

# **Evaluation of School-Based Pre-Employment Transition Services in Washington State**

## **FINAL REPORT**



### **TRANSITION SERVICES SELF-ASSESSMENT TOOL (TSAT) 2019-2020**

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## ABSTRACT

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The purpose of this evaluation was to provide statewide evidence of need for pre-employment transition services by collecting TSAT survey data from a representative sample of public high schools in Washington state. Valid and reliable data were collected from 300 individuals, representing 265 of the 480 (55.2%) public high schools in Washington. Findings show that on average 74% of the 97 school-based transition services listed on the TSAT were available in each of these schools, and that on average, between 26-50% of all potentially eligible students with disabilities were accessing each of these services. Based upon the 2019 OSPI estimates that report 47,734 potentially eligible students with disabilities in Washington, these findings suggest that between 23,867-35,323 students were not accessing these school-based transition services. The results from this evaluation also show that the services that are provided are delivered in coordination with VR between 1-25% of the time. Qualitative analysis suggest there is a need for school personnel to receive additional supports to improve: (1) their professional skills and knowledge of school-based transition services, and (2) the overall quality of the transition services that are available in their schools. Furthermore, qualitative data also suggest that there is: (1) a need to increase student access to transition services, and (2) the extent to which these services are delivered in coordination with DVR. Lastly, TSAT data suggest: (1) alternative schools have a significantly smaller range of transition services available to their students; and, (2) that students in ESD 112 have significantly less access to school-based transition services than do students from other areas in the state. This evaluation reports provides a detailed description of the methods and results from this evaluation, as well as a discussion of findings. Six recommendations for Washington Division of Vocational Rehabilitation are as follows:

1. Continue existing efforts to develop local, regional, and statewide capacity to improve the coordination and delivery of pre-employment transition services.
2. Improve the statewide availability, accessibility, coordination, and quality of pre-employment transition services, with an emphasis on work-based learning, instruction in self-advocacy, and training for vocational rehabilitation counselors, school staff, and others.
3. Address issues of inconsistency and poor follow through with individual schools, and work to develop and maintain positive and ongoing partnerships. Streamline processes, points of contact, and ease of access for students, families and schools where possible.
4. Develop an improved understanding of the specific needs, barriers and strategies that are preventing greater access and coordination of pre-employment transition services, with an emphasis on work-based learning and instruction in self-advocacy. Use this understanding to develop an improved service delivery model that results in more direct services to students.
5. Provide targeted supports to alternative schools and ESD 112 to equalize availability and accessibility of pre-employment transition services.
6. Continue to monitor availability, accessibility, coordination and quality of pre-employment transition services, and use these data to make informed decisions. Increase capacity to monitor these services for schools and programs that were not included in this evaluation.

# INTRODUCTION

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Despite decades of targeted interventions, young adults with disabilities continue to experience poorer post-secondary employment outcomes than young adults without disabilities (U.S. Department of Labor, 2019). Leading up to the mid-2010's, research provided evidence that students who receive transition services within a coordinated service delivery model experience greater post-secondary employment outcomes than those whose transition services were provided in an isolated context (Awsumb, et al, 2020; Benz, et al., 1997; Lindstrom, et al., 2013; Poppen et al., 2017; Shandra & Hogan, 2008). These trends were perhaps used as drivers in the enactment of 2014 federal legislation aimed at increasing coordination between state agencies serving young adults with disabilities. It is the accountability measures of this federal legislation that have led to the production of this report.

The Workforce Innovation and Opportunity Act of 2014 (WIOA, 2014) amended the Rehabilitation Act of 1973 and requires state Vocational Rehabilitation (VR) agencies to reserve at least 15% of their federal funds to coordinate with education agencies and ensure pre-employment transition services are made available to all potentially eligible students with disabilities. Pre-employment transition services are designed to support early career development for students with disabilities and include activities that fall into the categories of job exploration counseling, work-based learning experiences, counseling on post-secondary enrollment options, workplace readiness training, and instruction in self-advocacy. WIOA also requires VR agencies to provide evidence of the extent to which the required pre-employment transition services have been made available to all potentially eligible students with disabilities. Specifically, each state must include the following information in their biennial Comprehensive Statewide Needs Assessments (CSNA):

“...identify, report and address the VR service needs of youth with disabilities and students with disabilities with respect to: [a] their need for pre-employment transition services or other transition services; and, [b] an assessment of the needs for transition services and pre-employment transition services and the extent to which such services are coordinated with transition services provided under the [Individuals with Disabilities Education Act of 2004]” (U.S. Department of Education, 2017, “RSA: Comprehensive Statewide Needs Assessment”, para. 2).

In Washington, a 2017 assessment of the Division of Vocational Rehabilitation (DVR) service needs of students with disabilities reported there were 49,814 potentially eligible students with disabilities in the state, of whom between 17,500 and 29,500 were in need of additional pre-employment transition services (Johnson & Poppen, 2017). A 2019 update from the Washington Office of Superintendent of Public Instruction (OSPI) suggested that in the 2017/2018 school year there were 47,734 potentially eligible students with disabilities in Washington (DVR State Plan, 2020). However, while the total number of potentially eligible students with disabilities had been updated, there were no data on the availability, accessibility or coordination of school-based transition services to provide an update on the evidence of need.

