

Adopting a Seamless Model *of* Transition in Secondary Education

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

Facilitation Guide

Fourth Edition



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Abbreviated Version

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Cover Photo: E. Sorensen (2010)

Preface

Welcome to the fourth edition of the Facilitation Guide (hereinafter referred to as the “Guide”)! What I have included within this edition is a revised set of resources to support further successful adoption and ongoing implementation of the seamless model. As before, all resources are designed to help secondary students secure paid employment before graduation. As a reminder, the second edition titled “Facilitator Guide” (2022), containing over 170 pages of content, continues to serve as the primary reference for the comprehensive implementation of the seamless model (and is still available in print via download).

Core beliefs within the fourth edition of the Guide continue to reflect a student-centered approach to support effective secondary transition and include opportunities to honor personal preferences and personal choice whenever possible. Furthering this belief is shifting the focus on students’ strengths and abilities as opposed to what they have yet to learn or experience. I share my belief that being a part of one’s community and engaging in meaningful work in an integrated and valued setting is an essential component of adult living as a member of the community. In addition, having opportunities to engage in consumerism, supporting local businesses, and helping others whenever possible, serve to provide for meaningful engagement through having access to paid employment.

Lastly, as users of the Guide, we welcome opportunities for providing feedback.

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Introduction

This edition of the Guide remains focused on supporting implementation efforts by seeking to simplify content within the modules on the most critical elements of the seamless model.

Each section or module is included to enable project/teams who may be new to the process to begin implementation. As in previous editions, this edition serves to reflect a “workbook” format to facilitate specific activities, guided discussion, and reflection on the part of project/teams.

Module 1 of the Guide focuses on the provision of evidence-based practices and key predictors of post-school success. Module 2 focuses on important aspects of team development and interagency collaboration. Module 3 dives more deeply into identifying students for inclusion within a cohort while also assessing students’ strengths and capabilities. Module 4 has been revised to further promote family engagement while also strengthening student support. Module 5 focuses on promoting work experiences with students within community-based settings. Module 6 outlines tools for measuring project/team performance and achievement of outcomes over time. Finally, Module 7 includes resources for engaging in professional learning and growth by project/team members. Continuing to include opportunities for professional development and learning within the Guide can be viewed as additional outcomes of the seamless process.

It should be noted that interagency collaboration remains central to the success of any secondary (seamless) transition effort. Therefore, project/teams are routinely encouraged to review and update group norms and working agreements and take steps to ensure members’ accountability on behalf of each student included within a cohort.

Legal mandates and/or administrative guidelines may have an impact on practices outlined in the Guide. Therefore, users may seek to confirm or approve actions within their respective districts or areas accordingly before implementation. The use of acronyms, terms, and abbreviations may vary by area, and those included in the Guide are intended for project or team discussion, review, clarification, and revision as needed.

The appendix contains one page of the recently created two-page brochure depicting the critical aspects of the seamless model. The graphic is included for use as a reference point during the introduction of seamless effort while also sharing this information with others.

Lastly, a new feature of the Guide includes the proposed use of micro-credentials or “badges” for project/team members to acquire as they move forward in their professional development and learning journey. A logo with the double infinity symbol will serve to solidify the seamless process in implementation by incorporating a universal design.

“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” model of secondary transition?

Many states have adopted the Employment First Initiative¹. In addition, some states, such as Oregon, have incorporated legislation or Executive Orders to further cement these calls to action into practice. However, aside from any legal mandates, best practice dictates that educators and others maximize opportunities for students to access competitive and integrated employment based on personal choice and individual needs.

What does it mean to adopt a “seamless” model of 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**. In so doing, there is no delay or interruption in the process (i.e., no constructs related to placement on a “waiting list”, no intentional delays or interruption in services or support for employment). In addition, antiquated concepts related to “readiness” are no longer considered a valid reason for being denied access to employment nor do individuals first need to be “prepared” for the world of 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 implementation of model activities along with their fellow project/team members.

School district administrative support is obtained 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.

What exactly will happen?

