



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Transition Collaborative Summative Report

2020

Authorizing Legislation: Senate Bill 6032 (2018) Sec. 501 (57) and Senate Bill 6168 (2020) Sec. 501 (3)(c)

Glenna Gallo

Assistant Superintendent of Special Education

Prepared by:

- **Tania May**, Director of Special Education
tania.may@k12.wa.us | 360-725-6075
- **Tammie Doyle**, Transition Manager, Division of Vocational Rehabilitation,
Washington Department of Social and Health Services
doylet@dshs.wa.gov | 360-725-1005
- **Shelby Satko**, Executive Director, Washington State Rehabilitation Council
Shelby.satko@dshs.wa.gov | 360-725-3690
- **Cinda Johnson**, Center for Change in Transition Services, Seattle University
cinda@seattleu.edu | 206-296-5888

- **Kris Hirschmann**, Center for Change in Transition Services, Seattle University
hirschmk@seattleu.edu | 206-296-6494
- **Branda Matson**, Employment and Day Program Unit Manager, Developmental Disabilities Administration, Washington Department of Social and Health Services
branda.matson@dshs.wa.gov | 360-407-1522
- **Washington Developmental Disabilities Council Leadership**
jeremy.norden-paul@ddc.wa.gov | 360-586-3560

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EXECUTIVE SUMMARY

Provisos in the 2018 and 2020 Supplemental Operating Budgets require the Office of Superintendent of Public Instruction (OSPI), in collaboration with the Department of Social and Health Services (DSHS) Developmental Disabilities Administration (DDA) and Division of Vocational Rehabilitation (DVR), to develop an implementation plan for building statewide capacity among school districts to improve transition planning activities for students likely to become eligible for services from DDA.

When planning for transition from school to post-school life, students with disabilities, families, school staff, and agencies must navigate between three complex systems across the following state agencies: OSPI, DVR, and DDA. This summative report provides an overview of transition collaborative activities between 2018 and 2020, research and data on transition, stakeholder engagement efforts, transition support initiatives and activities, and recommendations for improving transition outcomes for students with disabilities in Washington, particularly for the focus student group, as defined in the following section.

TERMS USED IN THIS REPORT

Transition partners across education, employment, and state agencies utilize different terms for defining the focus student group for this report: students likely to become eligible for services from DDA. Throughout this report, terms and their meanings are used as follows:

- **Students with disabilities:** students who have been evaluated and found eligible under one or more disability categories, who are receiving special education services¹.
- **Focus student group:** students likely to become eligible for services from DDA. DDA refers to this population as students with developmental disabilities², or those students with the most significant support needs. In the school system, this group of students is often associated with the disability categories of Autism (AUT), Intellectual Disability (ID), and Multiple Disabilities (MD).

RESEARCH AND DATA ON TRANSITION

Research into transition outcomes and student demographics support inclusion in general education and community settings and access to core instruction with appropriate supports. In 2019, the focus student group made up 17% of all students and 23% of students age 15 to 21. Students with disabilities experience opportunity gaps for graduation outcomes and post-school engagement; for the focus student group, these gaps are wider and of greater concern.

STAKEHOLDER ENGAGEMENT EFFORTS

Transition collaborative partners include leadership with knowledge of disability and transition planning services from the OSPI Special Education division, DDA and DVR. The Center for Change

¹ WAC 392-172A-01035 *Child with a disability or student eligible for special education.*

² RCW 71A.10.020 (5)

in Transition Services (CCTS) at Seattle University, an OSPI-funded State Needs Project, was also included to support with transition research, data, and technical assistance. To frame and support stakeholder engagement efforts, the Developmental Disabilities Council (DDC) and Washington State Rehabilitation Council (WSRC) were also included.

Stakeholder engagement efforts included a statewide electronic survey, local and regional transition meetings, statewide webinars and recordings, and conference presentations.

TRANSITION SUPPORT INITIATIVES AND ACTIVITIES

Transition supports are intended to help youth with disabilities make the transition from high school to the world of adulthood to achieve their post-school goals in the areas of education and training, employment, and independent living skills. This section provides a description of several cross-agency, collaborative initiatives to support successful transitions. Although some of the activities described in this section are not exclusive to the focus student group, the transition collaborative remains committed to increasing equitable inclusion of the focus student group in all available transition services.

RECOMMENDATIONS

The recommendations in this section align to the 2020 transition proviso in Engrossed Substitute Senate Bill 6168 Sec. 501 (3)(c). Recommendations address data sharing among the agencies, funding for School To Work supports for students in the focus student group, system navigation supports, and the exploration of statewide and regional interagency transition networks.

TRANSITION COLLABORATIVE OVERVIEW

This section presents an overview of the scope of work, priorities, participants, and activities of the transition collaborative efforts.

BUDGET PROVISOS RELATING TO TRANSITION

The 2018 and 2020 Supplemental Operating Budgets³ required OSPI, in collaboration with DDA and DVR, to develop an implementation plan for building statewide capacity among school districts to improve transition planning activities for students receiving special education services. An interim report was submitted to the legislature in November 2018, and this summative report is due November 1, 2020. Language in both proviso excerpts, specific to transition, call for cross-agency collaboration in support of improved transition outcomes for the focus student group, students with disabilities who are likely to be eligible for services from DDA.

Legislative Advocacy in Support of Transition

As a result of legislative advocacy with transition partners, the 2020 proviso language identified specific recommendations for the transition collaborative to consider, including the following components:

“(i) An examination of whether a data share agreement between the department of social and health services developmental disabilities administration, division of vocational rehabilitation, and the office of the superintendent of public instruction would improve coordination among the three agencies;

(ii) Defined roles for the associated stakeholders involved with the transition of students potentially eligible for services from the developmental disabilities administration, including but not limited to:

- (A) The department of social and health services developmental disabilities administration;
- (B) The office of the superintendent of public instruction;
- (C) The division of vocational rehabilitation at the department of social and health services;
- (D) School districts across the state of Washington; and
- (E) Counties coordinating employment and day services.

(iii) An examination of the feasibility of a statewide developmental disabilities transition council, including representative positions, roles and responsibilities, costs, and data collection; and

(iv) Recommendations for supporting seamless transition from school to post-school life, up to and including potential legislation and funding, regional interagency transition networks, and coordination between counties, schools, and other partners for transition supports.”

The recommendations of the transition collaborative work are summarized in the [Recommendations](#) section of this report.

³ Washington State Legislature. 2018 Regular Session. *Senate Bill 6032, Sec. 501 [57]* and Washington State Legislature. 2020 Regular Session. *Engrossed Substitute Senate Bill 6168 Sec. 501 (3)(c)*.

TRANSITION COLLABORATIVE PARTNERS

The 2018 and 2020 budget provisions formalized and guided efforts to build upon and improve existing cross-agency efforts in support of transition services.

State Agency Partners

Transition collaborative partners include leadership with knowledge of disability and transition planning services from the OSPI Special Education division, DDA and DVR. The Center for Change in Transition Services (CCTS) at Seattle University, an OSPI-funded State Needs Project, was also included to support with transition research, data, and technical assistance. To frame and support stakeholder engagement efforts, the Developmental Disabilities Council (DDC) and Washington State Rehabilitation Council (WSRC) were also included.

Transition Stakeholder Partners

Transition collaborative outreach included a variety of statewide partners committed to successful transition for the focus student group. Additional information regarding partner engagement can be found in the section on [Stakeholder Engagement Efforts](#).

