



# Seamless 2.0

Advancing the Implementation of Secondary Seamless Transition in Oregon



**Willamette**

**EDUCATION SERVICE DISTRICT**

*Success, Achievement, Together...for All Students*

# Seamless 2.0

Advancing the Implementation of Secondary Seamless Transition in Oregon

**Statewide Transition Conference**

March 15 – 17, 2023

**Eivind-Erik Sorensen**

Transition Network Facilitator

[eivind.sorensen@wesd.org](mailto:eivind.sorensen@wesd.org)

# Session Outline

## Why Seamless 2.0?

- Build on “Seamless 1.0” presentation in 2022...aimed at leading to the adoption of a **Statewide Initiative** *(by answering the following questions)*...
- What does/can a seamless transition effort in Oregon look like?
- What specific strategies can be implemented by you and others?
- What resources can you share that support efforts of others?
- Can you outline a plan of “next steps” to implement the initiative?
- Will you stay throughout the session to access the raffle?

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



# Session Handouts/Materials Available

- PowerPoint Slides
- Seamless Overview
- Infographic
- Facilitator Guide (description of modules)
- Self-Assessment Forms (list, example, best practice)
- Secondary Transition & Predictor Variables (postcard)
- Feedback Form
- Next Steps (“...action that I will take”)
- Daniel Pink (“When”...Discussion Guide for Educators)



# “Seamless”

(adjective)

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

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



# Components of Seamless Transition

- Transition-age youth, historically denied access to employment
- Connecting school services with adult services/agencies for support
- Linking to transition services within the IEP per student goals
- Focus on current/future community 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
- Focus on family support for future/ongoing employment



# Key Components of a “Seamless” Model

## Oregon-Based Efforts

- School/District-led project/teams
- Student-focused, select cohorts, underserved youth
- Agency collaboration, continual/ongoing, partnerships
- Strict focus on student outcomes, competitive employment
- Efficient monthly meetings, minimal fiscal impact
- Access to training and technical assistance for free!
- Establish group norms/agreements for all
- Ongoing support for implementation
- Routine tracking of key activities



# Other-State Efforts v. Oregon Efforts

## Other/Multi-State

- Multiple states, support
- States direct support
- Mandated partnerships
- Informational interviews
- Data gathered/publicized
- Focus on paid work experience
- Multiple exemplars to replicate
- Contracted training/technical assistance

## Oregon

- Only one-third of State
- State offers support
- Requested partnerships
- Fewer Informational Interviews
- Less statewide data per seamless
- Minimal paid work experience
- Fewer models to replicate
- Free training/technical assistance for all

Note: The above information is based upon information from presentations by TransCen, journal articles, NTACTION, etc.





# Oregon Update

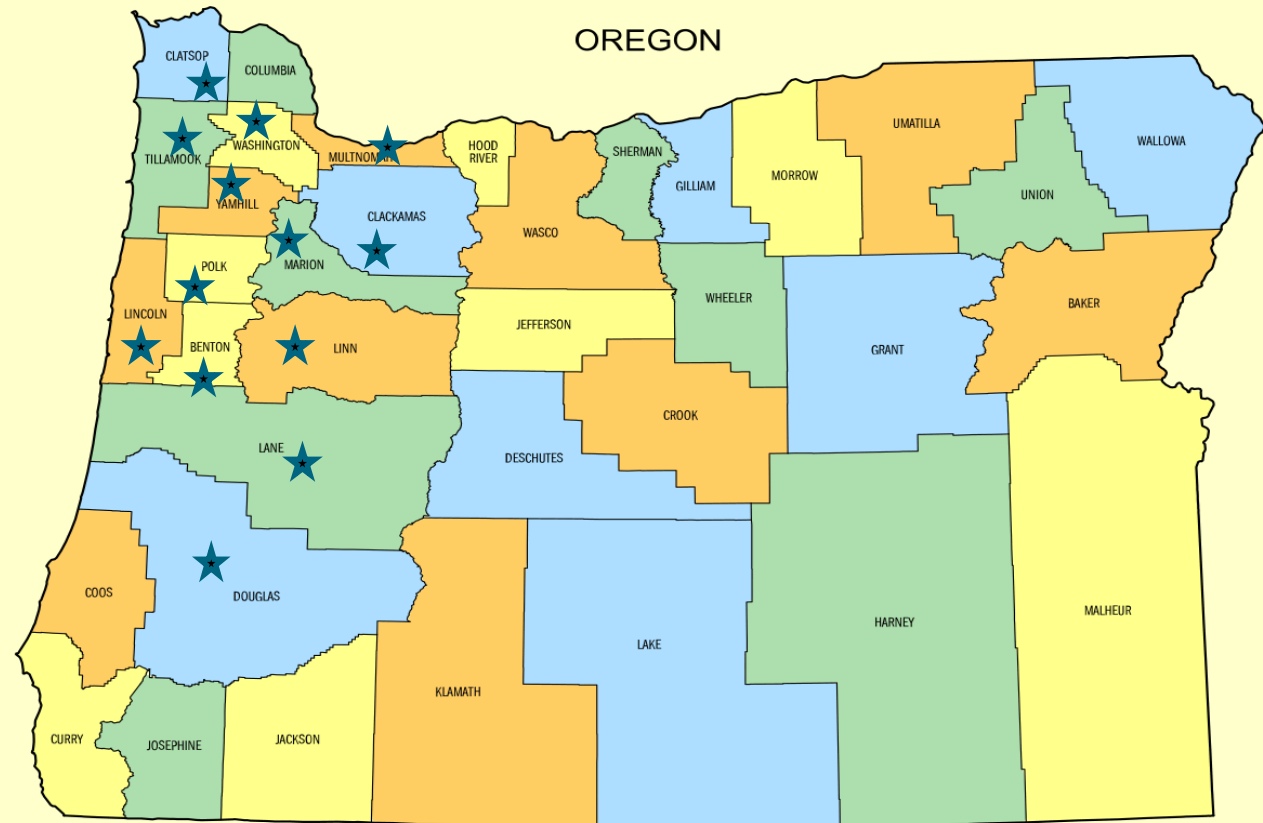
- No more State-funded Sheltered Workshops
- No more 14(c) Certificates (i.e., allowable subminimum wage)
- Support for School-Based Enterprises
- Ongoing Training and Technical Assistance
- Increased Emphasis on Successful Secondary Transition
- Maintenance of Employment First with Support from APSE
- State-Funded Summer Work Experience Opportunities
- Ongoing Parent Training and Support via FACT Oregon
- Regional and Statewide Professional Development & Learning



# Secondary Seamless Efforts in Oregon

Note the increase in statewide efforts!

