *with* students. The Guide is not intended to supplant in-person training or orientation, rather it serves to reference critical aspects within secondary transition with the goal to help students to achieve desired post-school outcomes. A key assumption is that each facilitator of a project/team first receives in-person orientation and training on each of the modules by one of the Transition Network Facilitators prior to implementation.

Activities

Activities are included within each module to offer project/team members additional opportunities for individual and/or team growth and learning. The activities that are suggested are not “required”, rather they are included for further exploration into additional information contained or referenced within each module.

Guided Discussion

Items listed under “guided discussion” are intended to provide for in-depth thought and reflection. Discussion sessions require that the project/team facilitator be present and actively involved in helping members to adhere to group norms and to “guide” thought-provoking interaction and dialogue.

References

Specific references are included for each module within the Guide to add to knowledge, offer information, and as resources.

Self-Assessment

Specific forms of self-assessment are included to represent information contained in the modules. The purpose of self-assessment is to aid in understanding key components identified or described within the module as well as to identify any planned improvements, changes, or need for ongoing professional growth and learning.

Self-assessment forms are considered to be “informal” tools for individuals and teams to use and not for professional evaluation, performance review, or for any other personnel action.

Module 1: Evidence-Based Practices, Assessing our Strengths

Desired Outcomes

Members of a project/team will come together to form a collective devoted to assisting a select group of students to succeed in entering the world of competitive and integrated employment prior to school exit. Specifically, within this module, project/team members will work to (a) engage in self-assessment of individual knowledge and experience to determine learning needs, (b) assess or evaluate practices and/or programs per a defined set of predictor variables, and (c) participate in various forms of guided discussion in order to address specific aspects of the endeavor in greater detail.

Activities	Guided Discussion
<p>Activities to Complete (✓ check when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read/Review “Seamless Overview” <input type="checkbox"/> Read/Review “Key Terms” (and add others too) <input type="checkbox"/> Read/Review “Steps to Using Facilitation Guide” <input type="checkbox"/> Assessment of Knowledge/Experience (Individual) <input type="checkbox"/> Assessment of Predictor Variables (Program) <input type="checkbox"/> Review References (and begin to add your own!) 	<p>Guided Discussion Items (✓ check when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define/Discuss Evidence-Based Practices <input type="checkbox"/> Research Articles on Predictor Variables <input type="checkbox"/> Findings from Self-Assessment of Knowledge <input type="checkbox"/> Findings from Self-Assessment of Predictors <input type="checkbox"/> Reflections on current programs, structures, needs <input type="checkbox"/> Reflections on current students’ needs (generally)

Self-Assessment: Knowledge/Experience per Effective/Practices, Secondary Transition

Practices	Definition
1. IDEA Transition Components	Knowledge/experience in partnership with others related to IDEA transition components
2. IEP Procedural Compliance, #13	Knowledge of IEP procedural compliance standards per IEP development
3. Formal/Informal Assessment Tools	Experience and knowledge of multiple formal and informal assessments, protocols, tools
4. Community-Based Instruction	Experience in delivering systematic instruction in community-based or natural settings
5. Predictor Variables, Student Success	Knowledge and experience in delivery of 23 predictor variables promoting student success
6. Community-Based Work Experience	Experience in development, support, and delivery of in-vivo work experiences with students
7. Supported Decision-Making	Knowledge of Oregon HB 2105, tools/resources for promoting supported decision-making
8. Public Agency Eligibility, Referral	Knowledge and experience in public agency eligibility requirements and referral processes
9. Developing Post-Secondary Goals	Knowledge and experience in developing post-secondary goals as part of IEP development
10. Facilitating Family Engagement	Knowledge/experience in strategies designed to promote family engagement in transition
11. Job Development and Job Coaching	Knowledge/experience in job development and coaching for/with a variety of young adults
12. Transition Program Components	Knowledge of key components of transition programs designed to promote student success
13. Informational Interviewing Tools	Knowledge/experience in various tools for gathering information from parents, employers
14. Person-Centered Planning	Knowledge and experience in critical aspects of person-centered planning and tools to use
15. Employment First Initiative	Knowledge of Employment First Initiative and demonstrable knowledge of basic beliefs
16. Data-Based Systematic Instruction	Experience in developing and implementing strategies related to systematic instruction
17. Professional Memberships/Affiliation	Membership or affiliation with professional associations related to current position/role
18. Federal/State Transition Resources	Knowledge of national and state resources for accessing secondary transition resources

Sorensen (2018, revised 2024)

1. Self-Assessment: Knowledge/Experience per Effective/Practices, Secondary Transition

Name: _____ School/Program: _____ Date: _____

Professional Practices	Knowledge/Experience (Least=1, Most=5)					Professional Development Plan
1. IDEA Transition Requirements	1	2	3	4	5	
2. IEP Procedural Compliance, #13	1	2	3	4	5	
3. Formal/Informal Assessment Tools	1	2	3	4	5	
4. Community-Based Instruction	1	2	3	4	5	
5. Predictor Variables, Student Success	1	2	3	4	5	
6. Community-Based Work Experience	1	2	3	4	5	
7. Supported Decision-Making	1	2	3	4	5	
8. Public Agency Eligibility, Referral	1	2	3	4	5	
9. Developing Post-Secondary Goals	1	2	3	4	5	
10. Facilitating Family Engagement	1	2	3	4	5	
11. Job Development and Job Coaching	1	2	3	4	5	
12. Transition Program Components	1	2	3	4	5	
13. Informational Interviewing Tools	1	2	3	4	5	
14. Person-Centered Planning	1	2	3	4	5	
15. Employment First Initiative	1	2	3	4	5	
16. Data-Based Systematic Instruction	1	2	3	4	5	
17. Professional Memberships/Affiliation	1	2	3	4	5	
18. National/State Transition Resources	1	2	3	4	5	

Self Assessment: Predictor Variables (Definitions)

