Washington's Cross-Agency Transition Collaborative

January 9, 2020

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Washington State **Department of Social & Health Services** *Transforming lives*

Washington State **Department of Social & Health Services** *Transforming lives* Division of Vocational Rehabilitation

Center for Change in Transition Services

Senate Bill 6032 – Section 501

The office of the superintendent of public instruction, in collaboration with the department of social and health services developmental disabilities administration and division of vocational rehabilitation, shall **explore the development of an implementation plan to build statewide capacity among school districts to improve transition planning for students in special education who meet criteria for services from the developmental disabilities administration, and shall provide all school districts with an opportunity to participate**.

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The plan shall be submitted in compliance with RCW 43.01.036 by November 1, 2018, and the final report must be submitted by November 1, 2020, to the governor and appropriate legislative committees.

http://lawfilesext.leg.wa.gov/biennium/2017-18/Pdf/Bills/Senate%20Passed%20Legislature/6032-S.PL.pdf

Transition Collaborative Members

➤ **Terry Redmon**, Developmental Disabilities Administration

➤ **Tammie Doyle**, Division of Vocational Rehabilitation

➤ **Tania May**, Office of the Superintendent of Public Instruction

➤ **Cinda Johnson & Kris Hirschmann**, Center for Change in Transition Services

➤ **Donna Patrick**, WA State Developmental Disabilities Council

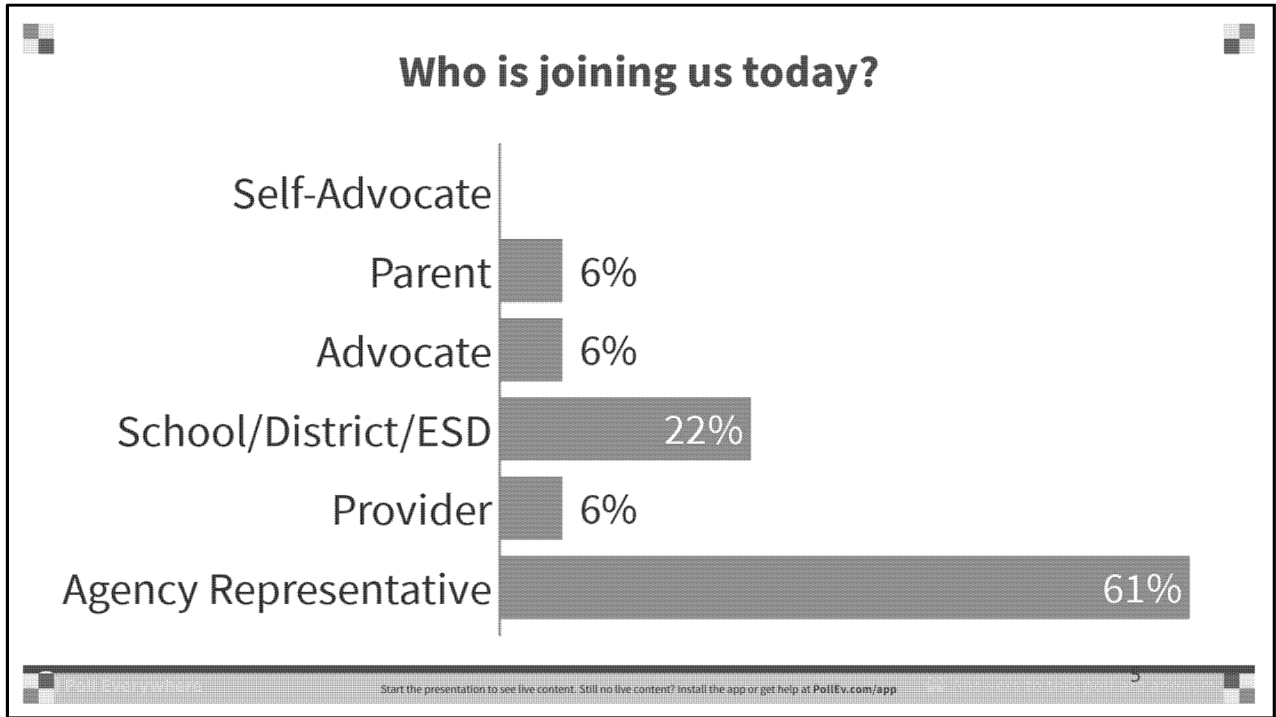➤ **Shelby Satko**, WA State Rehabilitation Council

Poll: Who is joining us today?