- Seamless efforts by county where project/teams have been initiated; Some counties have *multiple* school district project/teams
- School/District project/teams have been initiated in 13 of 36 counties since 2015 – 2016 (i.e., one-third of counties)
- Map may not include previously state-budgeted “piloted efforts”
- Will your county represent a new “star” on the map?
- What’s next for 2023-2024?



# Transition Network Facilitators



## Sarah Statham

(Clatsop, Columbia, Multnomah, Washington)

[sstatham@mesd.k12.or.us](mailto:ssatham@mesd.k12.or.us)

## Eivind-Erik Sorensen

(Marion, Polk, Tillamook, Yamhill)

[eivind.sorensen@wesd.org](mailto:eivind.sorensen@wesd.org)

## Josh Barbour

(Benton, Lane, Lincoln, Linn)

[josh.barbour@lblesd.k12.or.us](mailto:josh.barbour@lblesd.k12.or.us)

## Les Rogers

(Coos, Curry, Douglas)

[les.rogers@douglasesd.k12.or.us](mailto:les.rogers@douglasesd.k12.or.us)

## Cindy Cameron

(Jackson, Josephine, Klamath)

[cynthia\\_cameron@soesd.k12.or.us](mailto:cynthia_cameron@soesd.k12.or.us)

## Kriss Rita

(Clackamas, Gilliam, Hood River, Sherman, Wasco)

[krita@clackesd.k12.or.us](mailto:krita@clackesd.k12.or.us)

## Margie Blackmore

(Crook, Deschutes, Jefferson, Lake, Wheeler)

[marguerite.blackmore@hdesd.org](mailto:marguerite.blackmore@hdesd.org)

## Lon Thornburg

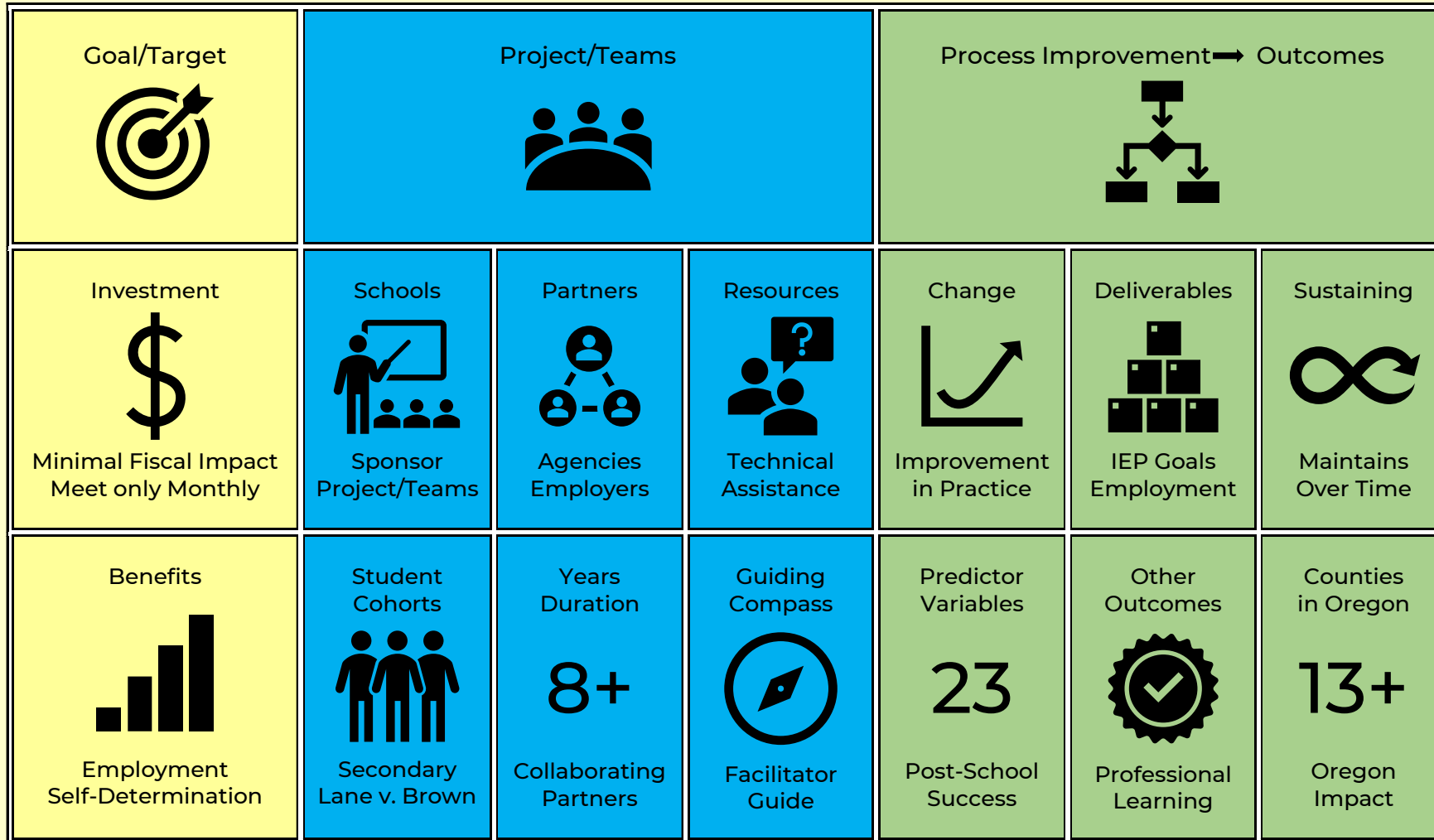
(Baker, Grant, Harney, Malheur, Morrow, Union, Umatilla, Wallowa)

