



Secondary “Seamless” Transition in Oregon

Facilitating Secondary Seamless Transition Project/Teams



Willamette

EDUCATION SERVICE DISTRICT

Success, Achievement, Together...for All Students

Secondary “Seamless” Transition in Oregon

Facilitating Secondary Seamless Transition Project/Teams



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Session Outline

- Why adopt a seamless model? Why are we here today?
- Who is here today?
- Build on last year's "Seamless 3.0" session → Statewide Initiative
- What does seamless transition in Oregon look like?
- Update on seamless efforts in Oregon
- Review newly revised/abbreviated "Facilitation Guide" (3rd Edition)
- Outline of a Plan (for you and others to implement)
- Raffle (for those who stay throughout the session)*

* All raffle items were donated and not paid for by any organization



Session Materials

- PowerPoint Slides
- Seamless Overview
- Transition Flowchart (postcard)
- Facilitation Guide (3rd Edition)
- Self-Assessment Forms (list, located on website too)
- Monthly Tracking Sheet (sample)
- Predictor Variables (postcard, self-assessment form)
- Next Steps (...that I/others will take)



Oregon and National Efforts

Similar to other states, Oregon seeks to expand informal seamless efforts beyond metro areas and into less urban or rural areas as well.

These efforts are similar to that which is being implemented in states such as Arkansas, Ohio, Maryland and Tennessee. Also, in other states, technical assistance is available via contracted agents, university personnel or other organizations¹.

Oregon relies on representatives from the Transition Technical Assistance Network to support the adoption and implementation of seamless efforts.

¹ Per presentations at DCDT, webinars, etc.



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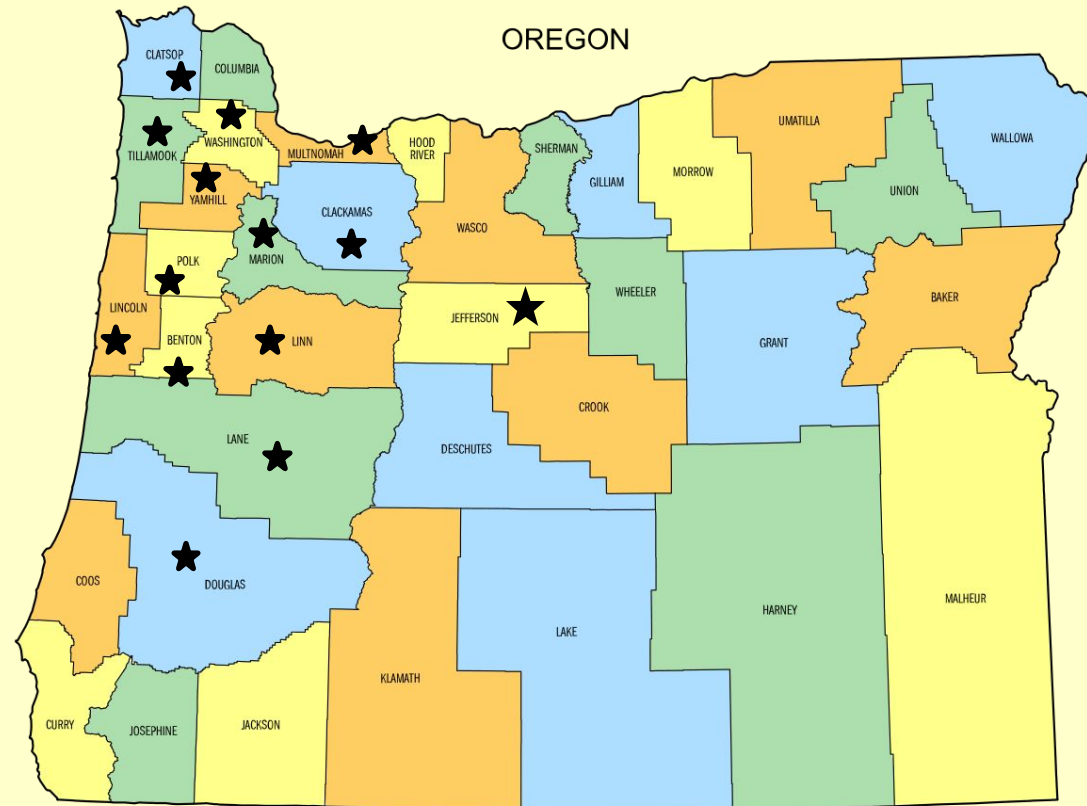
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Update on Seamless Efforts in Oregon