Project/Teams meet monthly to address systemic barriers, outline plans for success, collaborate 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 specific school-year cohort (based on an anticipated year of exit). Inter-agency collaboration serves to maintain the achievement of employment related outcomes for students. Project/Teams utilize components of the “Facilitation Guide” to complete various activities, engage in guided discussion, and reflect on practices over time.

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

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, work experience, 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 respective 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 or County Developmental Disability Programs (CDDP), Office of Developmental Disability Services (ODDS), Technical Assistance Providers, Employment Service Providers, Brokerages, and others. Bridges or linkages with agencies and providers and school district personnel lead to successful transitions for students and reduce the likelihood of potential interruptions in the seamless process.

Who are the students?

Student cohorts are composed of students currently enrolled and who are receiving special education services. Typically, students who experience cognitive or intellectual differences, between the ages of 14-21, and for whom competitive and integrated employment is prioritized prior to graduation or school exit are included within a cohort.

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 serve to represent a “class” of youth historically denied access to competitive and integrated employment based on their perceived inability or lack of capabilities (which no longer applies).

What is the fiscal impact?

The fiscal or monetary impact of a seamless effort is 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 data to complete specific activities and monitor performance.

Who can help with professional learning and development?

Professional learning and development activities for project/team members can be supported via training and technical assistance and are available upon request.

State Departments of Education, Department of Human Services, and other agencies serve to provide professional learning and development for project/team members and others. In addition, other no-fee services typically include consultation, training, and ongoing support for implementation via state or regional technical assistance providers.

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

Through ongoing replication of seamless efforts elsewhere, project/teams can come together to share effective practices. Involvement in local Employment First groups also allows for sharing of additional resources, serves to foster ongoing collaboration, and supports informal consultation.

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

How to proceed?

Each module contained within the 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 and to augment efforts as needed.

It is recommended that prior to the start of actual implementation, individuals who agree to serve as facilitators of a project/team first receive orientation and training in the contents included in the Guide.

Common 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 area(s).

ADA	Americans with Disability Act
CBI	Community-Based Instruction
CIE	Competitive Integrated Employment (minimum wage or above)
CME	Case Management Entity (county, state, agency)
Data	Information to evaluate student progress, effectiveness, outcomes
EBP	Evidence-Based Practices
ESN	Extensive Support Needs
FAPE	Free and Appropriate Public Education
IDEA/IDEIA	Individuals with Disabilities Education <i>Improvement</i> Act, 2004
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 Collaborative
ODDS	Office of Developmental Disability Services (Oregon)
ODE	Oregon Department of Education
PBE	Place-Based Education
PCP	Person-Centered Planning
PD/PL	Professional Development/Professional Learning
Pre-ETS	Pre-Employment Transition Services
SBE	School-Based Enterprise
School Exit	Anticipated/actual date of exit from school/educational services
SDI	Specially Designed Instruction (IEP)
SDM	Supported Decision-Making
TNF	Transition Network Facilitator (Oregon)
TTAN	Transition Technical Assistance Network (Oregon)
VR	Vocational Rehabilitation
WIOA	Workforce Innovation and Opportunity Act, 2014
504 Plan	Student Plan for Accommodations (separate from IDEA/IEP)

Steps to Using the Facilitation 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 of secondary transition to help students achieve the desired post-school outcomes. Again, a key assumption is that each facilitator of a project/team first receives in-person orientation and training on each of the modules by an assigned Technical Assistance Provider before implementation.

Activities

Activities are included within each module to offer project/team members 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 specific information contained or referenced within each module.

Guided Discussion

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

References

References are included for each module within the Guide to add to knowledge, offer added information, and as resources. Additional resources and references may also be found in the appendices.

Self-Assessment

Specific forms of self-assessment are included to represent information contained within each module. 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 “informal” tools for individuals and teams to use and not for professional evaluation, performance review, or 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. Within this module, project/team members will work to (a) become familiar with the seamless model, (b) engage in self-assessment of individual knowledge and experience to determine learning needs, (c) assess or evaluate practices and/or programs per a defined set of predictor variables, and (d) participate in various forms of guided discussion in order to address specific aspects of the endeavor in greater detail.