[lon.thornburg@imesd.k12.or.us](mailto:lon.thornburg@imesd.k12.or.us)

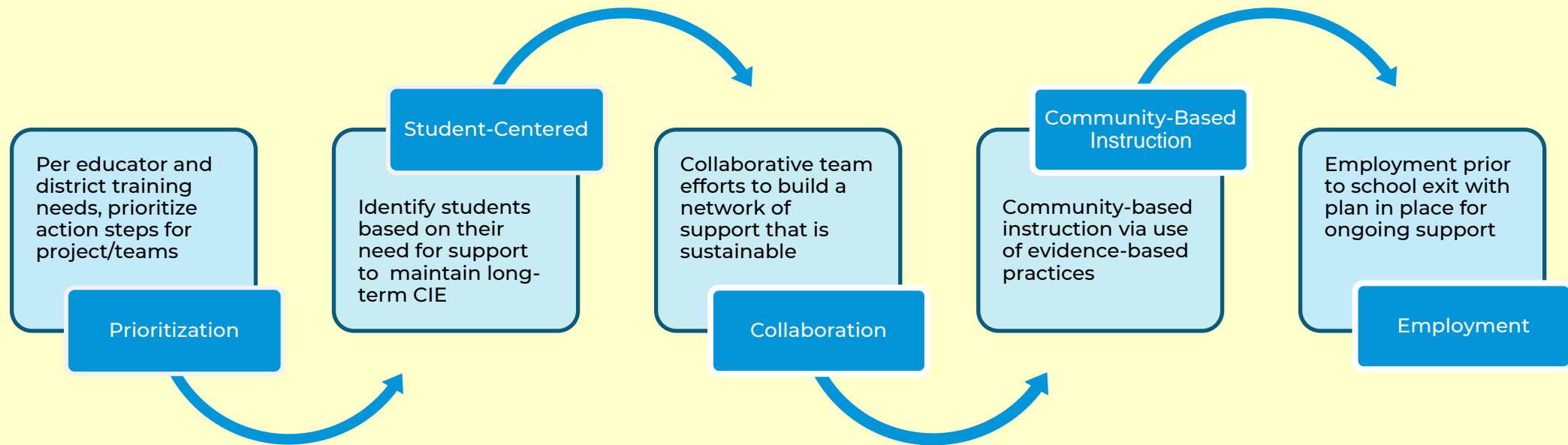


# Adopting a “Seamless” Model of Transition *with* Secondary Students in Oregon

## Seamless Infographic



# “Seamless” Model Process/Continuum



CIE= Competitive Integrated Employment



# Strategy: Use of Self-Assessment Forms

- Knowledge/Experience of Best Practices
- Predictor Variables
- Transition Collaboration
- Logic Models
- IEP Procedural Compliance
- Student Participation in the IEP
- Promoting Family Engagement
- Asset Mapping, Community-Based Instruction
- Transportation, Mobility
- Pre-ETS, Employment
- School-Based Enterprises
- Professional Learning
- Supported Decision-Making
- Support for Project/Teams
- Professional Accountability, Data and Outcomes

These forms are available for downloading from [www.wesd.org](http://www.wesd.org)

[Transition Technical Assistance Network - SpEd / Self-Assessment \(wesd.org\)](http://www.wesd.org)

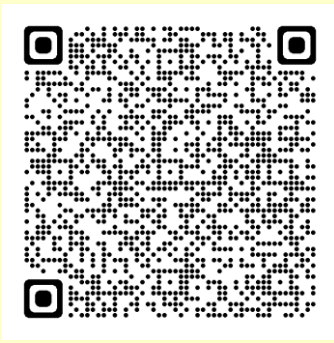


# Self-Assessment Form: Knowledge/Experience, Best/Effective Practices

Note:

All Self-Assessment Forms  
Include User Guidelines

[filedownload.ashx \(wesd.org\)](filedownload.ashx(wesd.org))



## Knowledge and/or Experience per Effective or Best Practices for Secondary Transition\*



Name:  District/School:  Site:  Date:



### Self-Assessment for Secondary Seamless Transition Teams

Please rate your level of knowledge and/or experience for each of the practices identified below. The information that you provide will help to shape future training activities.

Sample Practices	Level of Knowledge and/or Experience				
	Very Little Knowledge or Experience	→			Extensive Knowledge and Experience
1. IDEA transition requirements, procedural compliance standards	1	2	3	4	5
2. Person Centered Thinking, Person Centered Planning, Discovery	1	2	3	4	5
3. Engaging students in IEP development, planning, presentation	1	2	3	4	5
4. Strategies for promoting self-determination among students	1	2	3	4	5
5. Predictor variables associated with post-school outcomes	1	2	3	4	5
6. Development of post-secondary goals and transition services per IEP	1	2	3	4	5
7. Conducting/using formal/informal transition-related assessments	1	2	3	4	5
8. Implementation of Pre-Employment Transition Services	1	2	3	4	5
9. Tools and strategies for evaluating transition outcomes for students	1	2	3	4	5
10. Strategies for providing work-based instruction and work experience	1	2	3	4	5
11. Strategies for developing community-level secondary transition teams	1	2	3	4	5
12. Agency eligibility requirements and referral procedures	1	2	3	4	5
13. Strategies for data-based decision-making for team collaboration, student progress	1	2	3	4	5
14. Transition-related community service providers and contact information	1	2	3	4	5
15. Strategies for promoting/facilitating parent/family involvement and support	1	2	3	4	5
16. School district requirements for community-based work experience	1	2	3	4	5
17. Operation of school-based businesses and related requirements	1	2	3	4	5
18. Employer engagement, job development, and job coaching, systematic instruction	1	2	3	4	5
19. Postsecondary educational services and vocational programs for students	1	2	3	4	5
20. Oregon's Transition Resource Handbook, Transition Path to Adulthood	1	2	3	4	5