The Impact of Dual Pandemics on Transition Partnerships

In spring 2020, the dual pandemics of COVID-19 and nationwide protests against systematic and structural racism have amplified barriers to transition supports and brought increased focus on the intersectionality of race and disability. This report includes numerous references to the COVID-19 pandemic and the impact of school facility closures on educational access, transition services, and interagency collaboration. It is more apparent than ever that educators and transition partners need resources and training that center the experiences of students of color with disabilities through the context of the dual pandemics impacting all service sectors, including educational and transition support systems.

TRANSITION COLLABORATIVE VALUES

The transition collaborative partners identified collective values to ensure that collaborative efforts addressed the secondary transition priorities for students with disabilities and their families, education and provider partners, and state agencies. These values are represented within the workgroup activities and are summarized as follows:

- Stay focused on improved secondary transition outcomes;
- Keep language, tasks, and resources accessible and understandable (using “plain talk”); and
- Maintain ongoing and transparent communication with stakeholders.

TRANSITION COLLABORATIVE GOALS

Goals of the transition collaborative include:

- Review and recommend existing resources to build robust statewide capacity among school districts to improve transition planning for all students with disabilities;

- Minimize gaps in transition services from school to post-school life for the focus student group; and
- Develop recommendations to support students with disabilities and their families, stakeholders, and service providers with successfully navigating the transition process in Washington state.

“Our son is so proud of what he learned do to by himself... He felt like he was a college student; it was inclusion. He talks about his dependable strengths with pride.”

–Parent of a student in an inclusive college program

SECONDARY TRANSITION RESEARCH & DATA

Research on transition practices continues to demonstrate that post-school outcomes of students with disabilities improve when educators, families, students, community members, agencies, and organizations work together to implement a broad array of transition planning practices. Four measures are critical indicators for successful post-school outcomes: quality Individualized Education Programs (IEP), dropout rates, graduation rates, and post-school outcomes (e.g., higher education, competitive employment, or engagement in other education/training or employment).

EVIDENCE-BASED PREDICTORS OF POST-SCHOOL SUCCESS

Quality transition planning is the foundation of successful educational programs for students with disabilities. This includes identifying strategies for keeping students engaged with school through the implementation and integration of meaningful transition services. These efforts increase the likelihood that students with disabilities will graduate and realize their preferred post-school goals.

Research has identified research-based, evidence-based, and promising practices that lead to positive outcomes in education, employment, and independent living for student with disabilities. The National Technical Assistance Center on Transition (NTACT) has identified evidence-based predictors⁴ of post-secondary employment, education, and independent living success that are linked to positive post-school outcomes for students with disabilities⁵:

⁴ Test et al. (2009). Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181.

⁵ Mazzotti et al. (2020). Secondary transition predictors of post-school success: An update to the research base. *Career Development and Transition for Exceptional Individuals*, 1-18.

- Career Awareness
- Community Experiences
- High School Diploma Status
- Inclusion in General Education
- Interagency Collaboration
- Occupational Courses
- Paid Employment/Work Experience
- Family Involvement
- Program of Study
- Self-Determination/Self-Advocacy
- Self-Care/Independent Living Skills
- Social Skills
- Student Support
- Transition Program (Services)
- Career and Technical Education (CTE)
- Work Study

STATE OF THE STATE OF TRANSITION SUPPORTS IN WASHINGTON

The scope of work for the transition collaborative included data reviews of transition outcomes for students with disabilities, emphasizing the focus student group.

Student Demographics

A statewide review of Washington transition data included analysis of the student population of students with disabilities and the focus student group.

Table 1 summarizes the 2019 percentages of Washington students with disabilities by eligibility category, for students age 3–21, as well as students of transition age, 15–21. In 2019, just over 8,000 Washington students between the ages of 15 and 21 were eligible under the categories typically associated with the focus student group (i.e., AUT, ID, and MD)

Table 1: Washington Students with Disabilities, 2019

Disability Category	# Ages 3–21	% Ages 3–21	# Ages 15–21	% Ages 15–21
Autism (AUT)	17,092	11.2%	4,549	13.0%
Communication Disorders (CD)	23,244	15.2%	373	1.1%
Emotional/Behavioral Disability (EBD)	5,637	3.7%	1,691	4.8%
Other Health Impairments (OHI)	28,564	18.7%	9,260	26.5%
Intellectual Disability (ID)	5,019	3.3%	2,230	6.4%
Multiple Disabilities (MD)	3,181	2.1%	1,376	3.9%
Specific Learning Disabilities (SLD)	48,084	31.5%	14,914	42.6%
Other Disabilities ⁶	21,674	14.2%	607	1.7%
Focus Student Group	25,292	16.6%	8,155	23.3%
All Students with Disabilities	152,495		35,000	

Source: OSPI. (2020). *Special Education Federal Child Count*.

⁶ For the data tables included in this report, the term *Other Disabilities* includes Developmental Delays, Hearing Impairment, Visual Impairment, Deafness, and Deaf-Blindness, Orthopedic Impairment, and Traumatic Brain Injury.

Educational Access & Achievement

To ensure an appropriate education for all students with disabilities, the IDEA mandates schools provide a continuum of placement options in the least restrictive environment (LRE)⁷. Research consistently supports a positive link between access to instruction in general education settings and improved outcomes for students with disabilities, including employment⁸. As of 2018, Washington state ranked 44th for inclusion nationwide⁹, with 57% of all students with disabilities included in general education settings for 80–100% of the school day¹⁰. For the focus student group, restrictive educational placements (e.g., self-contained classrooms) have historically been most common, although there have been some slight trends toward more inclusive access, as shown in Table 2. Note that the goal is to increase placement in general education for 80–100% of the school day and decrease placement in more restrictive settings.

Table 2: Washington Educational Placement Data Trends in Students with Autism, Intellectual Disabilities, and Multiple Disabilities, ages 6 to 21

Autism	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	35.5%	25.7%	36.7%
2017–18	36.5%	25.7%	35.9%
2018–19	36.9%	25.9%	35.3%
Intellectual Disability	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	6.3%	32.7%	60.1%
2017–18	5.9%	33.5%	59.9%
2018–19	5.3%	35.8%	58.0%
Multiple Disabilities	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	9.8%	19.7%	65.6%
2017–18	10.6%	20.2%	64.0%
2018–19	11.2%	21.6%	62.4%
Focus student group	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	24.7%	26.7%	46.5%
2017–18	25.8%	26.8%	45.3%
2018–19	26.4%	27.5%	43.9%

Source: OSPI. (2020). *Special Education Federal Child Count*.

School To Work Data

The School To Work program is a partnership among DVR, DDA, seven counties, school districts, and employment service providers who connect employment services to students with intellectual and developmental disabilities while they are still accessing high school transition services. Funding

⁷ IDEA Sec. 300.114 (a).

⁸ Theobald, R. J., Goldhaber, D. D., Gratz, T. M., & Holden, K. L. (2019). Career and technical education, inclusion, and post-secondary outcomes for students with learning disabilities. *Journal of Learning Disabilities, 52*(2), 109–119.

⁹ National Council on Disability. (2018). *The Segregation of Students with Disabilities*.

¹⁰ Office of Superintendent of Public Instruction. (2019). *Special Education Federal Child Count*.

for School To Work programs rely on county funding, which is used to pay providers a set rate to assist students in achieving employment. When a student establishes stability in a job, DVR pays the county an outcome fee. Once the student has graduated, DDA long-term support funding is then utilized to help the student maintain employment upon leaving school in June the year the student turns age 21. The goal of the program is to involve a collaborative team to assist students with intellectual and developmental disabilities via a seamless transition to obtain paid employment prior to exiting their high school transition services at age 21. Research suggests students with disabilities who have access to early work experiences are over two times as likely to have paid employment in their first two years after high school¹¹.