In a web browser, go to pollev.com/taniamay884 to share your role in transition supports for students.

Poll Title: Who is joining us today?
https://www.polleverywhere.com/multiple_choice_polls/4DBk5w5YZcw6gQvwbBRWB

This is our structural framework for today's webinar discussion.

Today's Discussion:

- ❏ **Fostering a Climate for Change**
  - ▪ Washington's Transition Collaborative
- ❏ **Engaging & Enabling Organizations**
  - ▪ Transition Initiatives
  - ▪ Partnering with Stakeholders
- ❏ **Implementing & Sustaining Change**
  - ▪ Guidance, Resources, and Training
  - ▪ Next steps for scaling up!

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Fostering a climate for change

3. Create a vision for change

2. Form a powerful coalition

1. Create a Sense of Urgency
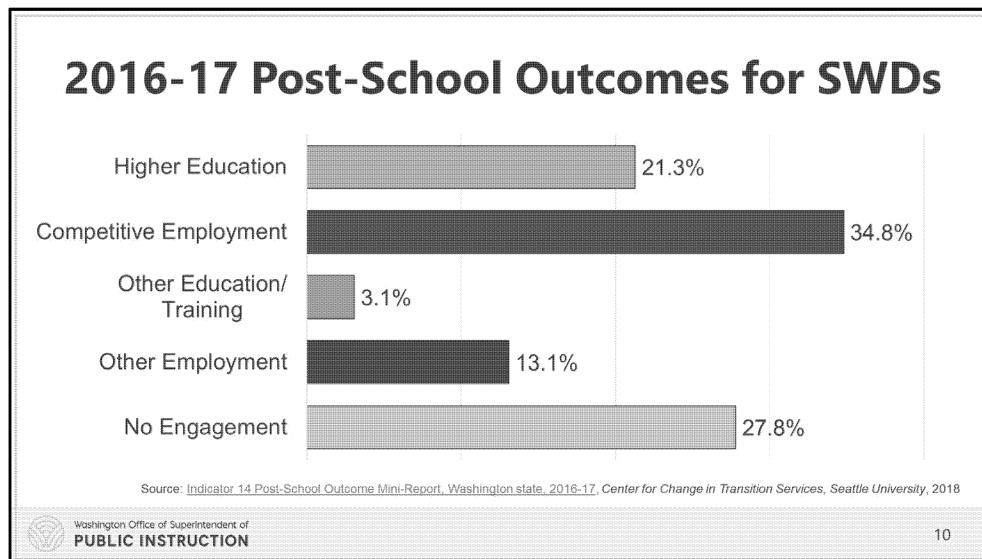
2018 Statewide Special Education Data

	Ages 3 – 21	Ages 15 – 21
All Students	1,127,103	342,078
All Students with Disabilities	147,632	34,653
Students with High-Incidence Disabilities	103,029	26,108
Students potentially eligible for services from the Developmental Disabilities Administration	42,156	7,937

Sources: 2018 Washington State Report Card and 2018 Special Education Federal Child Count, *Office of Superintendent of Public Instruction*

Students potentially eligible for services from the Developmental Disabilities Administration includes the eligibility categories of Intellectual Disability (ID), Multiple Disabilities (MD), and Autism.

The data on this page is separated into all students with disabilities, ages 3 to 21, and students of transition age, ages 15 to 21.

2016-17 Post-School Outcomes for SWDs

Higher Education	21.3%
Competitive Employment	34.8%
Other Education/Training	3.1%
Other Employment	13.1%
No Engagement	27.8%

Source: Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17, *Center for Change in Transition Services, Seattle University*, 2018

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One year after students with IEPs leave high school, district staff contact them to complete the post-school survey (through the Center for Change in Transition Services website). The survey measures whether the student is engaged in post-secondary education or employment, which is our State Performance Plan (SPP) Indicator B-14.