- Seamless efforts by county where project/teams have been initiated; With some counties having multiple school/district project/teams
- School/District project/teams have been initiated in 14 of 36 counties (i.e., over one-third of all counties)
- Map may not include previously budgeted state “piloted efforts”
- Some project/teams were in “suspense” per the Pandemic
- Will you help add another “star” on the map?



“Seamless”

(adjective)

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

Google, Merriam-Webster (definition/excerpt), Online Resource (2022)



Defining Seamless Transition

- Lane v. Brown (transition-age, historically denied employment)
- Connecting school services with adult services
- Linking to transition services within the IEP per goals
- Focus on current and future employment opportunities
- Professional learning & development for partners/collaborators
- Competitive and integrated employment prior to school exit
- Focus on early entry into VR to maximize likelihood of success
- Family support for employment

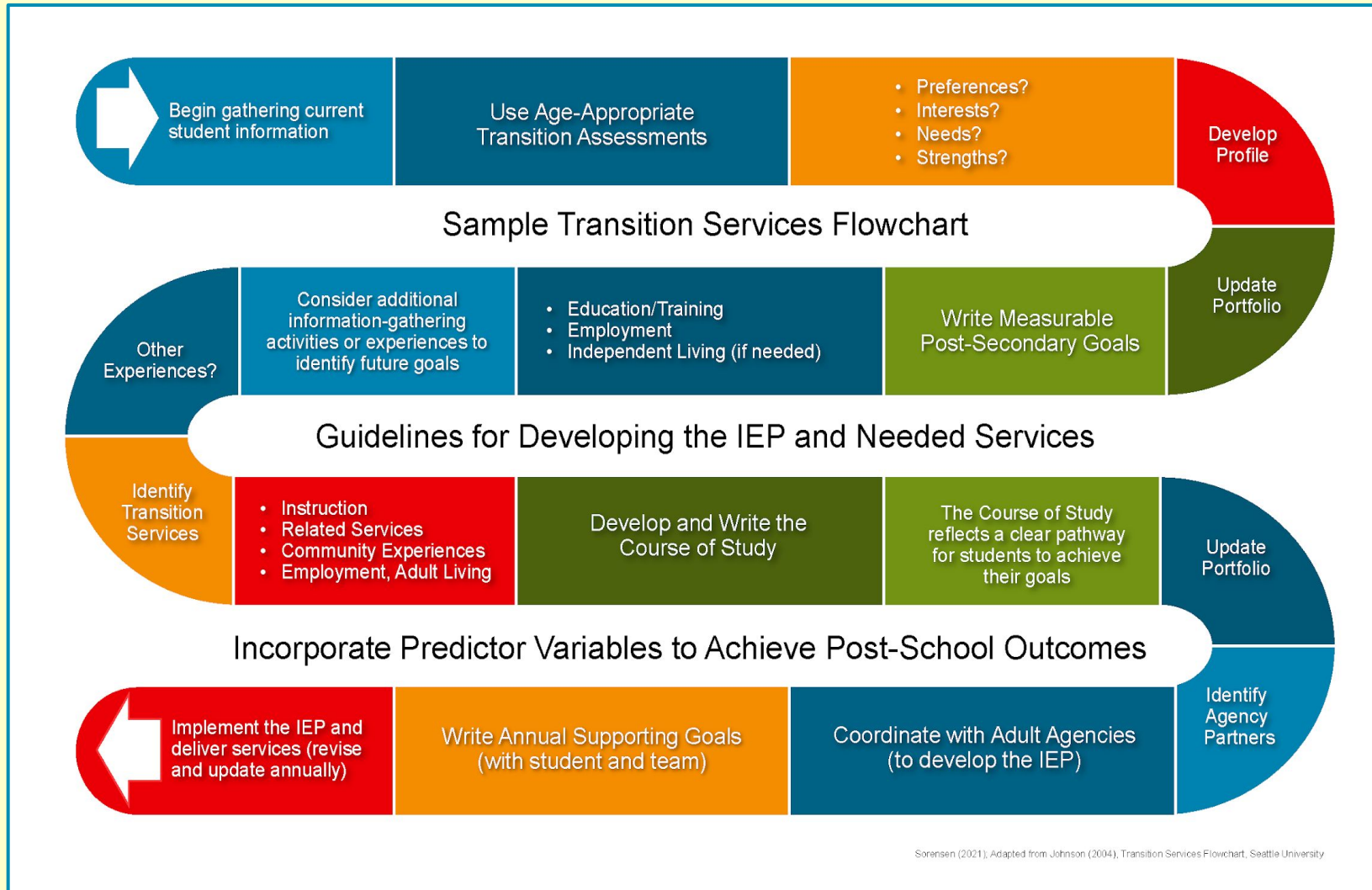


Components of a “Seamless” Model (Oregon)



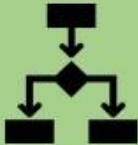











- School/District Led Project/Teams