Activities	Guided Discussion
Activities to Complete: (✓check when complete) • Read/Review “Seamless Overview” • Read/Review “Key Terms” (and add others too) • Read/Review “Steps to Using Facilitation Guide” • Assessment of Knowledge/Experience (Individual) • Assessment of Predictor Variables (Program) • Review References (and begin to add your own!)	Guided Discussion Items: (✓check when complete) • Define/Discuss Evidence-Based Practices • Research Articles on Predictor Variables • Findings from Self-Assessment of Knowledge • Findings from Self-Assessment of Predictors • Reflections on current programs, structures, needs • Reflections on current students’ needs (generally)

Self-Assessment

Knowledge/Experience per Effective Practices/Secondary Education

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

Practices	Definition
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, 2024)

Others to Include in Self-Assessment? Why?
Who?
Their role(s)?
How contacted?
How will we summarize their responses (by items 1 - 18)?

Self-Assessment

Knowledge/Experience per Effective Practices/Secondary Transition

Name: _____ School/Program: _____ Date: _____

Professional Practices	Rate of Knowledge/Experience (Least = 1, Most = 5)				
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

Items (by number) to Prioritize for Professional Learning

Predictor Variables

Predictor/Category	Description/Definition
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	Courses that support career awareness, allow or enable 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 refer 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 settings.
Parent/Family Involvement	Parents/families/guardians are active 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 creates individualized opportunities, services, and supports, helping 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 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	An individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of their post-school goals.
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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*, 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	Planned Improvements
Career Awareness						
Career Technical Education						
Occupational Courses						
Work Experience, Paid Employment						
Work-Study						
Collaborative Systems	Data	Lesson	Program	Schedule	IEP	Planned Improvements
Interagency Collaboration						
Family Expectations						
Family Involvement						
Student Support						

Transition Program						
Exit Exams/Diploma Options						
Policy	Data	Lesson	Program	Schedule	IEP	Planned Improvements
Inclusion/General Education						
Program/Course of Study						

Sorensen (2018, 2021, 2024, 2025)

Planned Improvements in Practice

Module 2

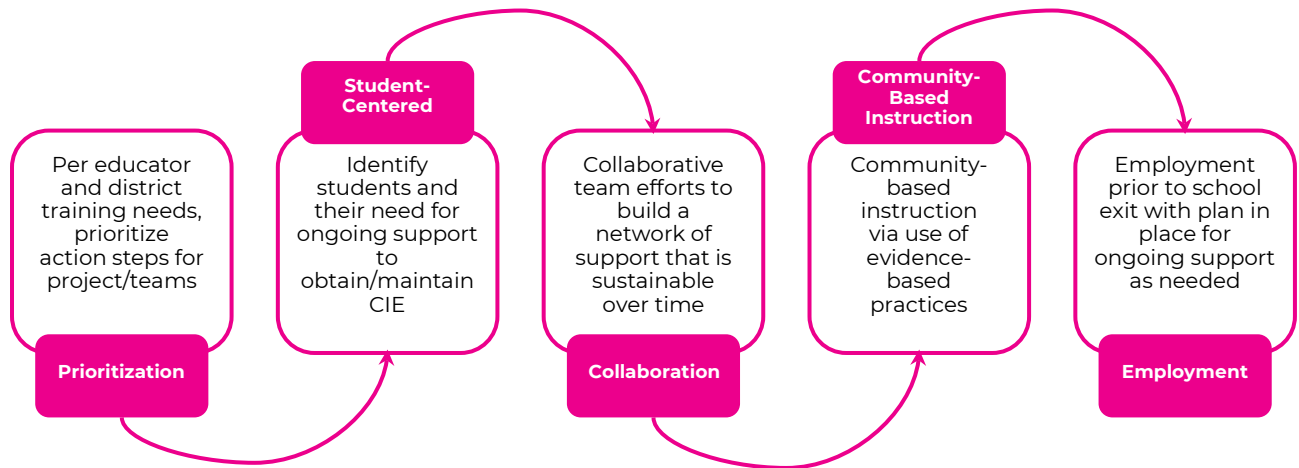
Developing the Project/Team, Interagency Collaboration