The most current data available are for the 2016-17 "leavers", who completed the survey on or before November 1, 2018:

- Yellow is the not engaged – those students who are not employed or involved in any sort of postsecondary education or training. This is the area we would want to be the smallest.
- Light blue = participating in higher education (full or part time in a 2-year community college or 4-year university program for at least one complete term).
- Red = competitively employed (20 hours or more a week at minimum wage for at least 90 total days).
- Green = other education training (e.g. Job Corps, vocational/technical school, on the job training, apprenticeships) for at least one complete term.
- Dark blue = other employment (less than 20 hours or less than minimum wage – student has worked for pay for at least 90 total days).

These data show that more than ¼ of students with IEPs are not participating in any form of education, training, or employment one year after leaving high school.

Evidence-Based Predictors of Postschool Success (1 of 3)

- Career Awareness
- Community Experiences
- Exit Exam Requirements/High School Diploma Status
- Inclusion in General Education
- Interagency Collaboration
- Occupational Courses

Career Awareness Learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.

Community Experiences Activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.

Exit Exam Requirements/High School Diploma Status Exit exams are 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 credits*.

Inclusion in General Education Requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities.

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 youth.

Occupational Courses Individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals.

Evidence-Based Predictors of Postschool Success (2 of 3)

- Paid Employment/Work Experience
- Parental Involvement
- Program of Study
- Self-Care/Independent Living Skills
- Self-Determination/Self-Advocacy

Paid Employment/Work Experience Work experience is any activity that places the student in an authentic workplace and could include work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer

Parental Involvement Parents/families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision making, providing support, attending meetings, advocating for their child).

Program of Study An individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired postschool goals.

Self-Care/Independent Living Skills Skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs

Self-Determination/Self Advocacy The ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.

Evidence-Based Predictors of Postschool Success (3 of 3)

- Social Skills
- Student Support
- Transition Program (Services)
- Vocational Education (CTE)
- Work Study

Social Skills Behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving while engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication).

Student Support A network of people (e.g., family, friends, educators, adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and postsecondary goals aligned with their preferences, interests, and needs.

Transition Program (Services) A program (and/or a set of services) that prepares students to move from secondary settings (e.g., middle school, high school) to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their postschool goals in education/training, employment, and independent living

Vocational Education (CTE) Vocational education is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.

Work Study A specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.

Fostering a climate for change

3. Create a vision for change

2. Form a Powerful Coalition

1. Create urgency

2018 Statewide Transition Survey Results

➢ Student skills that support transition

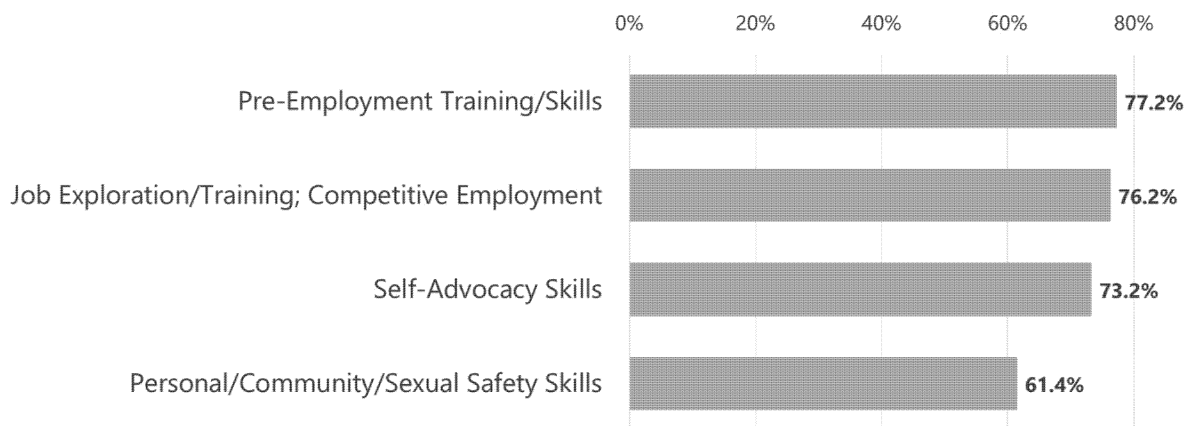➢ Systems supports for students

Over **700** respondents!!