Predictor/Category	Description
Student Skills	
Community Experiences	Activities occurring outside of the school setting, supported with in-class instruction, whereby students can apply academic, social, and work behaviors and skills.
Goal Setting ²	Goal setting refers to developing individually and self-determined short and long-term goals for future adult living based on personal preferences and choice to the greatest extent possible; and includes specific measures to assess attainment and achievement over time.
Psychological Empowerment ²	Psychological empowerment is believing that one's actions and behaviors affect the outcomes one experiences.
Self-Care/Independent Living	Includes skills necessary for management of one's personal self-care and daily independent living (e.g., skills needed to interact with others, daily living skills, financial management, health care/wellness, etc.).
Self-Realization ²	Self-realization means understanding one's strengths and support needs in order to engage in informed choice-making and self-reflection.
Social Skills	Behaviors and attitudes that serve to facilitate communication and cooperation (e.g., social conventions, problem-solving, interpreting body language, speaking, listening, responding, verbal and written communication).
Technology Skills ²	Technology skills refers to the capacity to use appropriate and functional technology (e.g., computers, tablets, phones) in a way to accomplish goals or have access to information and/or social interactions.
Travel Skills ²	Travel skills refers to the confidence and skills students need to travel safely and independently throughout their communities utilizing various modes of transportation.
Youth Autonomy/Decision-Making ²	Youth autonomy refers to the youth acting within their capacity on their own interests, preferences, and abilities without undue influence.
Career Development	
Career Awareness	Learning about opportunities, education, and skills needed in various occupational

	pathways to choose a career that matches one's strengths and interests.
Career Technical Education	Sequence of courses that prepare students for a specific job or career at various levels from trade to craft positions to technical, business, or professional careers.
Occupational Courses	Course that support career awareness, allows or enables students to explore various career pathways, develop occupational skills through instruction, and experiences focused on their desired employment goals.
Work Experience/Paid Employment	Work experience pertains to any activities that place the student in authentic workplaces (e.g., job shadows, internships, apprenticeships, and paid employment). Paid employment pertains to standard jobs in a company or organization and/or customized work assignments negotiated with the employer; however, these assignments always require competitive pay (e.g., minimum wage or above) paid directly to the student by the employer.
Work-Study	A sequence of work skills instruction and experiences designed to develop students' work attitudes and general work-related behaviors via integrated academic and vocational instruction.
Collaborative Systems	
Interagency Collaboration	A clear, purposeful, and carefully designed process that promotes cross-agency, cross program, and cross disciplinary collaborative efforts leading to tangible outcomes for students.
Parent/Family Expectations ²	Parent/family expectations refers to the set of beliefs that parents and/or family members have about the person's capacity and potential to achieve post-school outcomes; these beliefs may change across time and across settings.
Parent/Family Involvement	Parents/families/guardians are active in and knowledgeable participants in all aspects of transition planning e.g., decision-making, providing support, attending meetings, and advocating for the student).
Student Support	Includes a network of people (e.g., family , friends, educators, adult service providers, etc.) who provide services and resources in multiple environments to prepare students to obtain post-secondary goals aligned with their preferences, interests, and needs.
Transition Program	A transition program prepares students to move from high school to adult-life, utilizing comprehensive transition planning that create individualized opportunities, services, and supports to help students achieve their post-school goals in education/training,

	employment, and independent living.
Policy	
Exit Exams/Diploma Options	Includes prioritized state tests, assessing single content area (e.g., algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma. Diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum requirements.
Inclusion/General Education	Requires that students who experience disabilities have access to the general education curriculum and be engaged in regular classes with peers without disabilities to the greatest extent possible.
Program/Course of Study	Individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' post-school goals.

Adapted from NTACT:C

² Alverson, C. Y., Reardon, K., Howard, C.D., Wiebe, G., Fowler, C. H., Rowe, D.A. & Mazzotti, V. L. (2024). Operationalizing predictors of postschool success in secondary transition: A delphi study. *Career Development and Transition for Exceptional Individuals*, (in-press), 1-14.

Self-Assessment: Predictor Variables (Evidence of Transition Program/Services/Efforts)

Variable/Category	Evidence of Implementation					Notes
Evaluate per Evidence of Implementation	Data	Lesson	Program	Schedule	IEP	Planned Improvements
Student Skills						
Community Experiences						
Goal Setting						
Psychological Empowerment						
Self-Advocacy/Self-Determination						
Self-Care/Independent Living						
Self-Realization						
Social Skills						
Technology Skills						
Travel Skills						
Youth Autonomy/Decision-Making						
Career Development	Data	Lesson	Program	Schedule	IEP	
Career Awareness						
Career Technical Education						
Occupational Courses						
Paid Employment/Work Experience						
Work-Study						

Collaborative Systems	Data	Lesson	Program	Schedule	IEP	
Interagency Collaboration						
Family Expectations						
Family Involvement						
Student Support						
Transition Program						
Policy	Data	Lesson	Program	Schedule	IEP	
Exit Exams/Diploma Options						
Inclusion/General Education						
Program/Course of Study						

Planned Improvements

Sorensen (2018, 2021, 2024)

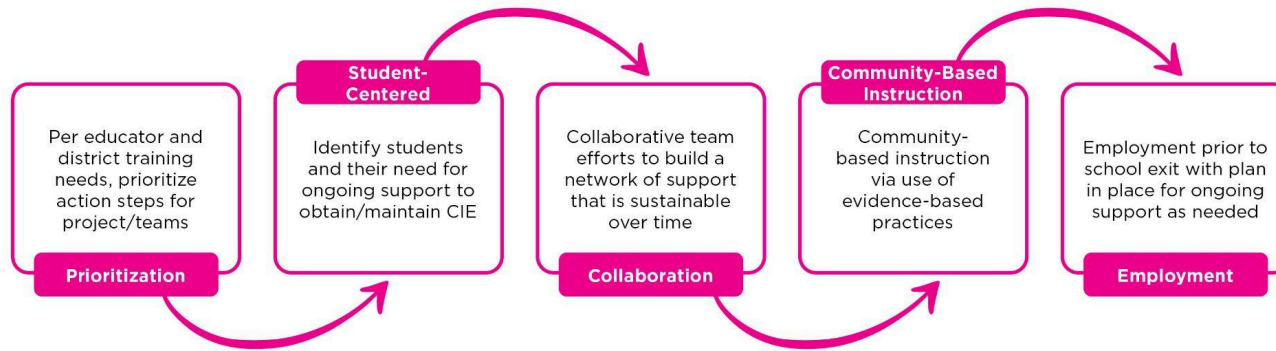
Module 2: Developing the Project/Team, Interagency Collaboration