Table 3 summarizes the 2015–19 data for Washington students with disabilities served and employed in the School To Work program.

Table 3: School To Work Total Served and Employed, by Year

School Year	Total Served	Total Employed	% Employed	Average Wages per Week	Average Hours Worked per Week
2015–2016	277	169	50%	\$67	7
2016–2017	290	152	40%	\$68	6
2017–2018	241	127	46%	\$124	11
2018–2019	271	139	50%	\$159	13
2019–2020	288	59	31%	\$ 203	15

Source: These data were compiled by DDA and DVR, from a variety of sources related to county School To Work programs.

Table 4 summarizes outcomes for students in each of the participating counties, highlighting total served, rehabilitation rate (successful employment outcome), average wages per week, and average hour worked per week.

Table 4: School To Work Results for 2018–19 School Year

County	Average Wages per Week	Average Hours Worked per Week
Island	\$120	11
King	\$151	11
Kitsap	\$120	8
Pierce	\$164	14
Snohomish	\$107	9
Spokane	\$175	15
Thurston	\$175	14
Total	\$145	12

Source: These data were compiled by DVR from a variety of sources related to county School To Work programs.

In the 2019–20 school year, due to COVID-19 and the Governor’s “Stay Home & Stay Healthy”

¹¹ Wong, A. (2016, June 15). *Escaping the disability trap: What’s the best way to prepare special-needs students for the workforce?* The Atlantic.

order, some opportunities for job placements for students engaged with School To Work were eliminated or delayed. Employment outcomes for students who graduated in June 2020 showed 13% employed¹², lower than previous data points, as shown in Table 5 below.

Table 5: Focus Students Results for 2015–2020 School Year

Graduated June of:	Count of individuals Graduated:	Individuals in Service	Wage Earners	Avg Monthly Wage	% Working	% Engaged in Employment Support
2015	752	307	209	\$274.84	68%	41%
2016	704	352	240	\$237.35	68%	50%
2017	736	333	216	\$484.30	65%	45%
2018	780	351	193	\$437.65	55%	45%
2019	790	385	193	\$299.44	50%	51%
2020	891	329	43	\$373.76	13%	37%

Source: These data were compiled from the DDA CARE Database and transition grad report 0114.

“The online program was amazing! My son felt like he accomplished something by building a shelf that he gave to me for my birthday.... It was great he got paid while doing it.”

–Parent of a student in an online work-based learning program

Graduation & Post-School Outcomes

Graduation and post-school outcome data were reviewed for the identified disability categories. Students with disabilities through the graduating class of 2021 had the option of a graduation alternative called a Certificate of Individual Achievement (CIA)¹³, if determined appropriate for the student by the IEP team. A Certificate of Academic Achievement (CAA) was a term used for meeting grade-level graduation requirements toward a diploma, available for all students, through the 2019 school year. Table 6 summarizes graduation outcomes for students with disabilities, including both the CAA and CIA percentages.

Table 6: Graduation Outcomes for Washington Students with Disabilities, 2019

Disability Category	Total Graduates	Type of Diploma Received:	
		% CAA	% CIA
AUT	473	32.3%	64.3%
CD	67	44.8%	50.7%
EBD	208	23.1%	72.6%
OHI	1597	15.0%	80.5%
ID	113	0.9%	90.3%
MD	56	14.3%	75.0%
SLD	3271	10.7%	84.4%
Other Disabilities	113	24.8%	67.3%
Focus Student Group	6522	15.8%	76.5%
All Students with Disabilities	473	20.5%	74.1%

Source: OSPI Student Information. (2019). 2018–19 CIA/CAA Database.

¹² DDA CARE Database report 53703

¹³ Office of Superintendent of Public Instruction. (n.d.). CIA and Waivers.

The table above confirms a concerning trend for Washington students with disabilities that developed over the last ten years; the majority of students with disabilities, despite having the ability (with effective general education grade-level instruction, supported by specially designed instruction) to graduate through the CAA pathway, received a CIA diploma, only available to students with disabilities. The Washington State Legislature¹⁴ responded to this lack of expectations in 2018 by redesigning graduation pathways for all students and eliminating the graduation pathway available only for students with disabilities. As a result, the CIA pathway has been eliminated for the Class of 2021 and beyond.

Underscoring the need for the graduation pathway changes were the post-school data for students with disabilities. One year after students with disabilities have left the school system either by graduating, dropping out or aging out after turning 21, school districts are required to conduct post-school outcome surveys with these former students, to determine if they were “engaged” or “not engaged”. Categories considered as “engaged” include higher education, competitive employment, other education, other employment¹⁵. Former students considered “not engaged” are those who are not employed at any level, not attending post-secondary education, training or otherwise participating in any training programs.

Table 7 summarizes the most current data for Engaged/Not Engaged for students with disabilities who left the school system in the 2017–18 school year. Post-school data are delayed, because students are surveyed one year after they have exited the school system. Of the 6,825 former students who responded to the survey in 2017–18, 25.3% of all respondents were “not engaged”, compared with 44.9% for the focus student group, as shown in Table 6 below.

Table 7: Washington Post-School Engagement Comparison, 2017–18

Disability Category	Sample Size	Engaged	Not Engaged
AUT	597	64.5%	35.5%
CD	54	81.5%	18.5%
EBD	358	62.8%	37.2%
OHI	1,875	75.7%	24.3%
ID	364	51.4%	48.6%
MD	197	33.5%	66.5%
SLD	3,238	82.0%	18.0%
Other Disabilities	142	20.2%	79.8%
Focus Student Group	1,158	55.1%	44.9%
All Students with Disabilities	6,825	74.7%	25.3%

Source: CCTS. (2019). *2017–18 Post-School Outcome Report*.

Table 8 summarizes the outcome data for students with disabilities in Washington who left the school system in the 2017–18 school year (same cohort as in Table 6). Of the 6,825 former students who responded to the survey for 2017–18, the four categories of Higher Education, Competitive Employment, Other Education, and Other Employment are represented in Table 7 and in [Appendix A](#) of this report¹⁶.

¹⁴ Washington State Legislature. 2018 Regular Session. *Engrossed 2nd Substitute House Bill 1599*.

¹⁵ Center for Change in Transition Services. (2019). *Post-School Outcome Terms and Definitions*.

¹⁶ For more specific data, please see *CCTS Post-School-Outcomes*.

Table 8: Washington Post-School Engagement by Type, 2017–18

Disability Category	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment
AUT	597	27.6%	16.9%	5.7%	14.2%
CD	54	33.3%	29.6%	7.4%	11.1%
EBD	358	17.0%	24.0%	5.9%	15.9%
OHI	1,875	21.5%	36.9%	4.3%	13.1%
ID	364	4.4%	20.6%	5.5%	20.9%
MD	197	7.1%	11.2%	6.1%	9.1%
SLD	3,238	20.6%	44.4%	2.9%	14.1%
Other	142	42.9%	23.6%	6.9%	7.6%
Focus Student Group	1,158	16.8%	17.1%	5.7%	15.5%
All Students with Disabilities	6,825	20.5%	36.2%	4.0%	14.0%

Source: CCTS. (2019). *2017–18 Post-School Outcome Report*.

Although there has been improvement over the previous five years for the focus student group, there is still considerable work to be done to improve post-school outcomes for these youth. See [Appendix A](#) for additional disaggregated data related to post-school outcomes for students with disabilities.