- Student-Focused, Select Cohorts, Underserved Youth
- Facilitate Agency Collaboration, Continual/Ongoing Partnerships
- Strict Focus on Student Outcomes, Employment!
- Efficient Monthly Meetings, Minimal Fiscal Requirements
- Access to Training and Technical Assistance for Free!
- Ongoing Support for Implementation, Sustainability
- Professional Learning/Development



Postcard of Transition Services Flowchart



Infographic of Seamless Process

<p>Goal/Target</p> 	<p>Project/Teams</p> 			<p>Process Improvement → Outcomes</p> 		
<p>Investment</p>  <p>Minimal Fiscal Impact Meet only Monthly</p>	<p>Schools</p>  <p>Sponsor Project/Teams</p>	<p>Partners</p>  <p>Agencies Employers</p>	<p>Resources</p>  <p>Technical Assistance</p>	<p>Change</p>  <p>Improvement in Practice</p>	<p>Deliverables</p>  <p>IEP Goals Employment</p>	<p>Sustaining</p>  <p>Maintains Over Time</p>
<p>Benefits</p>  <p>Employment Self-Determination</p>	<p>Student Cohorts</p>  <p>Secondary Lane v. Brown</p>	<p>Years Duration</p> <p>8+</p> <p>Collaborating Partners</p>	<p>Guiding Compass</p>  <p>Facilitator Guide</p>	<p>Predictor Variables</p> <p>23</p> <p>Post-School Success</p>	<p>Other Outcomes</p>  <p>Professional Learning</p>	<p>Counties in Oregon</p> <p>13+</p> <p>Oregon Impact</p>