Desired Outcomes

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

Activities	Guided Discussion
Activities to Complete (✓when complete) • Review Seamless Transition Process Outline • Review Members of a Seamless Project/Team • Solicit/Recruit Project/Team Members (or seek assistance in identifying and inviting potential project/team members) • Develop your timeline, process, or framework of your seamless endeavor • Assessment of Team Collaboration	Guided Discussion Items (✓when complete) • Discuss Seamless Transition Process Outline • Discuss potential members of the project/team • Discuss Issues/Needs from self-Assessment • Discuss (and determine) preliminary group norms or agreements (to be reviewed periodically) • Discuss how project/team efforts will be maintained over time and by whom (consider periodic assessment)

Outline of a Seamless Transition Process

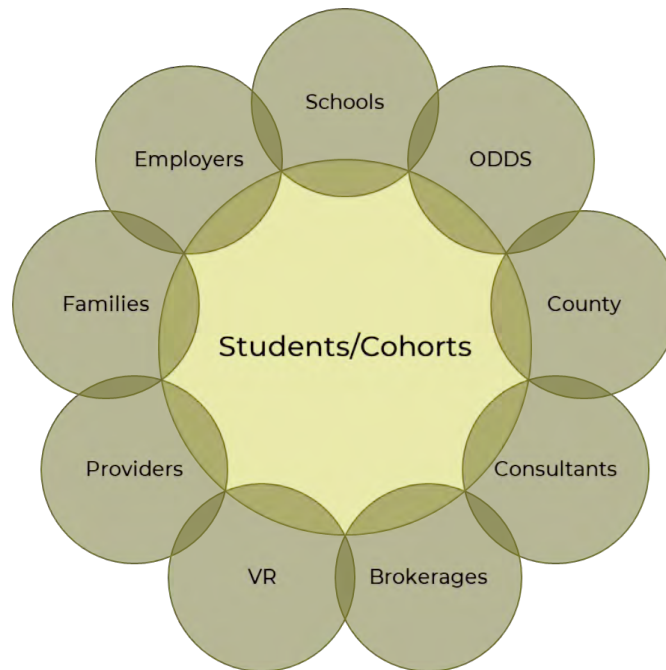


Adapted from Morningstar & Clavenna-Deane (2018)

How does this compare to current practice? What changes need to be made?

Members of the Seamless Project/Teams

Each entity/representative serves as a resource in support of students and project/team goals and activities. Actual titles and acronyms may vary per state/location.



Sorensen (2022)

Identify Potential Project/Team Members (based on the above diagram)?

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 seek information/knowledge regarding evidence-based strategies related to transition.	1	2	3	4	5

Collaboration Strategies	Disagree → → → → → → → → Agree				
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)

Identify Other Team Collaboration Strategies

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 subjects 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 group's 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 (2018)

Identify Additional Strategies to Maintain Support

Module 3

Identifying Student Cohorts, Assessing Strengths/Needs

Desired Outcomes	
As a project/team, seek to identify students to invite as participants in the seamless endeavor. 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
Activities to Complete (✓when complete) • Complete activity “checklist” on the next page for consideration of students within a cohort • Identify preliminary goals or benchmarks for the students in the cohort based on their personal profile and/or IEP goals/objectives • Share information with others on resources for Supported Decision-Making • Confirm that the IEP for any student included within a cohort complies with Indicator 13 • Explore aspects of supported decision-making to aid students in achieving greater independence	Guided Discussion Items (✓when complete) • Review historical data and any district-specific data related to employment status of current or former students • Discuss how seamless efforts may be replicated in other areas within the district on behalf of all students • 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) • Discuss findings from a sample of student IEPs per assessment of procedural compliance standards