Desired Outcomes

The desired outcomes in this module pertain to achieving an understanding of the seamless transition process, desired employment-related outcomes, and to identify members of the project/team. Also, to engage in collaborative efforts to determine project/team composition, specify the roles and responsibilities, develop group working agreements, and determine individual or team professional learning needs regarding forms of collaboration.

Activities	Guided Discussion
<p>Activities to Complete (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Seamless Transition Process Outline <input type="checkbox"/> Review Members of a Seamless Project/Team <input type="checkbox"/> Solicit/Recruit Project/Team Members (or seek assistance in identifying and inviting potential project/team members) <input type="checkbox"/> Develop your own timeline, process, or framework of your seamless endeavor <input type="checkbox"/> Assessment of Team Collaboration 	<p>Guided Discussion Items (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss Seamless Transition Process Outline <input type="checkbox"/> Discuss potential members of the project/team <input type="checkbox"/> Discuss Issues/Needs from Self-Assessment <input type="checkbox"/> Discuss (and determine) preliminary group norms or agreements (to be reviewed periodically) <input type="checkbox"/> Discuss how team efforts will be maintained over time and by whom (consider periodic assessment)

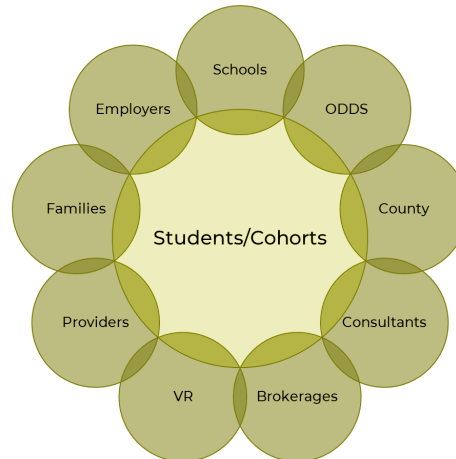
Outline of a Seamless Transition Process:



Adapted from Morningstar & Clavenna-Deane (2018)

Typical Members of Seamless Project/Teams:

Each entity/representative serves as a resource to the team in support of students and in project/team goals.



Self-Assessment: Secondary Transition Team Collaboration Strategies

Name: _____ School/Program: _____ Date: _____

Collaboration Strategies	Disagree → → → → → → → → Agree				
1. I have a clear understanding of how my coworkers' jobs relate to transition.	1	2	3	4	5
2. I have a clear understanding of a variety of adult agency services that youth may access.	1	2	3	4	5
3. I have the support of administrators and other supervisory staff in transition services.	1	2	3	4	5
4. I routinely communicate information about transition activities with coworkers and others.	1	2	3	4	5
5. I routinely share resources regarding transition services/strategies with coworkers and others.	1	2	3	4	5
6. I communicate with youth, families, and others regarding transition activities in my organization.	1	2	3	4	5
7. I routinely act on behalf of youth in support of their transition to adult services/agencies.	1	2	3	4	5
8. I regularly work with professionals outside of my organization in activities related to transition.	1	2	3	4	5
9. I actively participate in professional development and learning activities related to transition.	1	2	3	4	5
10. I solicit information and knowledge regarding evidence-based strategies related to transition.	1	2	3	4	5
11. I am aware of local or regional Employment First groups or organizations in my area.	1	2	3	4	5
12. I receive email or other information on a regular basis related to transition.	1	2	3	4	5

Adapted from Noonan (2004)

Self-Assessment: Maintaining Support for Project/Teams

Identify the components that you believe to be evident in terms of ongoing support for your project/team. This form may be completed by team members individually as a part of a group activity.

Name: _____ School/Program: _____ Date: _____

Support for Project/Team	Disagree → → → → → → → → Agree				
1. Monthly meetings are held which serve to maintain our focus on specific goals	1	2	3	4	5
2. A system for tracking our progress over time is in place and subject to review	1	2	3	4	5
3. We have team members in attendance who have the best knowledge of each of the students	1	2	3	4	5
4. Access to technical assistance is available and solicited as needed	1	2	3	4	5
5. Our groups norms and ways of interacting as team members continues to be in effect	1	2	3	4	5
6. Notes from meetings and other data sources serve to guide our actions between meetings	1	2	3	4	5
7. We have access to student data (pre/post-exit) and use this information to guide our ongoing efforts	1	2	3	4	5
8. We continue to have support for project/team efforts over time by district personnel	1	2	3	4	5
9. We seek input from other project/teams to identify best practices and new/alternate strategies	1	2	3	4	5

Sorensen (2021)

Module 3: Identifying Student Cohorts, Assessing Strengths/Needs

Desired Outcomes

As a project/team, members seek to identify students to invite as participants in the seamless endeavor. In addition, determine the representative who will contact the student and family (to describe the goals of the endeavor, seek permission and a release of information, and notify IEP team members).

