Oregon Seamless Transition Program Invitational

A model for collaborative communication

A Message about what matters

Outcomes:

- Gain an overview of the Seamless Transition Model
- Learn about future professional development opportunities
- Leave with tools to start organizing your own seamless team

HISTORY OF THE SEAMLESS TRANSITION PROJECT

EST. 2014

BACKGROUND
OREGON'S EMPLOYMENT FIRST INITIATIVE

- Employment First Policy – 2008
- Senate Bill 22 Legislation-2013
- Executive Order 13-04 – April 2013
- Executive Order 15-01- February 2015

WHAT INITIATED THE PILOT

- US Department of Labor, Office of Disability Employment Policy (ODEP) 2012 Grant
- Focus on Transformation
- Statewide policy
- Transition Best Practices

OSTP BASICS

EXPECTATIONS, STUDENT PATH, TEAM MEMBERS

FEATURES OF SEAMLESS TRANSITION MODEL

- Community-based integrated work experiences relevant to attaining adult employment
- Employment in integrated settings where they are hired by the employer
- Adult provider working with school personnel before school exit
- Cost sharing resources- LEA,VR, DD,MH
- Outcome of paid work with supports in place before school exit

Luecking, D.M. & Luecking, R., 2015, Translating Research into a Seamless Transition Model, *Career Development and Transition for Exceptional Individuals*.

Student Path for Oregon Seamless Transition Project (Best Practice)

3-4 years Prior to Exit

- Student and family are educated and engage
- Enroll student
- Develop connections w/ community agencies
- Continue school work experiences
- Continue Pre-ETS activities

2-3 years Prior to Exit

- Start/continue Discovery-like activities and career exploration options
- Individualize work experiences
- Focus on work readiness and endurance
- Open VR case (2 years prior)

2-1 year prior to exit

- Paid summer work experience
- Begin search for paid employment
- Enter into competitive integrated employment or enroll in postsecondary education

Year of exit

- Continue paid employment
- Supported by teachers and team
- Problem solve around potential barriers
- Establish long term supports (if needed)
- Connected with SSI/SSDI benefits counselor

Post graduation

- Employed
- Long terms supports active
- VR Case closure
- Monitoring maintained for 2 years after exit.

EXPECTED STUDENT OUTCOMES:

- A job of choice in the community at minimum wage or better
- Long term supports in place (if needed)
- Transportation in place
- Benefits Analysis completed
- Connected to employment services
- Aware of where to turn for additional information and support
- Other life activities in integrated settings

Team members and origins

- Students & Families
- School Districts: Teachers/Transition Specialists
- Vocational Rehabilitation: Counselors
- System Agency Staff (DD,MH,SSA): Personal Agents/Service Coordinators
- Employment Providers
- Local Partners (Advocacy, CILs, Parent Networks)

High School
Enroll in Developmental Disabilities services- SSI/SSDI

Transition Program
- Work Experiences
- Life Skills
- Community Access

Teacher
Student

Seamless Transition Path to Employment OVERALL GOAL:
Job of Choice before exiting school services.

Year 1 or 2 19-20: Enroll with VR

Discovery Discussion
Student/Family, PA/SC, VRC

No- Consider Discovery-like options

Yes

Hire Discovery Provider & complete Discovery (takes about 3 months)

Meeting to review discovery
Student/Family, PA/SC, VRC

Hire Job developer

VR Employment services begin

Job Developer begins employment search

Supported Competitive Employment in **Job of Choice**

DD(long term supports and coaching)
Student & Family

S. Statham 5/2017

EXPECTED KEY OUTCOMES

At the Point of Transition For Students

- Schools teaming with VR, community provider
- Families engaged in transition process
- Early VR involvement
- Early Community Provider involvement
- Positive personal career planning
- Individualized paid work experiences
- Individualized paid inclusive job
- Supports in place prior to exit

Luecking, D.M. & Luecking, R., 2015, Translating Research into a Seamless Transition Model, *Career Development and Transition for Exceptional Individuals*.

LESSONS LEARNED

Benefits

- Communication with team provided deeper insight and reliable feedback
- Regular access to student and knowledge of schedule
- Trust building through word of mouth
- Teacher backing when working with families
- Comparison of different lenses
- Prepared for the unexpected

Road blocks

- Lack of communication
- Realistic time frames
- Being respectful of timing
- Being unbiased
- Service provider turnover
- Complications in funding

OSTP TRACKING FORMS

STP Student Info List

current as of: date

Student Name	D.o.B.	Ph. Number	Parent/Contact	Contact Ph. Number	Address	Parent Email	DD/Brok	Service Coord PA	Ph. Number

2018 BOOT CAMP

- Who should come?
- What to expect?
- When is it happening?
- Where will it take place?

Who Should Come?

YOU!

AND… your Seamless Teams to include:

- Teacher/Transition specialist
- Vocational Rehab Counselor
- Brokerage and/or Service Coordinator
- Employment Provider

What to expect?

Training and collaboration in the following areas:

- **The Plans IEP IPS ISP CD,**
- **Aligning goals,**
- **Discovery and other activities**
- **Work experience in schools**
- **Summer youth employment**
- **Family engagement**
- **How to build momentum and stability in your team**

When and Where?

Your lovely Transition Network Facilitators (TNF) will spread the word when time and location are set

What to expect after boot camp

Your team will be able to:

- Identify students
- Start using tracking systems/forms
- Set regular monthly meeting dates
- Figure out what your team needs
- Be connected to a support network

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Questions, Ideas, and Ah-has!

THANK
YOU