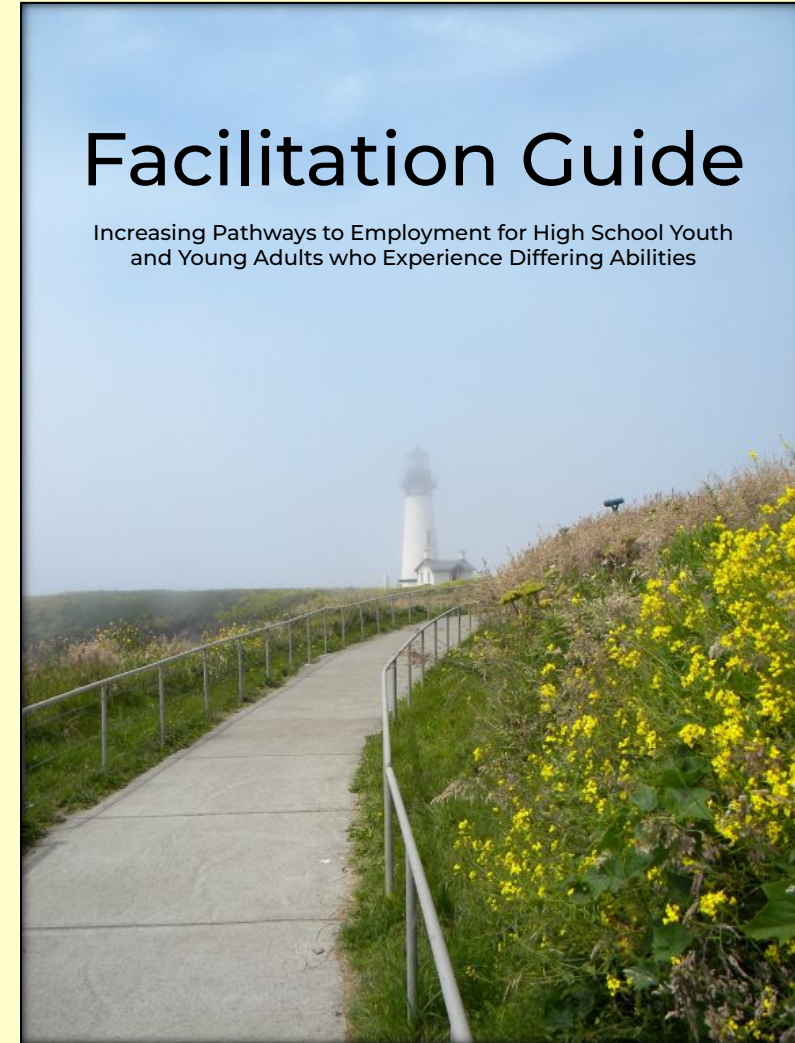


Facilitation Guide

The Facilitation Guide (3rd Edition) represents the statewide initiative for adopting a secondary “seamless” model of transition.

All users of the Facilitation Guide will receive an orientation prior to actual implementation in order to become familiar with the content of each module including:

- Specific suggested activities
- Guided discussion topics
- Self-Assessment Tools
- Reference Materials



Facilitation Guide (3rd Edition)

Purposes:

- Facilitating Seamless Project/Teams
- Modules for Addressing Critical Aspects
- Self-Assessment Forms for Project/Teams
- Includes Recommended Activities
- Offers Opportunities for Guided Discussion
- References/Citations per Module
- Available Online [Transition Technical Assistance Network - Willamette Education Service District](#)
- Reflects Statewide Initiative (vs. region-specific focus)



Facilitation Guide Modules

(3rd Edition, Abbreviated)

1. Evidence-Based Practices, Assessing our Strengths
2. Developing the Project/Team, Interagency Collaboration
3. Identifying Student Cohorts, Assessing Strengths/Needs
4. Family Engagement, Maximizing Student Support
5. Developing Work Experiences, Community Access/Instruction
6. Measuring Progress, Assessing Outcomes
7. Resources, Professional Learning

Note: The Facilitator Guide (2nd Ed.) contains 15 separate modules



Strategy: Self-Assessment Forms*

- Knowledge/Experience of Best Practices ^{2 3}
- Predictor Variables (see revised form with new definitions) ^{2 3}
- Transition Collaboration ²
- Logic Models ²
- IEP Procedural Compliance ^{2 3}
- Student Participation in the IEP ^{2 3}
- Promoting Family Engagement ^{2 3}
- Asset Mapping, Community-Based Instruction ^{2 3}
- Transportation, Mobility ²
- Pre-ETS, Employment ²
- School-Based Enterprises ²
- Professional Learning ²
- Supported Decision-Making ²
- Support for Project/Teams ^{2 3}
- Professional Accountability, Data and Outcomes ^{2 3}

² Contained in Facilitator Guide (2nd Ed.)

³ Contained in Facilitation Guide (3rd Ed.)