Activities	Guided Discussion
<p>Activities to Complete (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete activity “checklist” on the next page for consideration of students within cohort(s) <input type="checkbox"/> Identify preliminary goals or benchmarks for the students in the cohort based on their personal profile and/or IEP goals/objectives <input type="checkbox"/> Share information with others on resources for Supported Decision-Making <input type="checkbox"/> Confirm that the IEP for any student included within a cohort is in compliance per Indicator 13 <input type="checkbox"/> Explore aspects of supported decision-making to aid students in achieving greater independence 	<p>Guided Discussion Items (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review historical data and any district-specific data related to employment status of current or former students <input type="checkbox"/> Discuss how seamless efforts may be replicated in other areas within the district on behalf of all students <input type="checkbox"/> Discuss how student involvement in the IEP process can be enhanced in your district with the support of agency partners and others (review self-assessment form) <input type="checkbox"/> Discuss findings from sample of student IEP’s per assessment of procedural compliance standards

Student-Specific Activities/Checklist	Guided Discussion																
<p>Student considerations (✓ those that apply per student):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ages 14 - 21? <input type="checkbox"/> Need for ongoing support to obtain and maintain employment in a competitive and integrated setting? <input type="checkbox"/> IEP goals pertain to accessing work experience and career exploration (or could)? <input type="checkbox"/> If not included within a cohort, the student may fail to achieve desired post-school outcomes? <input type="checkbox"/> Is in need of a career development plan devoted to identifying personal preferences, interests, strengths, and needs? <input type="checkbox"/> Support and assistance for accessing public and other agency resources is needed? <input type="checkbox"/> Support and assistance is needed to address barriers to community access or instruction due to mobility or other needs? <input type="checkbox"/> I/we believe that our support for the student(s) will result in significant achievement, growth, and collaboration for all parties (including any family members)? <input type="checkbox"/> I/we can add to the numbers on the right by our support for each student! <input type="checkbox"/> Identify where specific students are within the transition process (see flowchart on page 28)? 	<p>Information derived from Lane v. Brown Data Reports depict the number of transition-age youth and young adults who have entered into supported employment. Data compiled by ODDS was submitted to reviewers and others per legal agreement(s) or upon request.</p> <p>How can you contribute to future growth and numbers of youth/young adults accessing employment?</p> <div data-bbox="1066 581 1892 1073" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Transition-Age Youth/Young Adults Entered into Employment via ODDS</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Report Period</th> <th>Number Entered</th> </tr> </thead> <tbody> <tr> <td>17-Sep</td> <td>255</td> </tr> <tr> <td>18-Sep</td> <td>274</td> </tr> <tr> <td>19-Sep</td> <td>327</td> </tr> <tr> <td>20-Sep</td> <td>311</td> </tr> <tr> <td>21-Sep</td> <td>205</td> </tr> <tr> <td>22-Feb</td> <td>250</td> </tr> <tr> <td>22-Jul</td> <td>198</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">Entered into Supported Employment per Report Period (Ages 14-24) Per Lane v. Brown Data Reports, State of Oregon</p> </div> <p>Youth Target Population (per Lane v. Brown “Fact Sheet”):</p> <ul style="list-style-type: none"> (a) Youth at-risk of entering segregated settings...historically denied access to CIE (b) Need to expand models of evidence-based transition practices on behalf of youth (e.g., seamless transition model) to achieve CIE, and excluding “MSW-like activities”) 	Report Period	Number Entered	17-Sep	255	18-Sep	274	19-Sep	327	20-Sep	311	21-Sep	205	22-Feb	250	22-Jul	198
Report Period	Number Entered																
17-Sep	255																
18-Sep	274																
19-Sep	327																
20-Sep	311																
21-Sep	205																
22-Feb	250																
22-Jul	198																

Self-Assessment: IDEA/Part B/Indicator 13/Procedural Compliance Standards

Name: _____ School/Program: _____ Date: _____

Standard	Examples of Evidence
1. Is there evidence that the measurable post-secondary goal(s) are based on age-appropriate transition-related assessment(s) ?	
2. Is there evidence that the student's preferences, interests, needs, and strengths are considered as part of the IEP development?	
3. Are there appropriate measurable post-secondary goals in the areas of education, training, employment and, as needed, independent living? Are the goals updated annually to reflect changes in student's needs/interests?	
4. Are there transition services in the IEP that will reasonably enable the student to meet his/her post-secondary goal(s)?	
5. Do transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goal(s)?	
6. If appropriate, is there evidence that a representative of any participating agency is invited to the IEP team meeting with prior consent of the parent (or student who has achieved the age of majority)?	
7. Is (are) there an annual IEP goal(s) related to the student transition service needs ?	
8. Is there evidence that the student is invited to the IEP team meeting where transition services were discussed? Identify the steps taken to involve the student in his/her IEP planning and/or meeting.	

Adapted from Transition.IEP.Standards.ODE.090115.revised 100515.101916.101118.102821 and Oregon's Transition Resource Handbook (2018)

Indicator #13/Self-Assessment, General Guidelines:

1. Cite specific assessment(s) used, date, synopsis of information gathered.
2. Reference personal profile(s), student portfolios, person-centered plans, etc.
3. Indicate areas addressed via post-secondary goals (i.e., employment, education/training, and independent living as needed), updated too as needed
4. Provide examples of specific transition-related services to augment achievement of post-secondary goals
5. It is essential to be able to describe the student's course of study in one or two brief sentences
6. List agency representatives by title and how/when contacted regarding efforts to seek participation in the IEP process
7. Briefly list the annual transition-related goals (based on student need/preferences, support of course of study)
8. In addition to notifying students, include specific actions designed to solicit student participation and involvement (see separate self-assessment form)

Considerations:

- Based upon a review of the information contained in this self-assessment, consider ways in which the standards can be enhanced, greater examples of evidence, and/or the need for completion if no/minimal evidence is available.
- Consider using this form as a guide when beginning the IEP development process as a secondary educator and for team discussion and review throughout the IEP process.
- Also, consider using the "Student Participation in the IEP" self-assessment form in order to strengthen procedural compliance #8 of this form.