- Parent/Family Member, 39.9%
- Educator, 29%
- Service Provider, 22.6%
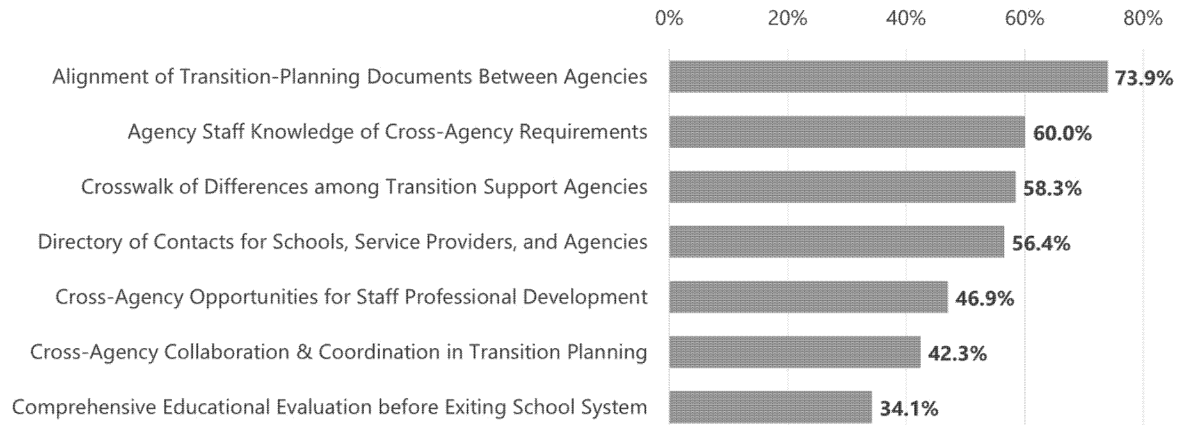- State Agency Representative, 7.1%
- Student, 1.4%

https://i2.wp.com/www.thehedgelesshorseman.com/wp-content/uploads/2017/11/poll.jpg?resize=1024%2C731

Skills of Students with Disabilities Rated "Very Important" by Respondents

Skill	Percentage
Pre-Employment Training/Skills	77.2%
Job Exploration/Training; Competitive Employment	76.2%
Self-Advocacy Skills	73.2%
Personal/Community/Sexual Safety Skills	61.4%

Transition-Related System Supports
Rated "Very Important" by Respondents

	0%	20%	40%	60%	80%

Alignment of Transition-Planning Documents Between Agencies — **73.9%**

Agency Staff Knowledge of Cross-Agency Requirements — **60.0%**

Crosswalk of Differences among Transition Support Agencies — **58.3%**

Directory of Contacts for Schools, Service Providers, and Agencies — **56.4%**

Cross-Agency Opportunities for Staff Professional Development — **46.9%**

Cross-Agency Collaboration & Coordination in Transition Planning — **42.3%**

Comprehensive Educational Evaluation before Exiting School System — **34.1%**

Who is Part of Your Coalition?
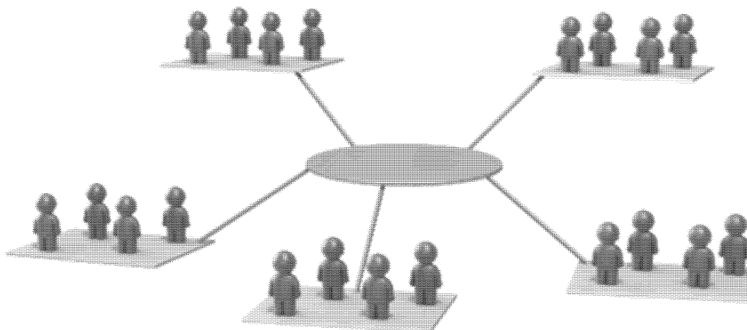
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3. Develop a Vision for Change

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Values & **Goals**

- Focus on improved secondary transition outcomes;
- "Plain talk" – Keep language, tasks, and resources accessible and understandable; and
- Ongoing and transparent communication with stakeholders.