You can download these forms:

[Transition Technical Assistance Network - Willamette Education Service District](#)



Strategy: Focus on Student Support

- Actively take concrete steps leading to competitive and integrated employment prior to school exit
- Focus efforts on identifying the best “fit” or match for each student based on their interests, compatibility, employer
- Arrange for multiple community-based work experiences, varied routines, different expectations
- Create a “map” of the environment and any important contextual elements prior to initiating training
- Address communication needs up front, preferred learning styles, and need for social support



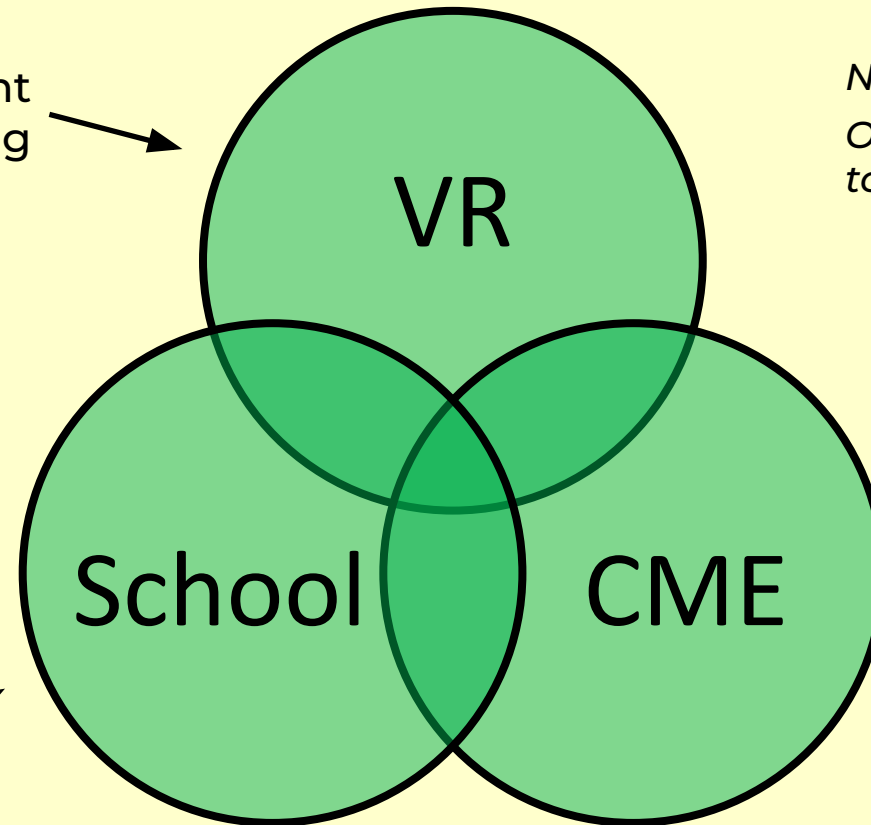
Strategy: Focus on Collaboration

- Interagency collaboration can occur if/when agreements are established that specify roles, responsibilities, and manner of interaction among representatives
- Collaboration is not “automatic”, it can take time to develop relationships based on mutual trust and performance over time
- Collaboration does require that there be shared goals and/or desired outcomes for all parties
- The need for “reset” can occur when parties change, outcomes become less clear, and/or a shift away from a person-centered approach becomes evident (i.e., competing goals/outcomes)



Determine Roles & Responsibilities

VR for job development and initial job coaching



Note:

Other agencies or alternatives to VR may be included here

Note:

Family members may need to have their roles better identified to more fully support the student and be a part of the transition process

School/district to identify youth and young adults per cohort(s)

Case Management Entity for ongoing, long-term support (County, Brokerage)



Strategy: Identifying Student Cohorts

- Lane v. Brown, Transition-Age Class of Individuals
- Historically denied access to competitive/integrated employment
- Overcome bias regarding (dis)abilities
- Strengths versus perceived deficits
- Seek younger, begin at age 14
- Family involvement
- Long-term support
- Begin small, add others over time
- Profiles developed

Note: Facilitation Guide (3rd Ed.) contains a checklist to aid in identifying and/or prioritizing students for inclusion within a cohort (see page 23).



Strategy: Group Agreements

- Establish group working agreements or norms ASAP
- Agreements hold team members accountable
- Avoid future conflicts over roles, responsibilities
- Orient new team members to agreements
- Research forms of group agreements for team discussion and review
- Post, revisit, agreements each meeting or as often as needed

Note: See references for Module 2 in Facilitation Guide (3rd Ed.) for additional information, resources, and support for teams.