Employment Outcomes

Long-term employment outcomes for the focus student group demonstrate the lifelong benefits of robust, evidence-based transition supports. Of the long-term employment outcomes for individuals with developmental disabilities, 85% participate in competitive employment, which is more than four times the national average of 19%¹⁷. In 2019, Washingtonians with developmental disabilities earned \$61.5million¹⁸.

STAKEHOLDER ENGAGEMENT EFFORTS

Transition Collaborative leads developed and maintained connections with stakeholder groups statewide, including parent and student advocacy organizations, provider agencies, school and district leaders, advisory councils, etc. Activities have included conference presentations, live and recorded webinars, written updates and communications, and in-person regional and local meetings and trainings.

STATEWIDE TRANSITION SURVEY

As part of stakeholder engagement efforts, the transition collaborative conducted an initial statewide survey in 2018 on secondary transition supports and barriers. The survey focused on core areas related to successful transition from school to post-school life, including student skills and experiences, transition resources, and best practices. Respondents included the general public, parent/family members, educators, service providers, state agency representatives, and students.

¹⁷ *United Cerebral Palsy–The Case for Inclusion Report 2019*.

¹⁸ *Washington Employment Security Department. (2018). DDA FY 2019*.

Survey results¹⁹ identified pre-employment training/skills, job exploration and competitive employment, and self-advocacy as priorities for students with disabilities. The top results for transition resources and services included:

- Alignment of transition-related documentation;
- Cross-agency staff knowledge of requirements;
- Information on similarities and differences among transition support agencies; and
- Directories for contacting schools, service providers, community resources, and state agency offices.

The results from the statewide transition survey, together with data analyses and stakeholder input, formed the foundations for the ongoing activities and initiatives of the transition collaborative and informed the recommendations included in this report.

TRANSITION PARTNER OUTREACH

Transition partners and community agencies provided a wide variety of sample materials designed to support transition from school to post-school for students with disabilities. Existing state agency resources, as well as resources collected from service partners, were analyzed as part of a resource gap analysis. A common theme arose to support ongoing efforts to centralize information for students, families, educators and services providers, and state agency staff regarding transition from the school system to adult agencies.

Individual Stakeholder Interviews

In fall 2020, Transition Collaborative members interviewed families of students in the focus student group who participated in DVR Pre-Employment Transition Services, to learn more about program impact for students with disabilities. Key themes and take-aways included:

- Parents who had access to and utilized the resources needed for advocacy efforts (e.g., with schools and case managers), were able to ensure their student had access to available post-secondary programs and services. Consistent access to these services were less frequently available to young adults whose parents were lacking the resources for advocacy.
- Respondents reported that information about post-secondary services and programs were not readily available or shared with parents. Lack of information shared was sometimes due to lack of school staff understanding eligibility requirements, which resulted in the withholding of program/service information. before they requested it
- Parents described a high level of concern that their students would experience post-school gaps without their continued advocacy as parents.
- Parents shared that agency and school transition services supported students to learn how to navigate transportation, financial management, construction, grocery shopping on a budget, and meal preparation.

¹⁹ For additional information about the 2018 statewide transition survey, see: OSPI. (2018). *Secondary Transition Planning Implementation Plan*.

- Virtual programs allow young adults living in rural communities access to opportunities that might not otherwise be available to them.
- Work-based learning opportunities that pay students for their time, encourages employment goal development.
- Opportunity were provided for participating students to experience job skill development activities.

The Transition Collaborative members also interviewed educational staff of students in the focus student group who participated in DVR Pre-Employment Transition Services. Key themes and take-aways included:

- Students received some exposure to self-advocacy, work experience, and independent living/community access before leaving high school.
- Educators would like to see increased agency involvement with students before exiting high school.

TRANSITION INITIATIVES & ACTIVITIES

Transition supports are intended to help youth with disabilities make the transition from high school to the world of adulthood to achieve their post-school goals in the areas of education and training, employment, and independent living skills. This section provides a description of several cross-agency, collaborative initiatives to support successful transitions. Although some of the activities described in this section are not exclusive to the focus student group, the transition collaborative remains committed to increasing equitable inclusion of the focus student group in all available transition services.

EDUCATION & TRAINING

It is critical that students begin preparing for adult life well before they leave high school. Transition partners must be well informed about the student’s strengths, preferences, interests, and needs, as well as available services early to encourage active participation by students with disabilities in all transition planning and decision making.

Technical Assistance: Education & Training

CCTS provides training that includes transition assessments, post-secondary goals, and transition services to include development of self-advocacy skills, specially designed instruction, understanding of higher education and training programs, and coordination with adult agencies. Specific trainings include “Writing Effective Transition Plans” and “Student-led IEPs.” The T-Folio is a free, online transition portfolio tool developed by CCTS and funded by DVR. It is designed for youth with disabilities in Washington state and the school and agency personnel who support them. T-Folio provides curricula and opportunities for students and young adults to explore and identify post-school goals and education and training to support those goals.

Graduation and High School & Beyond Planning

In 2019, the Washington State Legislature passed House Bill (HB) 1599²⁰, which expanded graduation pathways beyond the statewide assessment to include additional options related to higher education, employment preparation, and military pathways. For the focus student group, who participate in the alternate statewide assessment, an individualized graduation pathway will continue to be an option.

HB 1599 also clarified requirements specific to high school and beyond planning, to ensure that all students with disabilities, including the focus student group, have access to the same staffing and processes as all other students. Actions of the transition collaborative to support this initiative have included the development of technical assistance materials and examples for aligning high school and beyond plans and IEP transition plans²¹, live training sessions, and collaborative discussions regarding implementation challenges. During the 2019–20 school year, the OSPI Special Education division identified that many students in the focus student group did not have a HSBP in place; the team has been working across OSPI divisions to provide additional resources and trainings to districts on this need.

Inclusionary Practices Project (IPP)

To support more inclusive schools, the Washington State Legislature funded the Inclusionary Practices Professional Development Project for 2019–20 and 2020–21²². This two-year, \$25,000,000 project provides funding for educator professional development and mentoring in support of inclusionary practices. OSPI is partnering with stakeholders to support training, coaching, and mentoring for classroom teachers on best practices for inclusive education, differentiated instruction, and individualized instruction, for all students with disabilities, including the focus student group.

TIES Center Partnership

In fall 2019, Washington was selected as one of two states to receive intensive support from the TIES Center²³, a national provider of technical assistance on inclusive practices and policies (and housed at the University of Minnesota). The goal of the partnership is to increase the meaningful inclusion of all students by first focusing on the inclusion of the focus student group.

Technical assistance provided by the TIES Center is grounded in four foundational pillars:

1. Increased **Time** and number of students in general education.
2. Increased **Instructional effectiveness**.
3. Increased **Engagement**, including communicative competence.
4. Increased **State support** for inclusive practices.

To support inclusive efforts in Washington state, the TIES Center is providing intensive technical

²⁰ Washington State Legislature. 2018 Regular Session. *Engrossed 2nd Substitute House Bill 1599*.

²¹ OSPI. (n.d.) *Secondary Transition*.

²² Washington State Legislature. 2019 Regular Session. *Engrossed Substitute Senate Bill 6168, Sec. 507(14)*.

²³ *TIES Center*. (n.d.).

assistance to the Lake Washington School District (LWSD) to create sustainable change in kindergarten through grade 8. The goal is for students in the focus student group to engage fully in the same instructional and non-instructional activities as their general education peers, while receiving specialized instruction to meet their individual learning needs. TIES Center will continue supporting Washington state with a scaling up plan, to implement these priorities with additional school districts.