Based on this self-assessment, please provide a brief description of any future training activities that may aid you in implementing any of the above practices:



\*Adapted from: Kohler, P.D., Field, S., Izzo, M. & Johnson, J.R. (1999). Transition from school to life: A workshop series for educators and transition service providers. Reston, VA: Council for Exceptional Children.

ees.self-assessment.bestsecondarytransition.0-2316.rev.013019

ewindsorensen@wesd.org



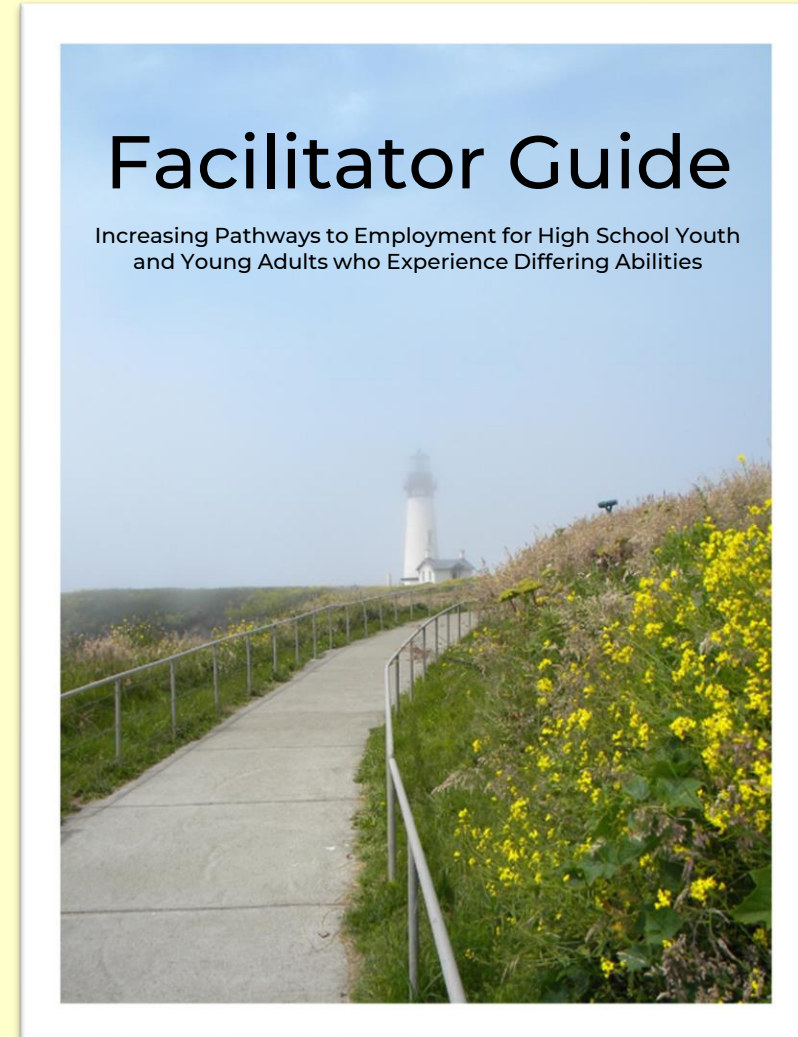
# Facilitator Guide 2022

The Facilitator Guide represents the statewide initiative for adopting a secondary “seamless” model of transition.

All users of the Facilitator Guide first 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
- Reference Materials
- Self-Assessment Tools

\* Free bound copy to one lucky winner today!





# The Purpose of the Facilitator Guide

- Facilitating project/teams
- Modules for addressing critical aspects
- Self-assessment forms to promote learning, improvement
- Includes recommended activities for project/teams
- Offers opportunities for guided discussion
- References included per module
- Reflects statewide initiative
- Free orientation, training and technical assistance
- Free access to session attendees!
- Available online: [Facilitator Guide 080122 - Google Docs](#)



# Facilitator Guide Modules

## Tools for Technical Assistance

1. Overview
  2. Legal Foundations
  3. Evidence-Based Practices
  4. Project/Team Development
  5. Logic Models
  6. Student Cohorts
  7. Family Engagement
  8. Assets, Community Instruction
  9. Systemic Issues, Barriers
  10. Pre-ETS, Employment
  11. Outcomes, Measuring Progress
  12. Professional Learning
  13. Person-Centered, SDM
  14. Project/Team Logistics
  15. Appendices
- Note: Modules are designed to be used/referenced separately as needed