Student-Specific Checklist	Guided Discussion																
Student considerations (✓those that apply) • Ages 14 - 21? • Need for ongoing support to obtain and maintain employment in a competitive and integrated setting? • IEP goals pertain to accessing work experience and career exploration (or could)? • If not included within a cohort, the student may fail to achieve desired post-school outcomes. • Needs a career development plan devoted to identifying personal preferences, interests, strengths, and needs? • Is support and assistance for accessing public and other agency resources needed? • Support and assistance are needed to address barriers to community access or instruction due to mobility or other needs? • 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)? • I/we can add to the numbers on the right by our support for each student! • Where are specific students within the transition process (see flowchart on page 29)?	Information derived from Lane v. Brown Data Reports (State of Oregon) depicts the number of transition-age youth and young adults who have entered supported employment. Data compiled by ODDS was submitted to reviewers and others by legal agreement(s) or upon request. How can you contribute to future growth and numbers of youth/young adults accessing employment? <table border="1"> <caption>Transition-Age Youth/Young Adults Entered into Employment via ODDS</caption> <thead> <tr> <th>Report Period</th> <th>Entered into Supported Employment</th> </tr> </thead> <tbody> <tr> <td>17-Sep</td> <td>255</td> </tr> <tr> <td>19-Sep</td> <td>278</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>188</td> </tr> </tbody> </table> Entered into Supported Employment per Report Period (Ages 14-24) Per Lane v. Brown Data Reports, State of Oregon Youth Target Population (per Lane v. Brown, State of Oregon): - Youth at-risk of entering segregated settings...<i>historically denied access to CIE</i> - 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	Entered into Supported Employment	17-Sep	255	19-Sep	278	19-Sep	327	20-Sep	311	21-Sep	205	22-Feb	250	22-Jul	188
Report Period	Entered into Supported Employment																
17-Sep	255																
19-Sep	278																
19-Sep	327																
20-Sep	311																
21-Sep	205																
22-Feb	250																
22-Jul	188																

Self-Assessment

IDEA/Part B/Indicator 13/IEP Procedural Compliance Standards

Name: _____ School/Program: _____ Date: _____

Standard	Examples of Evidence
1. Is there evidence that the measurable postsecondary 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 IEP development?	
3. Are there appropriate measurable postsecondary goals in the areas of education, training, employment and, as needed, independent living? Are the goals updated annually to reflect changes in students' 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)

Note the Standards in Need of Further Review

General Guidelines for IEP Self-Assessment Form

IEP/Indicator #13/Self-Assessment:

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 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 assessments 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 invites, 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)

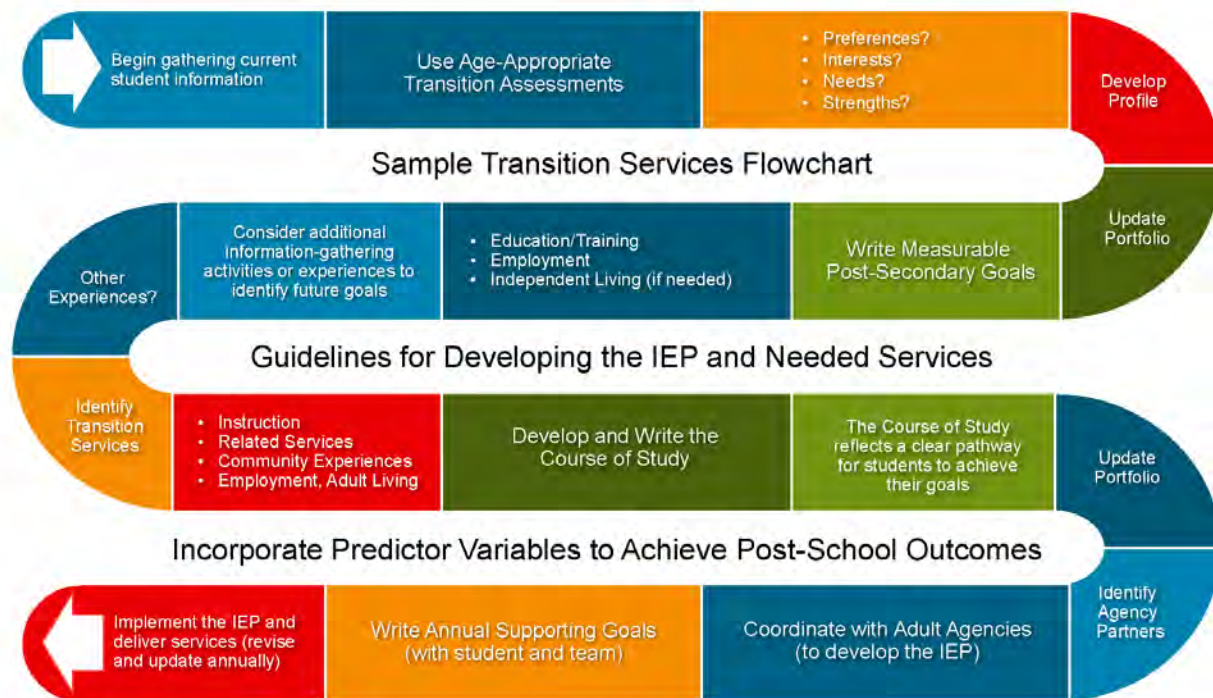
Next: Complete the reflection section per student participation with examples of evidence and planned “next steps” on the following page. See also “examples of evidence” on the next page.