CTE & Special Education Collaboration

CCTS is one of several agencies collaborating with OSPI as part of the Inclusionary Practices Professional Development Project to provide professional development, resources, and tools to educators, paraeducators, high school guidance counselors, and school and district leaders. This work is designed to (1) assure high school students with disabilities, including those in the most restrictive settings (e.g., self-contained special education classrooms and schools), have access to general education and Career and Technical Education (CTE) courses, (2) increase inclusionary practices in CTE courses, (3) improve graduation rates, and (4) increase positive post-school outcomes for these students, thus increasing inclusive access for students and including these students in courses that prepare them for career and college readiness.

EMPLOYMENT

For over two decades, one of the principal goals of disability policy in the United States has been to improve employment opportunities for students with disabilities, including the focus student group, as they exit secondary education programs²⁴. This has influenced the delivery of special education, vocational rehabilitation, and employment services.

Technical Assistance: Employment

For Schools and Educators

CCTS trainings for educators and transition partners are also focused on supporting employment outcomes for students with disabilities. Specific trainings include Developing Job Shadow Experiences. T-Folio, a free online transition portfolio tool developed by CCTS, provides curricula and opportunities for students and young adults to explore and identify employment goals.

For Counties and Employment Providers

Robust employment training and technical assistance to increase the efficiency of services is available through DDA's technical assistance providers Washington Initiative for Supported Employment (Wise) and Service Alternative (SA). Trainings include Association of Community Rehabilitation Educators (ACRE) accredited courses such as Discovery and Person Center Planning; Job Development and Marketing, Systematic Instruction, and Social Security Work Incentive. Individualized Technical Assistance service is available to individuals who needs support to move forward on their pathway to employment.

²⁴ Johnson, D. R. (2009). Foreword. In R. G. Luecking. *The way to work: How to facilitate work experiences for youth in transition*. Paul H. Brookes.

Counties are responsible to develop a variety of activities and strategies to assure that individuals with developmental disabilities and families have full access to current information about services that will assist them in becoming full participants in their communities.

Value-Based Payment / Job Foundations Pilot

In 2018, DDA applied for and received technical assistance from the Center for Medicare and Medicaid to develop Value-Based Payment (VBP) approach for Home- and Community-Based waiver services. The overarching aim of the Job Foundations Pilot project is to increase employment outcomes for the focus student group. Successful transition services and supports for the focus student group have potential to support improved transition outcomes for all students with disabilities.

The pilot partners include DDA, the Health Care Authority (HCA), DVR, OSPI, regional Educational Service Districts (ESD), schools, counties, service providers, families, and students. Twenty of 39 counties statewide are participating in 2020, the first year of this pilot project, with several additional counties starting in 2021. This four-year pilot aims to:

- Engage students who are eligible for DDA service earlier (started at age 19) in targeted employment planning and connection;
- Increase partnerships with school staff to complete student Job Foundation reports. These reports will have actionable next steps for employment; and
- Increase the number of students' statewide who are leaving transition programs with a job or a secondary education connection.

In addition to the benefits for students transitioning from school to post-school life and employment, the job foundation design is intended to foster collaboration among schools, educational partners, counties, employment providers, families, and state agencies. These formal partnerships will build capacity for educators in supporting students with employment skills. Through the support of both the IEP and the job foundations report, the IEP team, including the student and family, can start the student's final year of schooling better informed of individual strengths, preferences, and needs.

DVR Transition Activities

This section provides an overview of DVR transition activities to support students with disabilities, including students in the focus student group.

In fall 2019, DVR partnered with Washington State University (WSU) to launch the Transition Services Self-Assessment Tool²⁵ (TSAT) in public high schools statewide. The TSAT analyzed services aligned to the five required areas of pre-employment transition services for students with disabilities, including Job Exploration Counseling, Work-Based Learning Experiences, Counseling on Enrollment Options, Workplace Readiness Training, and Instruction in Self-Advocacy. Results from 59% public high schools in Washington showed that, while services may be available, they might

²⁵ Poppen, M. (2020). *Transition services self-assessment tool: State level report for Washington*. Washington State University.

not be accessible to students. Additionally, coordination among providers scored lowest across all areas.

Transition support priorities for DVR were identified through TSAT results. These include improving local partnerships across systems, statewide; emphasizing work-based learning and self-advocacy skills for students; and streamlining DVR processes for service provision. DVR will also continue to review school-based transition services statewide and explore accessibility and coordination, including for the focus student group.

Junior Achievement

Through a partnership with Junior Achievement, DVR is able to offer statewide opportunities for students of transition age to participate in career speaker series, soft skills training, job shadowing opportunities, financial literacy education, that can take place virtually, in the classroom, or by participating in a mobile simulator, or attending one of the Junior Achievement Capstone sites in either Auburn or Yakima.

Aerospace Joint Apprenticeship Committee (AJAC) Workshops

Through a contract with AJAC, DVR offers students an opportunity to participate in 10–12 week apprenticeship preparation programs that train students for entry-level work in the advanced manufacturing industry. This partnership also supports youth apprenticeship opportunities in a range of advanced manufacturing sub-sectors, including aerospace, food processing, and biomedical.

Motivational Enhancement Group Intervention (MEGI)

DVR staff are being trained on delivering motivational enhancement career intervention workshops for students with disabilities. This research-based curriculum helps students address both internal and external barriers to career development to increase post-school outcome by focusing on self-determination, vocational outcome expectations, and self-efficacy. Based on the Ecological Model of Career Development²⁶, MEGI was designed to provide opportunities for active student choice and participation.

Career-Connected Learning

Career connected learning was initially developed in May 2017 in collaboration with leaders from business, labor, government, nonprofits, and education. The intent of Governor Inslee's Career Connect Washington²⁷ program is to connect young people to careers while advancing their education through work-based programs with aligned classroom learning that culminate in post-secondary credential.

In fall 2018, transition collaborative partners developed research-based recommendations²⁸ for embedding universal design for learning (UDL) into the Career Connect Washington initiative. In

²⁶ Szymanski, Edna Mora, & Hanley-Maxwell, Cheryl. (1996). Career development of people with developmental disabilities: An ecological model. *The Journal of Rehabilitation*, 62(1), 48.

²⁷ For more specific information, please refer to *Career Connect Washington*.

²⁸ Washington State Rehabilitation Council. (2020). *Universal Design for Learning*.

2019, advocacy continued to integrate this recommendation into the recruitment of regional and intermediary networks, including language access concepts and inclusion of students from the focus student group.

In June 2020, input was provided on the Equity & Student Support Survey for school leaders that assisted to quantify support needs for students and develop policy recommendations for state and local lawmakers on legislative and funding needs to enable additional students to participate in Career Launch programs.

INDEPENDENT LIVING SKILLS

Independent living skills contribute to the successful independent functioning of an individual in the following domains: leisure/recreation, home maintenance, personal care, community participation, finances, and transportation.

Technical Assistance: Independent Living Skills

To increase independent living skills CCTS includes this component of transition services into the training and technical assistance provided to educators, families, community partners, and adult service agencies across Washington. Assessing independent living skills, identifying goals, and providing services to meet those goals are addressed in these trainings. Examples²⁹ include *Writing Effective Transition Plans*, *Student Led IEPs*, *Developing Job Shadow Experiences*, and are embedded in the curriculum of the T-Folio.