- Review and recommend existing resources/practices;
- Develop a system navigation tool for stakeholders and service providers; and
- Reduce gaps in services from school to post-school transition.

Engaging & enabling partners

6. **Create quick wins**

5. **Empower action**

4. Communicate the Vision

Stakeholder Engagement Efforts

- Members of the collaborative are assigned as stakeholder liaisons and provide regular and ongoing updates;

- The collaborative maintains joint communication materials for engagement efforts;

- We present regularly at in-state conferences, community/ parent meetings, provider meetings, etc.; and

- We are exploring the development of a statewide transition network, to network across regional groups and gather input to inform statewide efforts and policy.

This slide is a summary of the outreach and engagement efforts by the members of the transition collaborative with our stakeholders involved in transition supports.

Participants provided suggestions in the chat box.

6. Create quick wins

5. Empower Action

4. Communicate the vision

Engaging
& enabling
partners

Current Transition-Planning Initiatives

- Analyzing Post-School Outcomes for all students

- Reviewing Policies & Practices to Support Improved Outcomes:

    - Pre-Employment Transition Services

    - Graduation Pathways and High School & Beyond Plans

    - Career-Connected Learning opportunities

The transition collaborative is committed to supporting the success of several statewide transition initiatives lead by partner organizations. For additional background information on the transition initiatives, please check out the following links:

Post-school outcomes: https://www.seattleu.edu/ccts/post-school-outcomes/

Pre-Employment Transition Services: http://www.wintac.org/topic-areas/pre-employment-transition-services/faqs

Graduation Pathways and High School & Beyond Plans: https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways-toolkit/high-school-beyond-planning

Career-Connected Learning opportunities: https://careerconnectwa.org/

6. Create Quick Wins

5.   Empower action

4.   Communicate the vision

Engaging
& enabling
partners

Guidelines for Aligning High School and Beyond Planning and Transition Plans

Supporting seamless transition from school to postsecondary activities:

➢ Transition planning and supports;

➢ Education and employment options for students with disabilities after leaving secondary school;

➢ Supporting decisions made by students with disabilities;

➢ Examples of High School and Beyond and Transition planning

➢ https://www.k12.wa.us/student-success/special-education/program-improvement/technical-assistance/secondary-transition

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Career-Connected Learning Opportunities

Career Connect Washington:

- Research-based recommendations for embedding universal design for learning (UDL) into the Career Connect Washington initiative

- Input on recruitment of regional networks and provision of intermediary funding to include UDL and Language Access concepts.

https://careerconnectwa.org/

Implementing & sustaining for change

8. Make it stick

7. Build on the change

7. Build on the Change

Washington Division of Vocational Rehabilitation (DVR) Updates

- Identifying the *availability*, *accessibility*, and *coordination* of school-based transition services for students with disabilities aligned to the 5 required Pre-Employment Transition Services

- Supporting collaborative partnerships between Washington DVR and local schools, by:
  - Collecting data about transition service delivery and coordination
  - Using data to identify and address local, regional, and statewide gaps in services that can be supported by DVR
  - Engaging in the ongoing evaluation of DVR service delivery and coordination

- Online *Transition Services Self-Assessment Tool (TSAT)*, designed and validated at Washington State University (WSU)

- November 2019 through the end of January 2020; currently at a 55% response rate statewide

- Partway through a statewide initiative to collect basic, building-level information on the *availability*, *accessibility*, and *coordination* of school-based transition services for students with disabilities (IEP and 504) that align with one or more of the 5 required Pre-Employment Transition Services

- The goal of this initiative is to strengthen collaborative partnerships between Washington DVR and local schools, by:

  - Collecting data about transition service delivery and coordination from a representative sample of Washington high schools

  - Using data to identify and address local, regional, and statewide gaps in services that can be supported by DVR

  - Engage in the ongoing evaluation of DVR service delivery and coordination

- To support these efforts, we are using the online *Transition Services Self-Assessment Tool (TSAT)*, which has been designed and validated at Washington State University (WSU)

- Data collection efforts began in November 2019 and will remain active through the end of January 2020