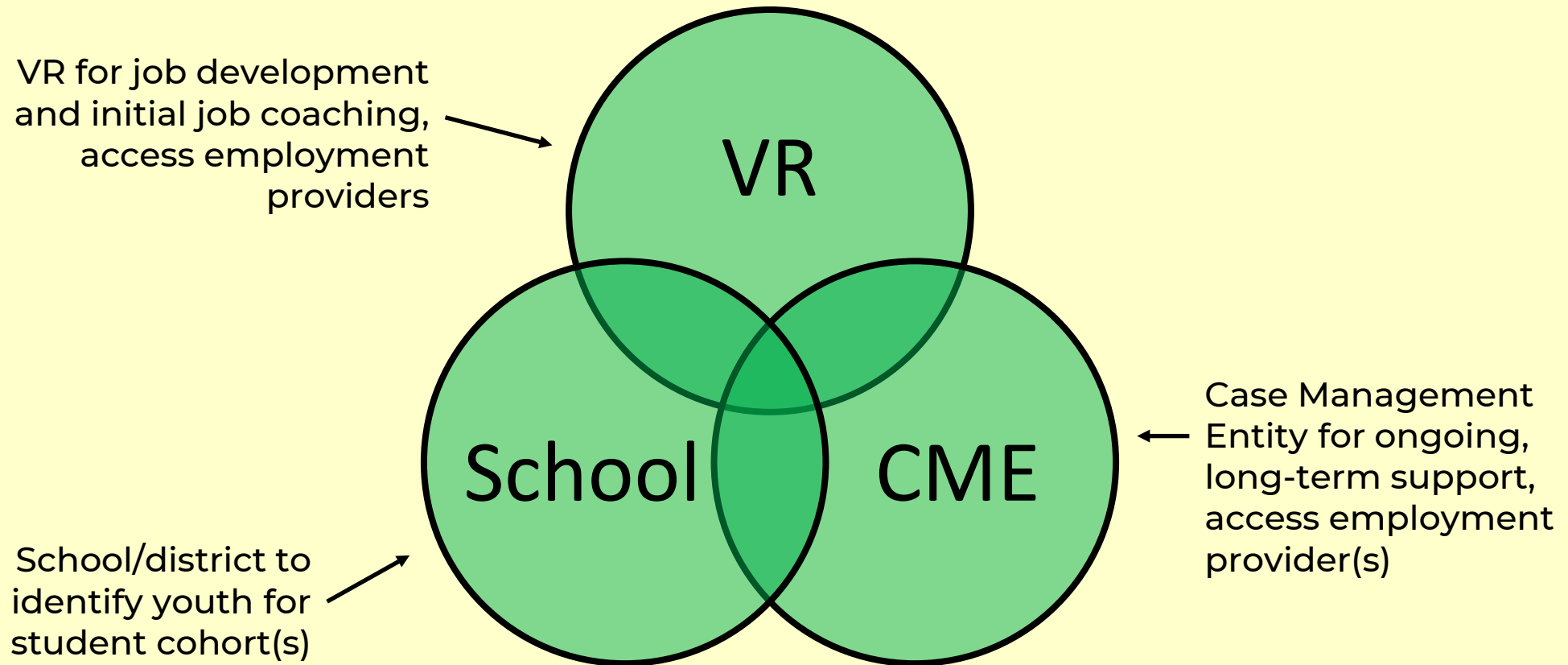


# Strategy: Focus on Collaboration

- 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
- 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)



# Example of Roles & Responsibilities



# Self-Assessment Form: Team Collaboration

## Note:

Consider utilizing this form when you initially bring people together to form a project/team, members are new, and/or if others are unsure of their respective roles or of their unique contributions to the endeavor.

## Secondary Transition Team Collaboration Strategies

### Self-Assessment Form



#### Instructions:

Please read the 12 items listed below and rate your current level of agreement with respect to each of the collaboration strategies. Also, identify any "next steps", either individually or collectively, with respect to any action items needed to facilitate or support future team collaboration.

#### Collaboration Strategies

Disagree ① → ⑤ 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 related to 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

#### Planned "Next Steps":

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Contact: Eivind-Erik Sorensen  
eivind.sorensen@wesd.org

Adapted from: Noonan, P. (2014). Transition Teaming: 26 Strategies for Interagency Collaboration. Arlington, VA: CEC



# Agency Survey: Collaboration

Small Sample Informal Survey, Region-Specific

I have been a member of a “seamless” project/team in my area	6/6
I have routinely collaborated with other “seamless” project/team members	6/6
I have shared agency resources with other “seamless” project/team members	5/6
I have experienced professional development and learning as a member of a “seamless” project/team	5/6
I would recommend that my colleagues seek to become a member of a “seamless” project/team in their respective area(s)	6/6

Note:

Follow-up to assess 5 of 6 responses (i.e., ways to improve “sharing”, “professional development”)

February 2023





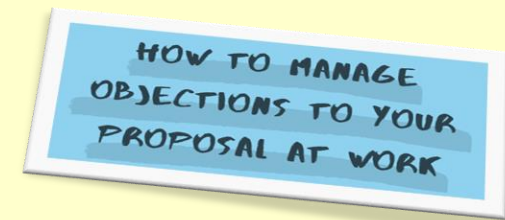
# Strategy: Dealing with Objections

## Concern/Objection:

- Time to meet?
- Multiple meetings?
- Add to my workload?
- Multiple consent forms?
- Document in multiples?
- Changing expectations?
- Too many team partners?
- Less “know how”?
- Don’t know who to invite