DVR's Funding to Support BizTown

DVR partners with the Center for Deaf and Hard Hearing Youth (CDHY) for BizTown³⁰, an annual two-day "simulated" event. Students who are deaf and hard of hearing from across the state, and surrounding states, meet at the Junior Achievement capstone site in Auburn to experience real-life, financial decision-making. This experience includes classroom training where the students learn basic economic principles such as free enterprise and business, how to make choices as a consumer, and how to manage their personal bank account. They also participate in job interviews and learn about their new workplace and the job they will perform. Jobs range from retail sales professionals, accountants, business managers, medical professionals, to TV and newspaper reporters. There is even a Mayor in City Hall!

DVR Youth Leadership Forum

The DSHS DVR partners with the Employment Security Department and the Governor's Committee on Disability and Employment (GCDE) for an annual event to offer a unique career leadership-training program for high school juniors and seniors with disabilities. In the Youth Leadership Forum³¹ program, students with disabilities serve as delegates from their communities at this six-day, five-night event. The delegates cultivate their potential leadership, citizenship and social skills.

²⁹ For additional professional development options to support transition, see: Center for Change in Transition Services. (2020). *CCTS Professional Development and Training*.

³⁰ For more information about BizTown, please visit *Junior Achievement World Deaf2Deaf Experience (video)*.

³¹ For more information about the Youth Leadership Forum, please visit *Employment Security Department-GCDE Projects*.

This educational and motivational Forum involves an intense schedule. Throughout the training, small “work groups” explore personal leadership and career plans. Social and recreational activities are included, as these are part of a well-rounded life. Guest speakers address such topics as advocacy, employment, disability rights law, innovations in technology, community resources, access to higher education, and more.

SYSTEMS ALIGNMENT

The efforts of the transition collaborative to analyze data, identify gaps and supports, engage stakeholders, and implement responses show that systems alignment among state agencies and transition partners is necessary.

Interagency Agreements

Interagency agreements among a variety of transition collaborative stakeholders have been developed and/or extended on an ongoing basis. OSPI, DVR, and the Washington Department of Services for the Blind (DSB) have collaborated to extend an agreement in support of joint transition efforts for students with disabilities³². OSPI and DDA are in the process of finalizing an interagency agreement to fund and support the work of the Job Foundations Project. DDA and DVR have a memorandum of understanding to provide seamless and consistent employment services delivery to mutual clients. The current School To Work agreement (which expires December 31, 2020) is in the process of being renewed among DVR and the seven participating counties.

Joint Staff Training Opportunities

The focus of this work by CCTS is to provide training to DVR and education staff as guided by the Workforce Innovation and Opportunity Act³³ (WIOA) to increase the availability, accessibility, and coordinated delivery of pre-employment transition services to potentially eligible students with disabilities in Washington. The objectives of these professional development activities are built upon previous activities conducted in collaboration with DVR and identification of the continued need for collaborative partnerships among schools and the agency. The training is developed with funding from DVR, input from DVR personnel, and provided in collaboration with DVR, including co-training opportunities.

Statewide Transition Network on Basecamp

To support online collaboration among transition partners and providers, CCTS launched a Statewide Transition Network³⁴ on Basecamp, a platform designed for online collaboration. This online platform is open to all educators, providers, and families in Washington state, and the site includes a message board, a campfire chat feature, and a housing space for shared documents, resources, and files. This collaborative resource addresses one of the key priorities identified through the statewide transition survey, a need to increase cross-agency staff knowledge of transition requirements.

³² OSPI. (n.d.). *Section 504 & Students with Disabilities*.

³³ U.S. Department of Labor. (n.d.). *Workforce Innovation and Opportunity Act*.

³⁴ Center for Change in Transition Services. (n.d.). *Statewide Transition Network on Basecamp*.

RECOMMENDATIONS

The recommendations in this section align to the 2020 transition proviso in Engrossed Substitute Senate Bill 6168 Sec. 501 (3)(c). Recommendations address data sharing among the agencies, funding for School To Work supports for students in the focus student group, system navigation supports, and the exploration of statewide and regional interagency transition networks.

DATA SHARE SYSTEM

The transition collaborative found universal consensus among stakeholder support for a data share system among OSPI, DDA, and DVR. A notification list of potentially eligible students shared from OSPI to DDA and DVR within two years of students leaving the school system has enormous potential to minimize gaps in services through the transition process. The transition collaborative is currently working on two potential approaches for this data share system, one directly between OSPI and DSHS that would include both DDA and DVR, as well as an option between DSHS and the Office of Financial Management (OFM). Costs to maintain this system would be relatively minimal, focused primarily on staff time and costs for setting up, and maintaining an electronic system for transmitting the data. The contracts process among agencies has been slowed due to COVID-19, but the work is progressing. There is also interest in further exploring whether legislative action may support and sustain these data sharing efforts.

ESTABLISH STATEWIDE FUNDING FOR SCHOOL TO WORK

This funding proposal is intended to address disincentives that prevent participation of counties with limited resources to offer School To Work Programs (STW) to their students. Currently, 7 out of 39 counties offer this program. For the remaining counties to participate, additional, dedicated funding is necessary.

The general funding model for STW requires counties to invest money upfront to pay providers to begin job placement related activities; typically, the summer before the students' exit year. Counties differ in the total amount of program expenditures, but in general, DVR estimates the cost range is between \$10,000–\$14,000 per student. When there is a successful employment outcome, DVR pays the county \$8,600. In turn, many counties pay the providers an outcome bonus of up to \$4,500. If a successful job placement does not occur, the county absorbs the loss. Even with a successful outcome, counties accrue out-of-pocket costs of approximately \$5,000 per student. STW is available in counties where millage monies are dedicated to Developmental Disabilities (DD) services. However, in counties where these dollars are not available, providing the funds upfront and assuming the risk associated with unsuccessful outcomes, is not financially feasible.

There are several components associated with a successful STW program. It requires service providers who can work with students in job placement related activities. Successful programs dedicate staff to assist students and families to access services from partner agencies, including schools, county, DVR and DDA. They also provide the community with education, outreach and resources about available services.

According to Job Foundations projections, in 2021 there are 849 DDA enrolled students across the state. Historically, about 51% of eligible students access these services. Assuming more counties could participate due to increased funding, DVR expects these number to increase by 3% per year, as shown below in Table 9.

Table 9: Projected Costs for School To Work Supports, 2021–2024

Year	51% Students Engaged by Year	3% increase per year	\$5,000 per student cost	7% Administrative Cost (if necessary)	Total Cost per year
2021	433	446	\$2,225,000	\$155,750	\$2,380,750
2022	445	458	\$2,290,000	\$160,300	\$2,450,300
2023	458	472	\$2,360,000	\$165,200	\$2,252,200
2024	472	486	\$2,430,000	\$170,100	\$2,600,100

The transition collaborative partners are interested in exploring ways to support and sustain the expansion of a statewide School To Work program, including but not limited to legislative action, state funding, cost sharing innovations, etc.

SYSTEM NAVIGATION SUPPORTS

The initiatives and activities described throughout this report identify several examples of alignment efforts, along with clear evidence that there is more coordination work to be done.

One Stop for Transition Resources

Regional and local partners, statewide agencies, and community organizations were incredibly responsive in providing materials, resources, sites, and links that have been developed to support students, families, and other partners with navigating transition in Washington state. Part of the work of the collaborative has focused on collecting, itemizing, and compiling these various resources. Transition collaborative members also share ongoing concerns about the variability in how and where individuals and families can access these resources, limitations for language access, how quickly any attempt to develop a database becomes outdated, and how difficult it can be for individuals to navigate long lists of resources. The [Statewide Transition Network Basecamp](#) section of this report provides a model for how statewide transition partners can collaborate to share and update resources sooner in the student’s life. With financial resources dedicated to managing such a system, the database administrator can focus on accessibility and leveraging connections with transition partners statewide.