Self-Assessment: Student Participation in IEP Development, Planning, and in Meetings

Name: _____ School/Program: _____ Date: _____

Student Initials: _____ Age: _____ Grade Level: _____ Teacher/Instructor: _____

Student Activities/Participation	Examples of Evidence
1. The student actively participated in a process to identify post-secondary goals based on personal preferences, desired post-school outcomes, and plans for future work/living	
2. The student has been engaged in sharing about preferences, interests, needs, and strengths in preparation for, and during, the IEP meeting	
3. The student provided information regarding proposed or planned courses of study through subject matter interests, access to general/other coursework, work experiences, etc.	
4. The student participated in a review of prior IEP goals and objectives, a review of performance in school, in classes, per subject or identified area	
5. The student participated in formal or informal assessment used to gather current information for developing potential goals and objectives	
6. In preparation for the IEP meeting, the student was involved in developing a "script" or outline of the proposed plan, personal needs, preferences	
7. The student was engaged in helping to schedule the meeting, determine invitees, the setting, etc.	
8. The student participated in discussions/decision-making during the IEP meeting and in summarizing and "next steps" planned as an outcome of the meeting	

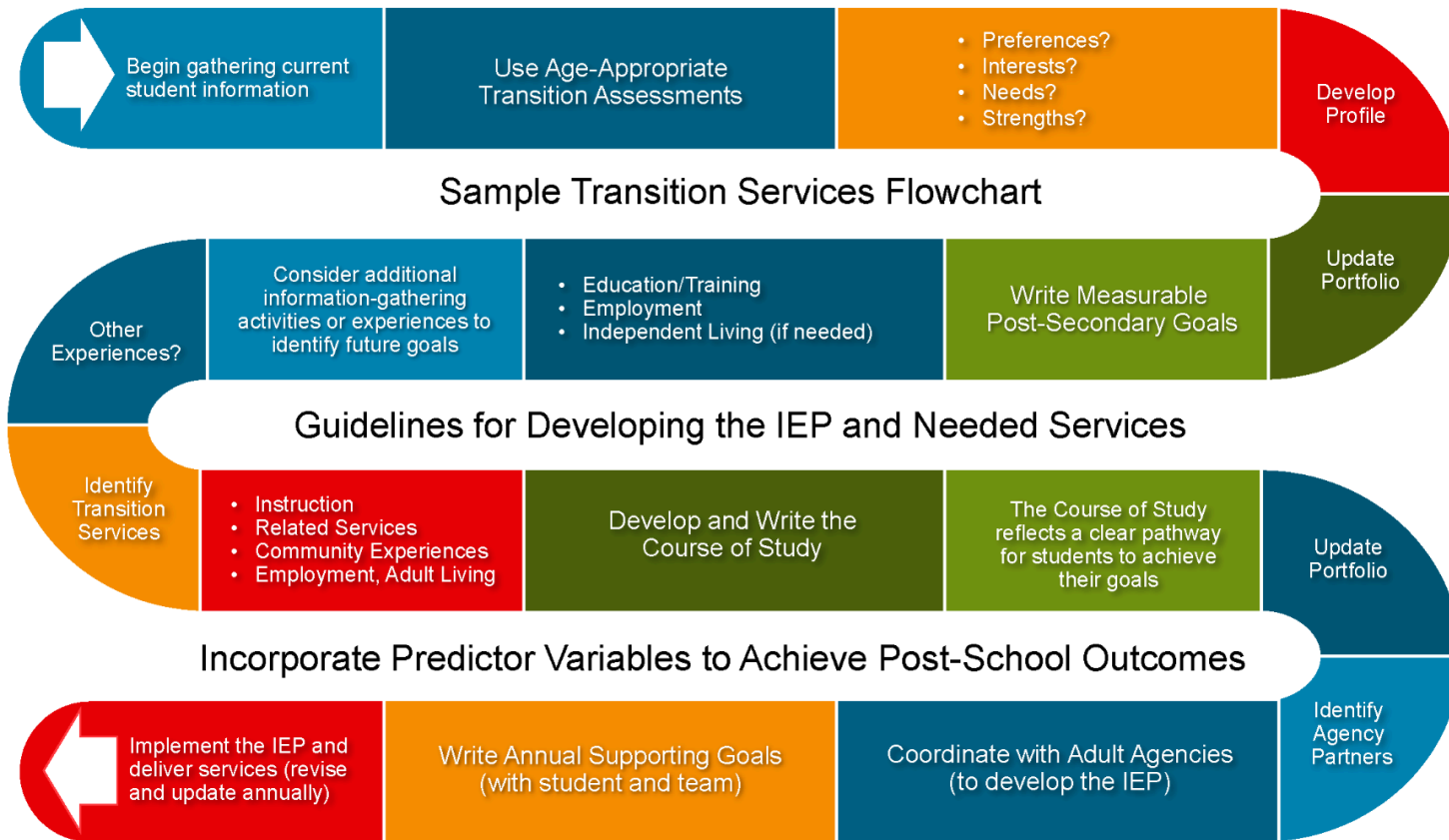
Sorensen (2018, 2024)

Notes per Reflection on IEP Compliance Standards, Student Participation in the IEP

Note: Examples of evidence may include notes from discussions, calendars listing appointments, student portfolio items, documents from informal/formal assessments, informational interviews, person-centered activities, LifeCourse Tools used, student-assisted PowerPoint presentations, video presentations, scripts, one-page profiles, meeting minutes, invitations, bulleted lists, visual supports, etc.

Sample Transition Services Flowchart

Review the flowchart below and determine where specific students may be within the process. Are there steps to further explore or develop?



Sorensen (2021), Adapted from Johnson (2004), Transition Services Flowchart, Seattle University

Module 4: Family Engagement, Maximizing Student Support

Desired Outcomes
To engage parents and/or other family members in the seamless transition process to help support their students in accessing community-based work experiences leading to competitive and integrated employment. Gather any/all relevant information from parents and/or other family members regarding the student’s unique needs, personal preferences, interests, etc. Gather information to determine the student’s needs based on supported decision-making.