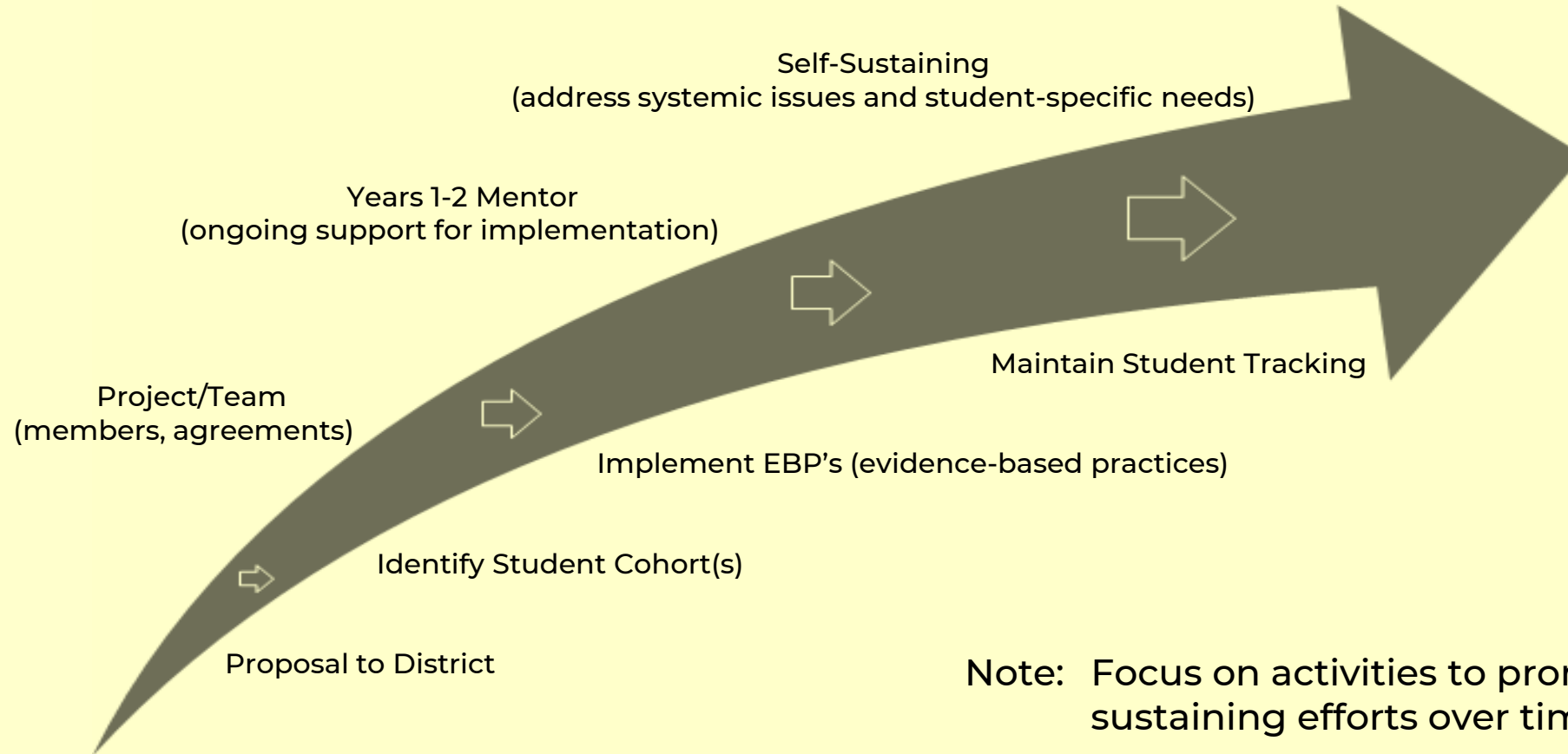
## Strategy/Effective Alternative:

- 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
- Support for collaboration





# Strategy: Support Project/Team Growth

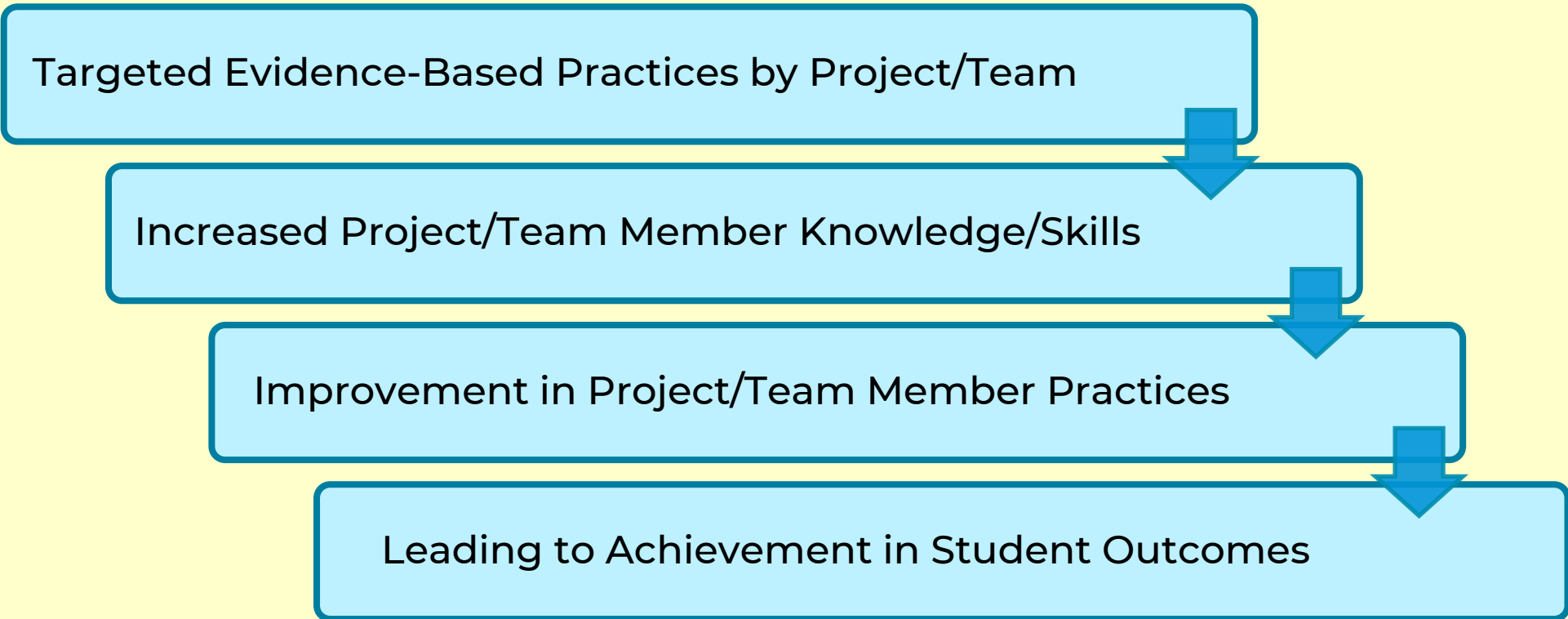


# Strategy: Evidence-Based Practices

- Focus on evidence-based practices (EBP) that lead to successful student outcomes
- Focus on predictor variables most closely associated with post-school student outcomes/success (see postcard)
- Shift instructional practices to align or coincide with EBP's and predictor variables
- Incorporate opportunities for professional development and learning based on EBP's
- Make use of self-assessment forms and other resources to determine the presence or strength of EBP's/variables