Reflection per Student Participation in the IEP, Examples of Evidence, Next?

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 CIE. To gather any/all relevant information from parents and/or other family members regarding their student's unique needs, personal preferences, interests, etc. To obtain information to determine the student's needs based on supported decision-making.

Activities	Guided Discussion
Activities to Complete (✓when complete) - Complete "Personal Profiles" with students and family members (or solicit support from others to complete this activity) - Complete a Supported Decision-Making profile for/with students (or solicit support from others to complete this activity and share the findings) - 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 - Share "Transition Path to Adulthood" folders with students and identify relevant partners, agency representatives, key contacts, etc.	Guided Discussion Items (✓when complete) - Discuss articles by Hirano, Pleet-Odle, and others regarding parent/family involvement in transition planning for youth - Discuss chapters/sections of Shogren, et al. and how it relates to alternatives to guardianship - Discuss factors pertaining to length of school-day or other issues that may impact a student's school active participation

• Review/read articles by Hirano, Pleet-Odle, and others regarding parent/family involvement in transition planning • 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; Use these resources with the students in the cohort(s) • Gather information from family members via “Informational Interview” forms by TransCen	
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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					

(Actions to improve/maintain family engagement)	Never	Seldom	Occasionally	Often	Always
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					

Sorensen (2021, 2024)

Planned Improvements

Additional Resources:

Supported Decision-Making, Personal Profiles, Trajectories

See www.LifeCourseTools.com

Module 5

Work Experiences, Community Access, Community-Based 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
Activities to Complete (✓when complete) - Complete informational interviews with prospective business partners/employers prior to seeking valued work experience(s) within their respective setting(s) - Begin/continue to support students in developing or editing their resume/profile (written, video) - Seek to develop local community “asset maps” that serve to highlight valued locations/businesses/routes (i.e., environmental analysis) - Per student, identify functional routines (and related task analyses) for habilitation and training efforts per IEP and planned work experiences - Remember to update your monthly tracking sheet to maintain a current list of project/team activities	Guided Discussion Items (✓when complete) - 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) - Review sample informational interview from TransCen or other resources and discuss/determine how to incorporate into practice - Review “LifeCourse Tools” and discuss how any of the resources can be utilized in support of students - Review various curricula and discuss how to adopt or adapt any/all of it into practice to promote functional routines with students - 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 Practice)	Never	Rarely	Occasionally	Frequently	Daily
1. Asset mapping strategies are implemented to determine local resources, businesses/employers, agencies, etc.					
2. Individuals (familiar, unfamiliar) review local communities to “map” accessible resources for routine instruction, learning, and experience.					
3. A “guide”, “template”, “map” or task analysis is used to indicate each of the community-based resources for instruction.					
4. Task analyses and/or 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.					
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/evaluated for availability and accessibility.					
8. Opportunities to engage community members within any school-based enterprise(s) are routinely solicited/invited.					
9. To the greatest extent possible, natural support is utilized in community-based instruction (i.e., coworkers, employers)					

(Actions to Improve Professional Practice)	Never	Rarely	Occasionally	Frequently	Daily
10. Community learning settings or environments meet any/all accessibility requirements (i.e., mobility, sound, sign, etc.).					