Transition Navigator Supports

Through stakeholder engagement efforts, the transition collaborative identified numerous ways that educators, schools, community partners, and agency staff employ to support the transition process. Despite this variety, one of the most consistent concerns raised by individuals, families, and advocates is the difficulty in navigating the change in systems from school to adult agencies. Similar to the recommendation above for a one stop for resources, a navigator system is needed to connect individuals and families directly with the local or regional contacts for the services they need. Although the primary focus for this recommendation is on transition supports for the focus student group, this approach would be most effective if it were integrated into an existing model,

such as Washington 211³⁵. To facilitate the effectiveness of this approach, a next step for the transition collaboration will be to reach out Washington 211 leadership to explore alignment of messaging and staff support.

Cross-Agency Alignment of Transition Documentation

In addition to stakeholder feedback on the difficulties with navigating the transition from school to post-school life, families, educators, and providers have raised concerns about the misalignment of documentation requirements among the different systems. The transition collaborative has conducted reviews of federal and state mandates, eligibility criteria, assessment and evaluation tools, ages served, and services provided. This work is ongoing. As an example, the transition collaborative is currently engaged in revising the Summary of Performance³⁶, a required item for students with disabilities who are exiting the school system. OSPI, DDA, and DVR, along with other partners, are looking to include specific information and attachments to support seamless provision of services from adult agencies.

STATEWIDE AND REGIONAL TRANSITION NETWORKS

Statewide Transition Council Analysis

The transition collaborative was tasked through the proviso to examine the feasibility of a statewide developmental disabilities transition council, including positions, roles and responsibilities, costs, and data collection. Options for thinking through these possibilities were considered, including a standalone council, similar to the Washington State Rehabilitation Council (WSRC), as well as a council embedded as part of the work of a state agency division, like the OSPI Special Education Advisory Council (SEAC). A standalone council would have a projected annual cost of about \$150,000, while a council embedded into the work of an existing agency would have an annual cost of about \$50,000. See [Appendix B](#) for detailed cost analyses for both approaches.

The transition collaborative feels strongly that joint efforts among state agencies, educators, providers, and individuals with disabilities and their families to support transition must continue. However, a formalized statewide transition council might be duplicative of existing and established councils and partnerships. For example, SEAC, the WSRC, the Developmental Disabilities Council³⁷ (DDC), and the Governor's Committee on Disability Issues & Employment³⁸ (GCDE) all consider issues and needs relating to transition, employment, and agency coordination.

With respect to statewide transition engagement, the transition collaborative has two recommendations:

1. Continue the transition collaborative partnerships that were formalized through the 2018 and 2020 provisos, with ongoing commitments, data collection, and reporting. Agency participation can be sustained using existing funds, especially if periodic statewide gatherings are conducted virtually. The lead agency for facilitating this work could be OSPI

³⁵ *Washington 211*

³⁶ *WAC 392-172A-03030*

³⁷ Washington State Developmental Disabilities Council. (2020). *Washington State Developmental Disabilities Council*.

³⁸ Washington Employment Security Department. (n.d.). *Governor's Committee on Disability Issues & Employment (GCDE)*.

Special Education, DDA, DVR, or one of the existing advisory councils, such as DDC.

2. As local contexts and activities in support of transition directly impact students, families, and providers, the transition collaborative proposes a regional charter and funding process be established to support new and existing regional interagency transition networks statewide. This proposal is outlined below in the next section of this report. Through the periodic, virtual statewide gatherings proposed in recommendation 1 above, these regional stakeholders could provide ongoing information and feedback to guide statewide transition policy development and services.

Regional Interagency Transition Networks Proposal

In lieu of funding an in-person, statewide transition council, this recommendation is to consider directing those funds to support existing and/or new regional interagency transition networks. Many regions have active local engagement of transition partners, and established funding would help to sustain those efforts and ensure access in regions where networks do not currently exist.

Local context, autonomy, and flexibility are necessary to support successful regional collaboration. It is also important to establish common guidelines across regional networks, to ensure equitable access and participation for stakeholders. [Appendix C](#) includes a sample chart application for a regional interagency transition network. Once a funding mechanism is established through the formalized statewide transition collaborative recommended in the section above, local networks can complete and submit to the collaborative a charter application to access funds. If a regional transition network is established in each of the nine ESDs statewide, and funding is set at \$8,000 annually to allow for costs including space rental, supplies and resources, and language access and interpreting (see Appendix B for some examples). While this total annual cost of \$72,000 is a higher amount than an embedded statewide transition council, it is less than a standalone council and brings numerous benefits for local agency and voice.

The sample charter application includes the establishment of a lead contact and organization, along with member names and roles. Although membership should be flexible according to local and regional needs, each regional network must include school, county, DDA, regional DVR, regional providers, community members, and student and family representation. The application would also prompt regional networks to document or establish a mission, priorities, agreements, and measurable goals relating to regional transition data and needs. Assurances as part of the funding would include orientation for the lead contact; member input; documentation of meeting agendas and minutes, including attendance rosters; budgets and invoices; annual summaries of scope work and progress toward goals; and participation in periodic, virtual statewide gatherings hosted by the transition collaborative.

CLOSING COMMENTS

The transition collaborative is grateful for the ongoing support and advocacy of individuals with disabilities, families, educators, providers, and all transition partners. These joint efforts will continue in support of improving transition outcomes for students with disabilities, particularly students in the focus student group.

The work of the transition collaborative has provided opportunity to review research concerning evidence-based predictors for positive post-school outcomes; dig deeper into data concerning students with disabilities both while in school and in post-school outcomes; and gather input and survey information from statewide stakeholders including parent/family members, educators, service providers, state agency representatives, and students. This analysis provided us with an overarching theme that identifies the need for a more rigorous collaboration between partners who support young adults with disabilities, their families and with the young adult at the center of these efforts. The important activities and projects described in this report that are offered to youth while in school are directly aligned with the predictors of positive post-school outcomes and provide young people with services intended to transition them to life after high school. Yet even with these transition activities and initiatives, the very real concern of young people and their families are that the gap between the K-12 school system and life after high school is deep and wide, with many challenges for navigating this transition. Strengthening partnerships among agencies and assuring families and young people are central to this work are the overarching goals of this collaborative. These partnerships are happening in pockets across the state, and often begin and end depending on funding, leadership and commitment. Formalizing this work while acknowledging and embracing local autonomy will increase opportunities for developing and sustaining local, regional and state-level collaborative partnerships.

APPENDIX A: DETAILED POST-SCHOOL DATA

The tables below include detailed post-school engagement data³⁹ for students included in the focus student group.