# Strategy: Project/Team Use of EPB's



Learning Forward (2022), Guskey (2014)



## Self-Assessment Form: (definitions page)

# Predictor Variables

### Note:

Request the most recent print version of this self-assessment form for team use aimed at improvement in instructional practices.

Secondary special education personnel have used this form of self-assessment to identify areas in need of improvement within their respective array of transition services.

Be sure to access the revised self-assessment form/booklet (i.e., four-page document).



### Results/Findings:

Per results of the self-assessment, review the total "score" and determine to what extent predictor variables lead to post-school outcomes. Typically, a minimum score of 34 indicates the possibility of at least two (2) examples of evidence per variable. Total scores of 50 or more tend to indicate significant evidence of implementation, however, variables left unscored or having minimal evidence of implementation require review by the team.



Predictor Category	Description
Paid Employment/Work Experience	Work experience pertains to any activities that place the student in authentic workplaces (e.g., job shadows, internships, apprenticeships, 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) paid directly to the student by the employer.
Vocational Education	Sequence of courses that prepare students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.
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.
Goal Setting	Student actively participates in the development/presentation of his/her IEP and related goals (vocational, postsecondary).
Career Awareness	Learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.
Occupational Courses	Courses 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.
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.
Exit Exams, Diploma Status	Includes standardized 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.
Youth Autonomy	Opportunities for choice-making and indicating personal preferences are evident, participation in planning of events and activities per areas of interest.
Self-Determination	The ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, accept consequences for one's actions.
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.).
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).
Travel Skills	Student is able to travel independently outside of home (e.g., store, work, neighbor's house, etc.); Accessing public transportation is a key predictor too.
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.
Family Expectations	Includes a family planning and articulating an expectation that their son/daughter will participate in post-secondary education and/or be employed in the community after high school.
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 their son/daughter).
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.
Inclusion/General Education	Requires that students who experience disabilities have access to the general education curriculum and be engaged in regular education classes with peers without disabilities to the greatest extent possible.
Interagency Collaboration	A clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for students.
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 to help students achieve their post-school goals in education/training, employment, and independent living.

### Predictor Variables

A predictor variable enables us to conclude something about an outcome variable. The predictor variable is not necessarily a cause of the outcome. For example, a day with hot temperatures is likely to have more drowning accidents (prediction), although the drowning accidents are not directly caused by heat.



# Strategy: Focus on Student Support

- Take actual 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 and compatibility with an employer
- Arrange for multiple community-based work experience, varied routines, different environmental expectations
- Create a “map” of the environment and any important contextual elements prior to initiating community-based training/instruction
- Address communication needs up front, based upon preferred and interaction/learning styles, and need for social support



# Strategy: Identify Student Cohort(s)

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



# Strategy: Shift to Student-Led IEP's

- Provide instruction in how to communicate progress, preferences, and goals to others (with accommodations as needed to be successful)
- Facilitate family support and engagement in student-led activities as part of the IEP process, support at all ability levels (always, as opposed to whenever possible)
- Development of student-specific portfolios that represent the attainment of valued experiences and transition-related goals
- Embrace person-centered approaches within the IEP process which call for “student voice” and direct involvement (see “Regional Educator Institute” handout)
- Incorporate strategies for facilitating student autonomy and support for personal decision-making (e.g., LifeCourse Tools, Supported Decision-Making)
- Make use of technology and/or other graphic or visual tools to aid in sharing of information (e.g., video, slides, chart paper, etc.)
- Shift from “token invitation” to direct involvement in the planning, development, and implementation of the IEP and related components (see self-assessment forms)



# Strategy: Monthly Project/Team Tracking Form

Anticipated Exit Year	2022		2023		2024		2025		2026	
Student (Initials)	AB	CD	EF	GH	IJ	KL	MN	OP	QR	ST
DOB (month/year)	10/02	5/03	11/02	03/03	04/03	06/04	11/04	10/04	12/05	3/05
IEP (month/year, CM)	09/21	04/21	10/21	02/22	02/20	11/21	12/21	01/22	09/21	03/21
CDDP (month/year, SC)	03/12	06/15	03/07	06/18	10/17	05/06	[04/22?]	09/10	03/17	12/16
VR (month/year, VRC)	11/18	04/19	11/21	01/21	06/21	02/22	---	---	---	---
Profile (month/year)	09/21	04/03	10/21	02/22	02/20	11/21	12/21	01/22	09/21	03/21
Discovery (month/year)	---	02/21	---	---	---	[05/22?]	---	---	---	---
Work Experience	Notes*	Notes*	Notes*	Notes*	Notes*	Notes*	Notes*	Notes*	Notes*	Notes*
Resume (written, video)	Video	Video	Written	Written	Written	Written	---	---	---	---
Provider(s)	ACME	ACME	CAN-DO	ACME	---	CAN-DO	---	---	---	---
SSI/Other (enrolled)	Yes	Yes	Yes	Yes	[04/22?]	Yes	---	Yes	---	---
Benefits Planning (date)	09/01/20	---	---	01/12/21	---	---	---	---	---	---
Paid Employment	(a)	(b)	Summer	Summer	Summer	Summer	---	---	---	---
Notes (see notes pages)	Page 1	Page 2	Page 3	Page 4	Page 5	Page 6	Page 7	Page 8	Page 9	Page 10

Sample for illustration purposes only





# Strategy: Focus on Inclusion & Equity

A major thrust of adopting a seamless model of secondary transition is the focus on students who have historically been denied opportunities for accessing competitive and integrated employment. Therefore, in developing goals for professional learning, traditional SMART goals may need to incorporate additional elements aimed inclusion and equity.