Sorensen (2022)

Notes for Project/Team Members per Community-Based Instruction

Module 6

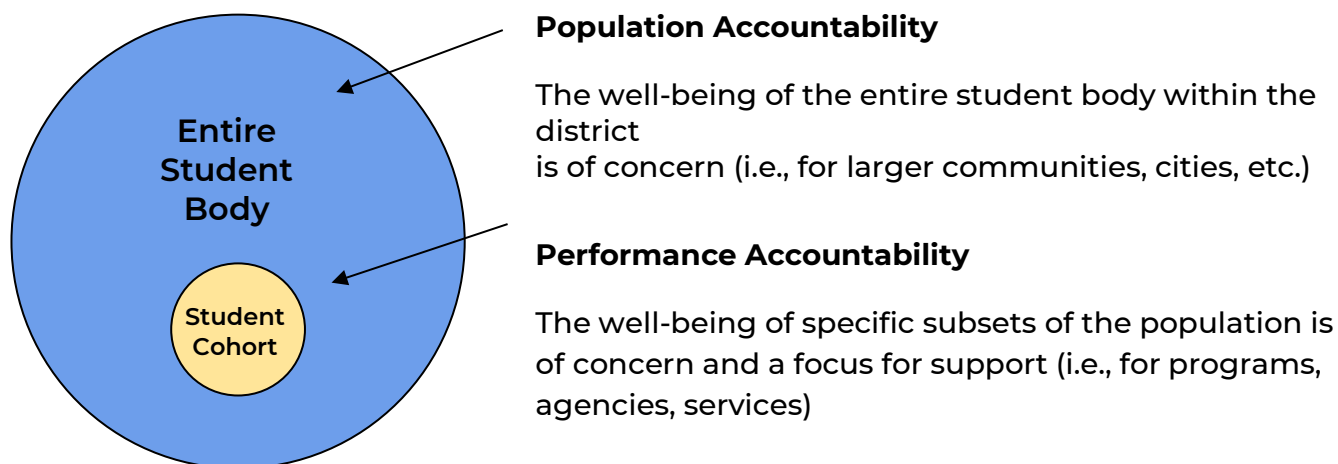
Measuring Progress, Assessing Outcomes

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 are also 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
Activities to Complete (✓when complete) - Review and discuss your role(s) with respect to students in the cohort and the student body as a whole - Determine what metrics (aside from students accessing CIE) will the project/team use to measure performance over time (e.g., monthly tracking sheet, annual goals, etc.) - 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	Guided Discussion Items (✓when complete) - Discuss the need for annual goals for the project/team and any other means of measuring progress monthly/quarterly/annually - Discuss how your project/team measures and outcomes compare with that of other districts' endeavors - Discuss with your school administrators how they can support ongoing efforts of the project/team and address existing/ongoing barriers - Discuss project/team member roles/responsibilities and need for (new) member recruitment

Sample Illustration of Results-Based Accountability



Clear Impact (2014, 2016)

Project Outcomes: Project/Team Accountability

Results-Based Accountability

Consider aspects of your endeavor and identify areas of impact over time and “how much” and “how well” you/we and others have gained because of these actions. Consider it as a project/team “activity” to complete and reflect upon.

How <u>much</u> did we do?	How <u>well</u> did we do?
Number impacted/Increased access?	Percent change/Degree of Improvement?

Google Image

Five Conditions of Collective Success (for 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.					
2. Accountability measures for a select student cohort are clearly defined and include systematic review of the data.					
3. Specific outcome data according to student achievement and post-school success 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 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.					

Sorensen (2020)

Notes/Planned Improvements

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 aspects of professional learning.

Activities	Guided Discussion
Activities to Complete (✓when complete) - Join a professional organization (e.g., NTACT:C, CEC-DCDT, APSE...<i>see resources section</i>) - Begin compiling a list of resources for your area that you can share with others, especially families - Attend the Employment First meeting in your area and offer to share your knowledge and expertise - Conduct an annual resource fair in your district to include public agency personnel, local employers, association representatives, student groups, etc. - Engage in reflection (individually or jointly) about events, practices, or experiences and discuss/plan for improvement in future efforts	Guided Discussion Items (✓when complete) - Discuss access to professional organizations, their journals, newsletters, etc. - Discuss resources available to you and others in support of students' transition to adult living - Discuss your participation in Employment First and how you can contribute to alliances with others - Discuss how you and others can contribute to the occurrence of an annual resource fair and if/when you may partner with neighboring districts - Discuss with others (while a facilitator is present) any proposed improvements in practice regarding secondary transition