Activities	Guided Discussion
<p>Activities to Complete (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete informational interviews with parents and other family members (or solicit support from others to complete this activity) <input type="checkbox"/> Complete a Supported Decision-Making profile for/with students (or solicit support from others to complete this activity and share the findings) <input type="checkbox"/> Share and review “Planning My Way to Work” and determine if any of the activities will be completed as part of this endeavor and by whom <input type="checkbox"/> Share “Transition Path to Adulthood” folders with students and identify relevant agency/key contacts 	<p>Guided Discussion Items (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss articles by Hirano, Pleet-Odle, and others regarding parent/family involvement in transition planning for youth <input type="checkbox"/> Discuss chapters/sections of Shogren, et al. and how it relates to Oregon HB 2105 (alternatives to guardianship) <input type="checkbox"/> Discuss Oregon SB 819 (length of school-day)

- | | |
|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Review/read articles by Hirano, Pleet-Odle, and others regarding parent/family involvement in transition planning
<input type="checkbox"/> Review/read chapters or sections of “Supported Decision-Making” by Shogren, et al. and/or sections of “Planning My Way to Work”, and/or “LifeCourse Tools” for information and resources | |
|---|--|

Planned Improvements

Self-Assessment: Promoting Family Engagement in Secondary Transition

Strategy/Practice	Frequency of Implementation/How Often				
(Actions to improve/maintain family engagement)	Never	Seldom	Occasionally	Often	Always
1. Parents as caregivers are routinely invited to participate in the IEP process					
2. Parents and family members are provided with information regarding effective secondary transition practices					
3. Parents as caregivers are included in planning efforts related to transition resource fairs or similar events					
4. Communication with parents/family members occurs on a regular basis for planning and coordination of transition on behalf of their student no later than the age of 14					
5. Representatives from parent training organizations are included in transition resource fairs or similar events					
6. Information on student progress/performance is routinely shared with parents/family members/caregivers					
7. Related agency information with parents/family members (including resources and contact information)					
8. Advocacy organization contact information is made readily available to parents/family members upon request					
9. Parents are directly involved in helping to plan the student's course of study as part of the IEP					
10. Information regarding supported decision-making and self-determination are routinely shared with parents/others					
11. Information relative to "benefits planning" for students who receive SSI or other funds are shared with parents/others					

12. Opportunities for parents/family members and others to engage in informational interviews to share their ideas, beliefs, perspectives, and knowledge occur					
13. Alternate forms of communication/language are available to parents/students/others as needed					
14. I/we respond to the needs of culturally and linguistically diverse families throughout the transition process					

Planned Improvements

Sorensen (2021, 2024)

Supported Decision-Making, Personal Profiles, Trajectories (see references/materials)

See www.LifeCourseTools.com

Module 5: Developing Work Experiences, Community Access/Instruction

Desired Outcomes
Seek to develop, schedule, and facilitate opportunities for students to engage in valued community-based work and learning experiences (based upon their interests and personal preferences). Help students to develop/draft a resume that serves to highlight their experiences, skills, etc.

Activities	Guided Discussion
<p>Activities to Complete (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete informational interviews with prospective business partners/employers prior to seeking valued work experience(s) within their respective setting(s) <input type="checkbox"/> Begin/continue to support students in developing or editing their resume/profile (written, video) <input type="checkbox"/> Seek to develop local community “asset maps” that serve to highlight valued locations/businesses/routes (i.e., environmental analysis) and implement CBI for all <input type="checkbox"/> Per student, identify functional routines (and related task analyses) for habilitation and training efforts per IEP and work experiences <input type="checkbox"/> Remember to update your monthly tracking sheet to maintain a current listing of project/team activities 	<p>Guided Discussion Items (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review “The Way to Work” book by R. Luecking and discuss how a seamless model of secondary transition can occur within your respective area(s) <input type="checkbox"/> Review sample informational interview from TransCen or other resources and discuss/determine how to incorporate into practice <input type="checkbox"/> Review “LifeCourse Tools” and discuss how any of the resources can be utilized in support of students <input type="checkbox"/> Review various curricula and discuss how to adopt or adapt any/all of it into practice to promote functional routines with students <input type="checkbox"/> Review “The Power of Place” book by T. Vander Ark, et al. and discuss resources that can be put into practice

Self-Assessment: Asset Mapping and Community-Based Instruction

Activity/Method/Practice	Present Level of Implementation				
(Actions to Improve Performance and Professional Practice)	Never	Rarely	Occasionally	Frequently	Daily
1. Asset mapping strategies are implement to determine local resources, businesses/employers, agencies, etc.					
2. Individuals (familiar, unfamiliar) review local community “maps” to assess viable resources for routine access, learning, and experience.					
3. A “guide”, “template”, or “map” is used to indicate each of the viable community-based resources for instruction.					
4. Task analyses, response topographies, guides for instruction are implemented in instruction and data collection.					
5. Visual tools, diagrams, maps, and other means of depicting local community resources are in use, especially for people who may not rely on written language/information.					
6. Organizations, such as the Chamber of Commerce, or other civic groups are contacted to learn about local resources for work experience and/or potential employment.					
7. Transportation providers (public, private) are contacted or evaluated for availability and accessibility.					
8. Opportunities to engage community members within any school-based enterprises are routinely solicited/invited.					
9. To the greatest extent possible, natural supports are utilized in community-based instruction (i.e., coworkers, employers)					
10. Community learning environments meet any/all accessibility requirements (i.e., mobility, sound, sign, etc.).					

Sorensen (2022)

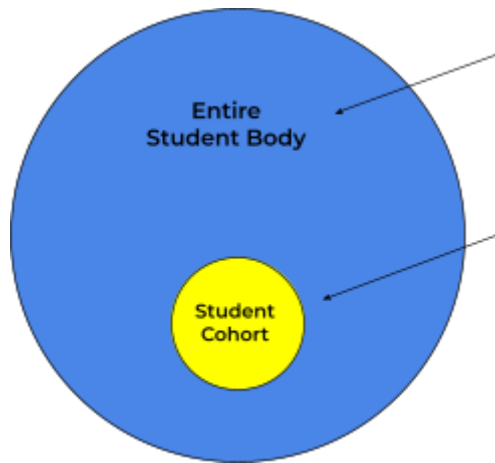
Module 6: Measuring Progress, Assessing Outcomes

Desired Outcomes

Members of a seamless project/team are responsible for holding themselves accountable for their responsibilities to support CIE for students. Aside from the entire student population, project/teams also are focused on students within a select cohort. This module addresses critical aspects of results-based accountability and how to measure or evaluate progress over time.