The Management Center (2021) has created tools for helping to create “SMARTIE” goals that combine SMART goals with the addition of inclusion and equity.



# “SMART-IE” Goals for Inclusion and Equity

**Inclusive:** The extent to which a goal brings traditionally marginalized people into processes, activities, and decision-making.

**Equitable:** The extent to which the goal includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.

<b>SPECIFIC</b> What is it you want to achieve? Consider including the 5Ws: what, why, who, where and when.	<b>MEASURABLE</b> How will you know when you have achieved your goal? To be able to track progress and to measure the result of your goal, consider: how much or how many?	<b>ACTION-ORIENTED</b> To keep you motivated toward attaining your goal, are there identifiable intermediate actions/milestones? <i>Variations: achievable, attainable, acceptable.</i>	<b>RELEVANT</b> What results can realistically be achieved given your available resources, including people, knowledge, money and time? <i>Variation: realistic</i>	<b>TIME-BOUND</b> What is an appropriate deadline for achieving your goal? How will you track progress?	<b>INCLUSIVE</b> How will you include traditionally marginalized people into processes, activities, and decision making in a way that shares power.	<b>EQUITABLE</b> How will you include an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.
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The Learning Professional (2021)



# Identifying Your Choice Points: A “Bias Check”

(Consider engaging in these activities to address potential bias)

## Five-Step Process:

(to self-address potential inequities in programs or practices)

### 1. Know your desired outcome

(seek to identify potential inequities or barriers)

### 2. Identify decision-making opportunities

(Assess your routine or default action, implicit bias?)

### 3. Examine the choices and their potential impact on inclusion and equity

(Seek to eliminate potential systemic barriers)

### 4. Brainstorm alternatives to the default approach

(Solicit feedback from others, gather perspectives of others)

### 5. Act and evaluate

(Seek to challenge the status quo and examine related outcomes achieved)

[www.managementcenter.org](http://www.managementcenter.org)



# Strategy: Addressing “The Reluctant Learner”

Choose the “right” learning solution based on the “perceived problem” as depicted in the matrix below.

Note: This is an important consideration for facilitators, especially if/when you meet with resistance or reluctance from others. Focusing on this matrix has helped me to address reluctance or hesitation (that may not be clear) on the part of school district personal.

Problem →	Knowledge/Understanding ↓		Belief/Motivation ↓		Skills ↓
Need →	Recall ↓	Reference ↓	Buy-In ↓	Skill →	Training & Practice ↓
Solution →	Develop Memorization and Practice Activities	Build Information & Knowledge  Repository or Job Aids  Train on How to Use Repository	Deliver Key Messages via Email, Videos, Newsletters  Fix Underlying Culture or Environment		Develop & Deploy Training: On-The-Job, Instructor Led (in-person or virtual)  Ongoing Professional Learning  Scenario-Based Learning

Dashe & Thomson (2019)



# The Need for 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 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 to families, offered, to become a part of the transition process
- Family member interviews can aid in gathering critical information to facilitate future success



# Additional Strategies to Consider

## Informational Interview(s)

- Family
- Employer
- See TransCen for Tools

## Community Conversations

- Rural Settings (Employment, Transportation)
- Promote Engagement
- See Carter & Brumble (references)



# Seamless Forecasting

Where to Next?

Based on the Oregon county map, where will we go next with regards to “seamless” efforts in Oregon?



# Strategy: “Next Steps I Will Take...”

- Recruit Secondary Educators
- Schedule Initial Meeting(s)
- Draft Proposal(s), Infographic(s)
- Secure Administrative Support
- Identify Partners /Collaborator(s)
- Establish Working Agreements
- Discuss Student Cohort(s)
- Outline Timeline(s) for 2023 - 2024
- Solicit Technical Assistance
- Review Facilitator Guide/Materials

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Note: Remember to contact your Transition Network Facilitator for technical assistance at any stage in the process





# Reflection on Today's Session

- I am going to initiate a seamless project/team ASAP!
- I still have questions before I can commit/move forward
- I wish I knew if others would join me in this effort
- I think that this is too much for me, I am not that skilled
- I am not sure that the student cohorts would work for me
- I am not sure that everyone is capable of working (period)
- I don't believe that others will join me in this effort
- I need to review the Facilitator Guide before committing
- I believe in the endeavor, I just don't know how to do it
- I need some support and coaching before getting started



# Questions?

Please feel free to ask questions, I will stay after to talk with you as needed.

If you are unable to stay, but still have questions, please feel free to email me your questions and either I, or your Transition Network Facilitator, will get back to you.



# Acknowledgements

- “Understanding Seamless Transition: A Focus on Collaboration and Outcomes” by presenters from TransCen, Inc., Sean Roy, Ann Deschamps, and Laura Owens (participation in a nationwide series of webinars, 2023)
- Transition Network Facilitators in Oregon
- Regional and County Agency Partners and Collaborators
- School District Personnel in Seamless Project/Teams
- Students as Participants in Project/Team Cohorts
- NTACTION (access to free materials on collaboration, other state reports)
- Standout 2.0 (use of self-assessment of strengths and how to support teamwork)
- TransitionOregon (website)





Raffle Time!



**Willamette**  
EDUCATION SERVICE DISTRICT

*Success, Achievement, Together...for All Students*