- There is currently a 55% response rate from high school across the state

Next Steps for DVR

- Patterns in service access, availability and coordination

- Local, regional statewide service gaps

- Service gaps at the local, regional and statewide levels

- Focus groups with stakeholders for coordinating services with DVR

- Barriers to delivery and coordination; strategies for effective collaboration

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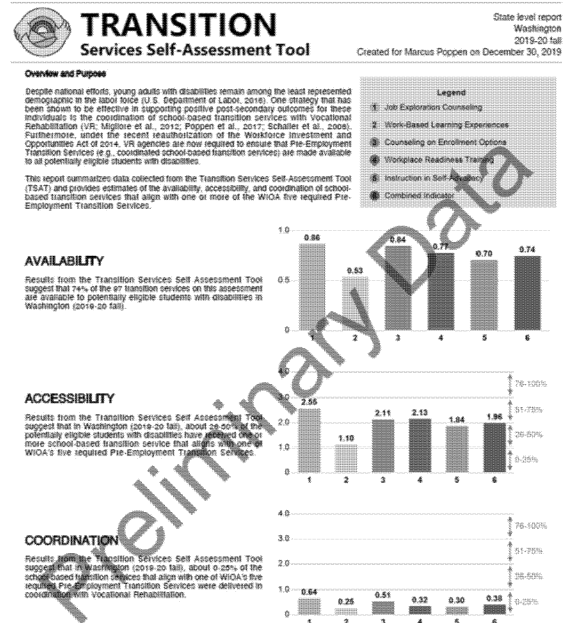
- Explore patterns in service access, availability and coordination within service domains (e.g., looking at individual items), between domains (e.g., comparing differences), and by school characteristics (e.g., location, size, etc.)

- Begin working to identify themes in service gaps at the local, regional and statewide levels

- Begin working to address service gaps at the local, regional and statewide levels

- Complete a focus group with school stakeholders who expressed interest in voicing their thoughts and experiences in coordinating services with DVR.

- Explore validity of patterns that emerged within the statewide data collection efforts, barriers to delivery and coordination, and strategies and recommendations for more effective collaboration

- Continue to engage in broader statewide initiatives to build collaborations and further support post-secondary outcomes for students and young adults with disabilities

Inclusionary Practices in Career and Technical Education (CTE)

- In order to improve post-school outcomes for students with disabilities, CCTS is working with school teams state-wide to increase inclusionary practices in general education, focusing on CTE classrooms.

- This project aims to promote positive shifts in student expectations and opportunities, expanded possibilities for CTE access, and systemic change in teacher practices.

Inclusionary practices in Career and Technical Education (CTE) is part of a larger statewide initiative, Inclusionary Practices Development Project. For additional information about the project, as well as options for professional development and training, please visit: https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project

CTE Activities for Inclusionary Practices

CCTS will provide professional development, resources and tools to:

1. Ensure all high school students with disabilities 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, change the least restrictive environment, and include all students in courses that prepare them for career and college readiness.

8. Make it Stick!

Implementing & sustaining for change

8. Make it stick

7. Build on the change

Operationalizing Collaboration: Exploring a Job Foundations Pilot

- Joint planning through the Job Foundations workgroup, including DDA, DVR, Health Care Authority, OSPI, counties, and providers.

- The goal is a seamless transition from school to post-school life for students with developmental disabilities.

- Activities to focus on building statewide capacity for transition supports, including fostering partnerships between school staff and providers.

The job foundations pilot aims to provide additional supports to students who may be eligible for services from DDA. The 4-year pilot is targeted to begin in the fall of 2020. For additional information on the pilot, reach out to Terry Redmon at terry.redmon@dshs.wa.gov.

Next Steps for the Collaborative

- Post information and updates on the work of the collaborative

- Continue to gather, develop, and distribute resources

- Discuss potential changes to the proviso language

- Gather ongoing stakeholder input

- Facilitate connections among existing regional interagency transition networks

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The collaborative partners are committed to a continuous improvement process to support the transition process for students, families, and the community.

If there was one thing you could change that would improve a student's move from school to the adult world, what would that be?

What do you see as the primary barrier(s) to success for individuals being engaged in their communities?

Add questions into the chat box – we may not answer them all today, but we will compile them as an FAQ list. (1/13/2020 update: we are working on drafting the FAQ for sharing/posting)

Contact Information

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