Professional Resources

Bridges Oregon (Support for Individuals Experiencing Deafness/Hard of Hearing)

<https://bridgesoregon.org>

LifeCourseTools (Downloadable Templates)

www.lifecoursetools.com

Oregon Secondary Education Transition Website

<https://transitionoregon.org>

Planning My Way to Work

<https://www.ocdd.org> (see also [2022-PMWTWB.pdf](#))

TransCen Online (Additional “Seamless” Resources)

www.transcen.org

Professional Organizations (for you to explore and become a member):

- Association of Personnel Supporting Employment First (APSE/National)

[APSE - Association of Personnel Supporting Employment First](#)

Oregon APSE

<https://oregonapse.org>

- Association for Supervision and Curriculum Development (ASCD)

<https://ascd.org>

- Council for Exceptional Children/Division on Career Development and Transition

<https://dcdt.org>

- Learning Forward

<https://learningforward.org/>

- National Expansion of Employment Opportunities Network (NEON)

[US Department of Labor announces selection of 13 states, District of Columbia to join initiative expanding opportunities for people with disabilities | U.S. Department of Labor](#)

- National Technical Assistance Center on Transition: The Collaborative (NTACT:C)

<https://transitionta.org>

- Oregon Employment First

www.oregon.gov

- TASH

Tash.org

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Module 4

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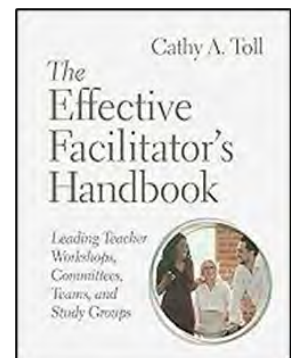
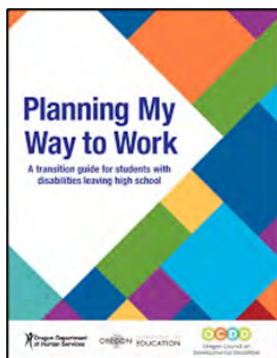
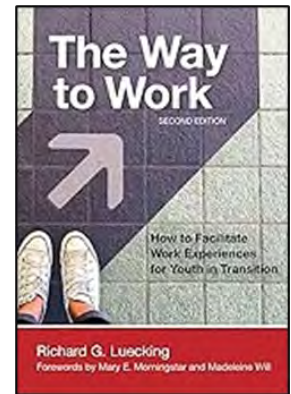
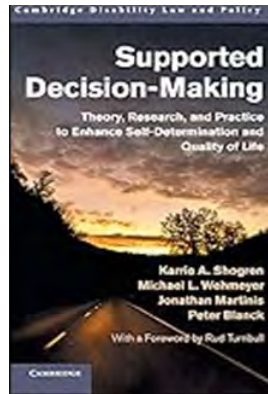
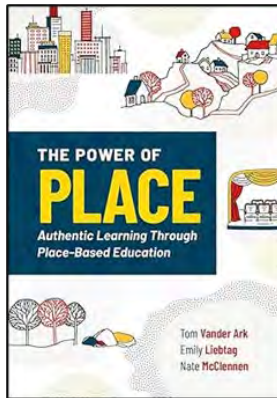
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Module 7

See "Professional Resources" (pages 57, 65)

Additional Reference Materials



Google Images

Seamless Model Infographic/Brochure

The purpose of the infographic and brochure is to highlight key aspects of a seamless model of secondary transition (within a one or two-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 the model.

Please note that each of the “talking points” will need to be explained or interpreted for the recipient/audience/potential model adoptee.



Sorensen (2018, 2025)

Micro-Credentials

Specific micro-credentials (or other professional development units of learning) can be achieved upon successful completion of each module within the Guide.

Micro-credentials can be obtained through your project/team facilitator. Examples may include certificates, badges, competency-based checklists, or other notations that you may add to your catalog of professional development.

In addition, any proposed revisions to a module, activity, or added reference you contribute that serve to enhance the Guide may be granted as a micro-credential.



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