Strategy: Family Engagement

- Students need to know that their family members are in support of their desire to work and be competitively employed, despite objections or perceived (in)ability
- Family members need to be informed as to the “possibilities” and resources that are available to support ongoing employment efforts
- Family members are often the best advocates for students and can champion needed resources
- Person-centered approaches can aid in seeing what is “positive and possible” for students as young adults
- Roles can be explained, offered (i.e., to be a part of the transition process)

Note: See next slide for “Informational Interview” forms for use in gathering family perspectives and views regarding future adult living



Strategy: Informational Interview(s)

Consider utilizing the Informational Interviews from TransCen for gathering important elements for future support from the following:

- Family members, parents, and others who know and care about the person
- Prospective employers, businesses, and community organizations regarding critical elements that will help to identify their unique needs and “best fit” for a young adult who you may be supporting

Note: See TransCen for sample informational interview forms (family, employer)
[Resources | TransCen, Inc](#)



Strategy: Dealing with Objections

(Overcoming Obstacles)

- Time to meet?
 - Too many meetings?
 - Add to my workload?
 - Multiple consent forms?
 - Document in multiples?
 - Changing expectations?
 - Too many team partners?
 - Less “know how”?
- + Meet only monthly
 - + Only one meeting
 - + Small cohort(s)
 - + All parties on one form
 - + Monthly tracking for all
 - + Per student goals/plan(s)
 - + Small project teams
 - + Facilitator orientation



Strategy: Community of Practice (CoP)

- Planned “CoP” Sessions, Virtual, Host may Rotate
- Monthly to Support/Sustain Ongoing Project/Team Efforts
- Regular Agenda
- Focus on Systems Improvement, Student Outcomes
- Provide Technical Assistance to Facilitators
- Share Effective Practices
- Address Unique Issues
- Strategize Solutions
- Maintain Efforts



Strategy: Use of Monthly Meeting Tracking Sheet

Exit Year*	2026	2027	2028	2029	2030
Students					
DOB (Date)					
IEP Date/Goals					
CME (PA, SC)					
VR (Date, VRC)					
Profile (Date)					
Work Experience					
Resume (Date)					
Provider(s)					



Guidelines for Monthly Tracking Form

- Per students in the cohort(s), enter their name or initials within the column that corresponds to their anticipated year of exit from school
- Enter dates as opposed to check marks to indicate dates of entry into services, completion of activities, or blank if not yet achieved
- Attempt to include the names of agency representatives per role for identifying need for follow-up
- Review and update the form a minimum of monthly to maintain momentum and any action steps needed
- Include additional “notes” section as needed to document actions and include detailed information



The Next Steps I Will Take

1. School District(s)? _____
2. Draft Proposal(s) _____
3. Secure District Support _____
4. Identify Collaborator(s) _____
5. Establish Agreements _____
6. Student Cohort(s) _____
7. Tracking Sheet for Data _____
8. Schedule Dates/Times _____



Feedback Form

1. I am going to initiate a seamless project/team ASAP!
2. I still have questions before I can commit
3. I wish I knew if others would join me in this effort
4. I think that this is too much for me, I am not that skilled
5. I am not sure that the student cohorts would work for me
6. I am not sure that everyone is capable of working
7. I don't believe that others will join me in this effort
8. I need to review the Facilitation Guide before committing
9. I believe in the endeavor, I just don't know how
10. I need some support and coaching before getting started



Questions?

Please feel free to ask questions, I will arrange a time to talk with you as needed.

Please feel free to email me your questions and either I, or your Transition Network Facilitator, will get back to you ASAP.



Acknowledgements

- “Understanding Seamless Transition: A Focus on Collaboration and Outcomes”, Webinar by TransCen, Inc. (Maryland)
- “Exiting for Transition”, Webinar by Transition Tennessee
- Transition Network Facilitators in Oregon
- Regional and County Agency Partners and Collaborators
- School District Personnel and Project/Teams
- Students as Participants in Project/Team Cohorts
- DCDT 2023 & 2024 Annual Conference Presenters (Ohio, Arkansas)





Raffle Time!