Activities	Guided Discussion
<p>Activities to Complete (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss your role(s) with respect to students in the cohort and the student body as a whole (per page 36) <input type="checkbox"/> Determine what metrics (aside from students accessing CIE) project/team will use to measure performance over time (e.g., monthly tracking sheet, annual goals, etc.) <input type="checkbox"/> Develop and review the monthly tracking sheet for students in the cohort and assess/determine if metrics have been met and, if not, how the project/team plans to address such inequities 	<p>Guided Discussion Items (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the need for annual goals for the project/team and any other means of measuring progress monthly/quarterly/annually <input type="checkbox"/> Discuss how your project/team measures and outcomes compare with that of other districts' endeavors <input type="checkbox"/> Discuss with your school administrators how they can support ongoing efforts of the project/team and address existing/ongoing barriers <input type="checkbox"/> Discuss project/team member roles/responsibilities and need for (new) member recruitment

Sample Illustration of Results-Based Accountability



Population Accountability

The well-being of the entire student body within the district is of concern (i.e., for larger communities, cities, etc.)

Performance Accountability

The well-being of specific subset of the population is of concern and a focus for support (i.e., for programs, agencies, services)

Clear Impact (2014, 2016)

Project Outcomes: Project/Team Accountability

Results-Based Accountability

Consider an aspect of your endeavor and identify areas of impact over time and “how much” and “how well” you/we and others have gained as a result of these actions.

How much did we do?	How well did we do it?
Is anyone better off?	
# Impacted/Increased Access	% Change/Improvement

Google Image

Five conditions of collective success (for project/teams):

1. A common agenda
2. Shared measurement systems
3. Mutually reinforcing activities
4. Continuous communication
5. Support organization(s)

Epps, D., Clear Impact (date unknown)

Notes per Discussion of the Five Conditions of Collective Success

Self-Assessment: Professional Accountability, Data, Outcomes

Indicators	Current Level of Implementation				
(measures we use to evaluate our progress)	0%	25%	50%	75%	100%
1. Results-based accountability measures are in-place that serve to reflect our mission at meeting students' needs regardless of any perceived, actual, or implicit bias on the part of professionals.					
2. Accountability measures for a select student cohort (as opposed to an entire student body) are clearly defined and include systematic review of the data.					
3. Specific outcomes pursuant to student achievement and successful post-school exit are reviewed and used in future planning and improvement efforts.					
4. Logic models or other tools are used to define a program, manage planned improvements, gather feedback, etc.					
5. Leverage points for instituting change/improvement in professional practice and/or programs are identified and regularly reviewed to assess their level of impact.					
6. Group norms and agreed upon professional practices for interacting and engaging with others are defined and regularly reviewed.					

Notes/Planned Improvements

Sorensen (2020)

Module 7: Resources, Professional Learning

Desired Outcome(s):

To access and review additional resources for promoting secondary seamless transition, reference materials, professional resources, etc. Explore avenues for enhancing professional learning.

Activities	Guided Discussion
<p>Activities to Complete (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Join a professional organization (e.g., NTACTION, CEC-DCDT, APSE...see <i>resources section</i>) <input type="checkbox"/> Begin compiling a list of resources for your area that you can share with others, especially families <input type="checkbox"/> Attend the Employment First meeting in your area and offer to share your knowledge and expertise <input type="checkbox"/> Conduct an annual resource fair in your district to include public agency personnel, local employers, association representatives, student groups, etc. <input type="checkbox"/> Engage in reflection (individually or jointly) about events, practices, or experiences and discuss/plan for improvement in future efforts 	<p>Guided Discussion Items (✓ when complete):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss access to professional organizations, their journals, newsletters, etc. <input type="checkbox"/> Discuss resources available to you and others in support of students' transition to adult living <input type="checkbox"/> Discuss your participation in Employment First and how you can contribute to alliances with others <input type="checkbox"/> Discuss how you and others can contribute to the occurrence of an annual resource fair and if/when you may partner with neighboring districts <input type="checkbox"/> Discuss with others (while a facilitator is present) any proposed improvements in practice regarding secondary transition