Table A-1: Washington Post-school Engagement Data for Students with Autism

Year	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment	Any Engagement	No Engagement
2013–14	459	27.9%	11.1%	4.8%	16.8%	60.6%	39.4%
2014–15	431	28.1%	11.8%	4.9%	14.2%	59.0%	41.0%
2015–16	534	27.3%	16.3%	3.9%	15.2%	62.7%	37.3%
2016–17	540	27.4%	16.7%	5.2%	15.0%	64.3%	35.7%
2017–18	597	27.6%	16.9%	5.7%	14.2%	64.5%	35.5%

Table A-2: Washington Post-school Engagement Data for Students with Intellectual Disability

Year	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment	Any Engagement	No Engagement
2013–14	328	4.0%	10.1%	5.5%	25.6%	45.2%	54.8%
2014–15	330	3.6%	13.6%	3.3%	27.0%	47.5%	52.5%
2015–16	360	3.1%	15.8%	3.9%	25.8%	48.6%	51.4%
2016–17	392	5.9%	19.9%	3.8%	20.9%	50.5%	49.5%
2017–18	364	4.4%	20.6%	5.5%	20.9%	51.4%	48.6%

Table A-3: Washington Post-school Engagement Data for Students with Multiple Disabilities

Year	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment	Any Engagement	No Engagement
2013–14	170	4.1%	2.9%	2.4%	20.0%	29.4%	70.6%
2014–15	205	6.3%	11.2%	5.9%	19.0%	42.4%	57.6%
2015–16	184	6.5%	10.9%	5.4%	19.0%	41.8%	58.2%
2016–17	189	6.3%	9.5%	4.8%	15.3%	35.9%	64.1%
2017–18	197	7.1%	11.2%	6.1%	9.1%	33.5%	66.5%

Table A-4: Washington Post-school Engagement Data for the Focus Student Group

Year	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment	Any Engagement	No Engagement
2013–14	957	15.5%	9.3%	4.6%	20.4%	49.7%	50.3%
2014–15	966	15.1%	12.3%	4.6%	19.6%	51.6%	48.4%
2015–16	1078	15.7%	15.2%	4.2%	19.4%	54.5%	45.5%
2016–17	1121	16.3%	16.6%	4.6%	17.1%	54.7%	45.3%
2017–18	1158	16.8%	17.1%	5.7%	15.5%	55.1%	44.9%

³⁹ Source: Center for Change in Transition Service. (2019). *2017–18 Post-School Outcome Report*.

APPENDIX B: STATEWIDE TRANSITION COUNCIL COST ANALYSES

This appendix summarizes cost analyses for a statewide transition council, including both standalone and embedded options.

STANDALONE COUNCIL ANALYSIS

Table B-1 itemizes the estimated annual costs of a standalone statewide transition council, based on the existing model of the Washington State Rehabilitation Council⁴⁰ (WSRC). These cost estimates were calculated based on a 16-member council, similar to the WSRC structure, and assuming in-person meetings will be possible.

Table B-1: Estimated Annual Costs for a Standalone Statewide Transition Council

Activities	Costs	Details
Salaries and Wages		
AE Executive Director	\$73,267.00	
Employee Benefits	\$20,000.00	
Professional Contract Services		
Marketing Services	\$8,000.00	website, marketing materials
Goods and Services		
Supplies and Materials	\$350.00	office supplies (copier paper, desk organizer, etc.)
Meals with Meetings	\$2,500.00	
Office Supplies	\$500.00	
Mobile Phone Service	\$1,400.00	estimating \$50/month for mobile phone service + initial purchase of phone equipment (\$800 once)
Telecommunication	\$233.00	
Postage and Parcel	\$50.00	
Other		
Utilities	\$516.84	share of leased space utilities
Rentals and Leases	\$8,000.00	*this is for a shared space in the DVR office
Employee Prof Dev & Training	\$2,000.00	estimating opportunities to attend transition related conferences
Rental & Leases - Furniture & Equipment	\$3,000.00	purchase of desk/chair
Facilities & Services	\$500.00	share of leased space facilities maintenance
Other Contractual Services		
Interpreter/Translation Services	\$225.00	language access and interpreting costs
Sign Language/Language Interpreter	\$1,800.00	ASL and language interpreters for 4 council meetings + committee meetings + sponsor council community activities
Janitorial Services	\$600.00	share of leased space cleaning services

⁴⁰ Satko, S. (2020). *Washington State Rehabilitation Council*.

Capital Outlays	\$2,500.00	initial new laptop + basic software (such as Adobe Pro used for e-signatures)
Intra-Agency Reimbursement	\$1,675.90	expense for graphic design services related to annual report
Travel		
In State Subsistence & Lodging	\$12,000.00	assumes 4 quarterly meetings, traveling to a new location around the state each time.
In State Air Transportation	\$1,000.00	
Private Automobile Mileage	\$1,200.00	
Other Travel Expenses	\$1,900.00	
Motor Pool Services	\$100.00	staff use of motor pool for travel
PROJECTED GRAND TOTAL	\$143,317.74	

EMBEDDED COUNCIL ANALYSIS

Table B-2 itemizes the 2019–20 expenditures relating to travel for the 23 council members serving on the OSPI Special Education Advisory Council (SEAC)⁴¹. Note that these costs do not include staffing or administrative costs for OSPI Special Education staff, which are covered by federal IDEA administrative funds.

Table B-2: 2019–20 Expenditures for the OSPI Special Education Advisory Council

Meeting Dates	Location	Total expenditures (travel, catering, meeting room rental, hotel, meals)
May 2019	Yakima (two day)	\$12,827.00
August 2019	Lacey (one day)	\$9,632.00
October 2019	Port Angeles (two day)	\$19,118.00
February 2020	Tacoma (two day)	\$10,920.00
	GRAND TOTAL	\$52,497.00

⁴¹ Mitchell, B. (2020). *OSPI Special Education Advisory Council*.

APPENDIX C: REGIONAL INTERAGENCY TRANSITION NETWORK SAMPLE MATERIALS

Table C-1 represents a sample charter application for a regional interagency transition network. This exemplar was developed based on a prior statewide initiative to develop regional transition networks, managed by the Center for Change in Transition Services⁴².

Table C-1: Sample Regional Interagency Transition Network Charter Application

Regional Interagency Transition Network Name: _____

Lead Contact Person (applying for funds): _____

Lead Organization Name: _____

Organization Address: _____

Phone Number: _____ **Email Address:** _____

Educational Service District(s): _____

County(ies): _____

Existing or Proposed Regional Interagency Network Membership Roster

Although membership roles and responsibilities may differ depending on local needs and priorities, charter membership must include school district, county DDA, regional DVR, regional provider, and student and family representation.

Member Name:

Position Represented:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Add additional rows or attach a separate list, if necessary.

⁴² Center for Change in Transition Services. (n.d.). CCTS/DVR Project.

Regional Interagency Transition Network Charter:

Mission/Vision/Values:	<i>Examples might include:</i> <ul style="list-style-type: none"> • To promote comprehensive state and community driven systems to transition youth and families from one service provider to another; • To ensure transition systems are youth and family-focused and that the youth and families receive needed services and supports; and • To provide technical assistance, training and support to communities.
Meetings:	<i>When, where, and how often will members meet?</i>
Priorities/Agreements:	<i>Examples might include:</i> <ul style="list-style-type: none"> • Have a formalized interagency structure; • Help coordinate youth transition activities; • Develop a plan for technical assistance for local programs; • Develop a format for local level input policies and regulations; and • Attend to public relations related to transition efforts.
Goal(s): <i>Goal(s) should be SMART⁴³:</i> <ul style="list-style-type: none"> • <u>S</u>pecific • <u>M</u>easurable • <u>A</u>ttainable • <u>R</u>ealistic • <u>T</u>ime Sensitive 	 <i>Measurement/Evaluation: How will members know whether the goal(s) were met? What will success look like?</i>

Assurances:

- Lead contact has completed regional interagency transition network orientation.
- Members met prior to submission of this application to provide input.
- Retain documentation of meeting agendas and minutes, including attendance rosters.
- Submit an initial proposed budget and invoices for reimbursement.
- Prepare and submit annual summaries of scope of work and progress toward goals.
- Periodically convene virtually with the statewide transition council and other regional interagency transition networks.

Lead Contact Assurance:

Member Review:

Printed Name

Signature

Date

Printed Name

Signature

Date

⁴³ Centers for Disease Control. (2015). *Develop SMART Objectives*.

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200