Professional Resources

Bridges Oregon

<https://bridgesoregon.org>

LifeCourseTools

www.lifecoursetools.com

Oregon Secondary Education Transition Website

<https://transitionoregon.org>

Planning My Way to Work

<https://www.ocdd.org>

Professional Organizations

CEC/DCDT

<https://dcdt.org>

Oregon APSE

<https://oregonapse.org>

NTACT:C

<https://transitionta.org>

Employment First

www.oregon.gov

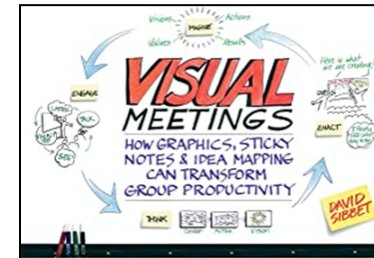
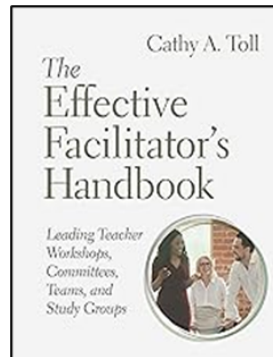
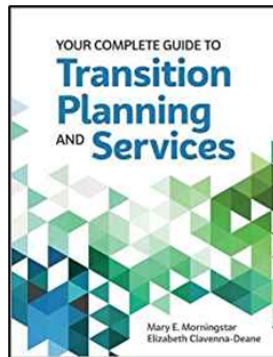
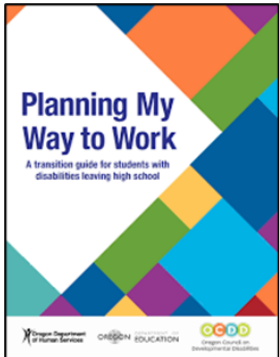
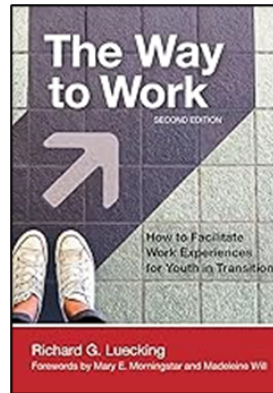
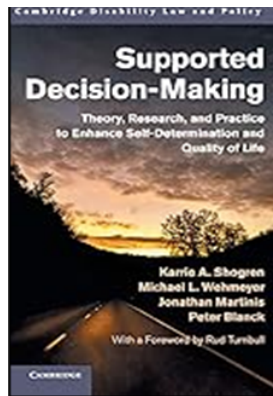
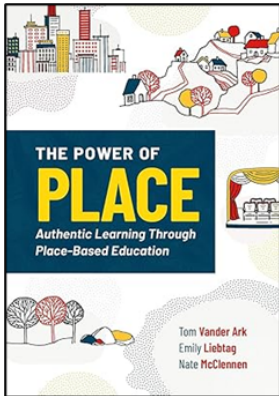
WISE

www.gowise.org

TransCen Online

www.transcen.org

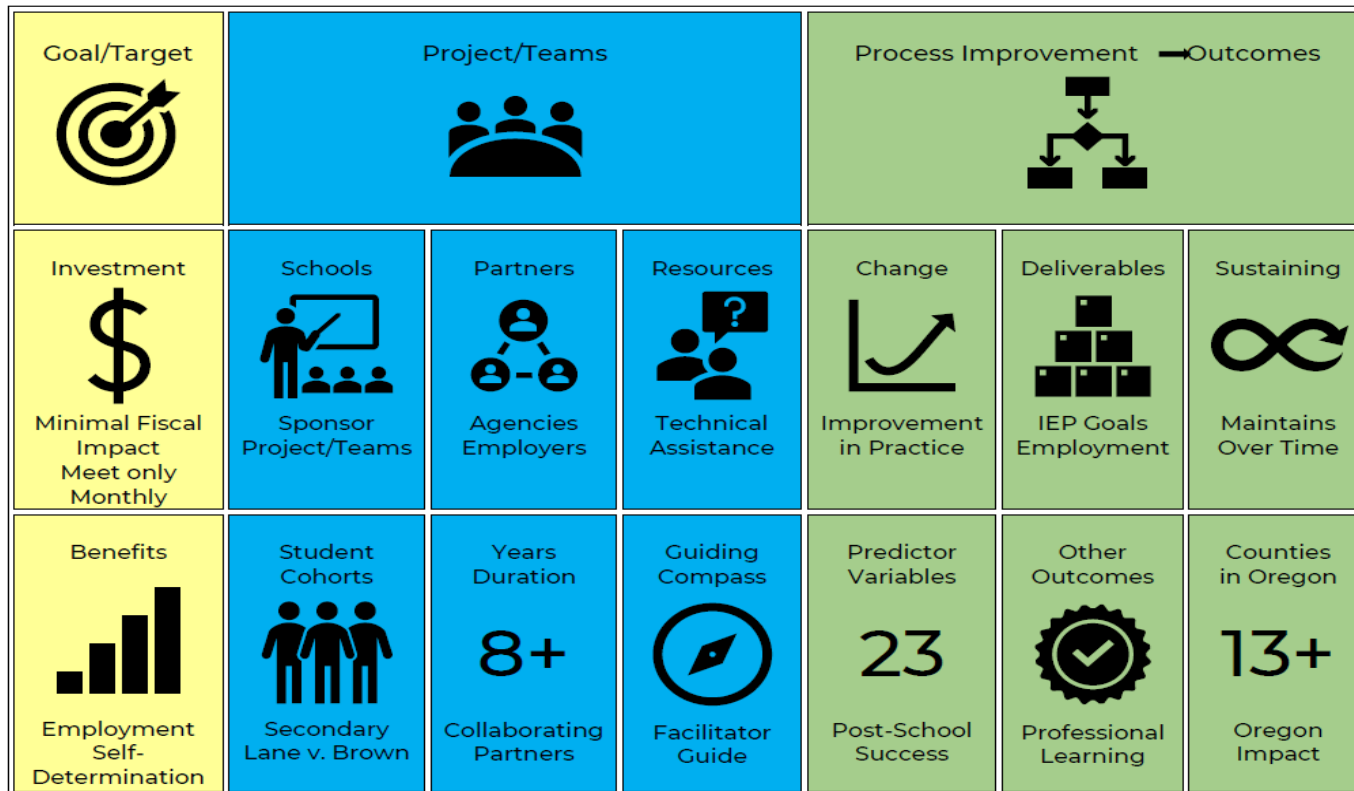
Recommended Additional Resource Materials (available on loan/to share):



Google Images

Seamless Model Infographic (to share and discuss the key components with others):

The purpose of the infographic is to highlight the key aspects of a seamless model of secondary transition (within a one-page illustration). It is not intended as a sole handout, rather it serves to represent a visual tool for engaging in discussions with others regarding the benefits of adopting such a model. Meet with your Transition Network Facilitator to determine the specific “talking points” within the infographic.



Sorensen (2018, 2023)

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Module 1

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Micro-Credentials:

Specific micro-credentials to be received per successful completion of each module within the Guide can be obtained from your Transition Network Facilitator. Examples may include certificates, badges, competency-based checklists, or other notations that you may add to your professional catalog.