## Evaluation Purpose and Design

The purpose of this evaluation was to meet the need described above by providing Washington DVR with statewide evidence of the extent to which the required pre-employment transition services have



been made available to all potentially eligible students with disabilities in Washington. The evaluation also had the added intention of helping build statewide capacity to deliver coordinated transition services and advance partnerships between local schools and DVR. Specifically, the evaluation included the customization and implementation of the *Transition Services Self-Assessment Tool (TSAT)*, a school-level assessment designed to measure and report on the broad availability, accessibility, and coordination of school-based transition services that align with one or more of the five required pre-employment transition services. Throughout the evaluation, a team of six DVR Regional Transition Consultants (RTCs) and the DVR Statewide Secondary Transition Manager, worked to develop relationships with and recruit high schools in Washington to complete an assessment of their school's transition services; with a commitment to participating schools that their involvement would guide subsequent partnerships and service delivery options for their students. This report discusses the methods, results, and interpretation of these efforts.

The evaluation was carried out during the 2019/2020 school year and was managed by Dr. Marcus Poppen, an Assistant Professor of Special Education with the Research and Innovation in Special Education (RISE) Collaborative at Washington State University (WSU). The evaluation included a high level of coordination and effort from Tammie Doyle, DVR Secondary Transition Manager; Tania May, OSPI Director of Special Education; and the Washington State team of DVR Regional Transition Consultants, Sara Fiedler, Francis Gathenya, Nick Harris, Amy Lystad, Mary Marsh, and Ashley Schweiger. Gratitude should also be given to each of the school transition experts who each devoted a substantial amount of time to completing the TSAT. The project also included sizable web-based development efforts that were completed by Nick Ponomarev, Senior Programmer and Database Architect the WSU Social and Economic Sciences Research Center. Additionally, Anwar Alsalamah, a graduate student of special education at Washington State University supported analysis of qualitative data and contributed to the authorship of this report. Without the efforts of these people, and others, this evaluation would not have been successful.

## Evaluation Questions

This evaluation was guided by the following three evaluation questions:

1. How do secondary school transition experts in Washington describe the **availability**, **accessibility**, **coordination**, and **quality** of school-based transition services that align with one or more of the five pre-employment transition service categories?
2. What **additional supports** related to pre-employment transition services would school transition experts in Washington like to receive?
3. Do geographic or other school-level characteristics account for **differences** in how respondents describe the availability, accessibility, and coordination of school-based transition services that align with one or more of the five pre-employment transition service categories?

## METHODS

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This evaluation used online survey methods to evaluate the availability, accessibility, and coordination of school-based transition services in high schools throughout Washington. This section of the evaluation report will summarize the target population, participant recruitment and sampling, measurement, descriptive statistics of the sample, data analyses, and validity/reliability.

### Target Population

The target population for this evaluation included one or more representatives from each of the public high schools in Washington State serving potentially eligible students with disabilities. Specifically, the representatives that were targeted included school-level “transition services experts” who were informed about the various transition services and activities available to potentially eligible students in their school. Transition services experts may be a school transition specialist, special education teacher, or special education director. While the evaluation sought to collect data from multiple perspectives within a school, the primary aim of this evaluation was to collect at least one response from as many high schools in Washington as possible.

**School List.** The identification of the target population began by developing a complete list of Washington public high schools serving potentially eligible students with disabilities. This list was developed using OSPI’s school directory from October 2019 (OSPI, 2019), which provided a downloadable list of all schools in Washington, and key characteristics about those schools including lowest grade (PK), highest grade (13), grade category (elementary, middle, high, K-12, other, etc.), and school category (public school, alternative school, institution, etc.). The school characteristics provided in OSPI’s school directory were used as filters to create a list of all public schools that were serving students in grades 9-13. The list was then reviewed and updated by regional and state school and DVR personnel to identify any missing schools, and to remove programs, private schools, juvenile justice facilities, and skills centers that did not meet the inclusion criteria for this evaluation. At the beginning of data collection, the list of schools included 504 schools. However, that number was reduced during data collection because additional programs, private schools, juvenile justice facilities and skills centers were identified. The final list of schools included 480 schools, and is provided as Appendix A.

**Primary Contact.** The next step in the identification of the target population was to find a primary contact (name, position, and e-mail) for each school who would either serve as a transition services expert, or be in a position to forward a survey invitation to that school’s transition services expert when the recruitment efforts began. The identification of a primary contact started with each of the six Regional Transition Consultants going through the lists of schools in their region and adding the primary contact information where they had it. The primary contacts for the remaining schools were identified using information available on school websites, phone calls, reviews from Education Service District (ESD) special education directors, and ultimately the email addresses that were included in the OPSI school directory. At the time of the initial invitation, the majority of primary contacts (64%) were a contact for more than one school. Throughout data collection, this number was reduced slightly. The final list included a contact person for each of the 480 schools on the list, 58% of whom were a contact for more than one school.

## Participant Recruitment and Sampling Procedures

While the list of schools and primary contacts were being developed, the evaluator and DVR Statewide Secondary Transition Manager prepared secondary special education stakeholders from around the state for a largescale data collection effort that would begin in November 2019. Preparation began in October and included electronic documents providing an overview of the purpose of the initiative, face-to-face or virtual meetings at each of the nine ESD Special Education Directors meetings, and presentations at statewide and regional conferences (WA-ACTE; WA-ASP; DCDT). Electronic pre-notification materials included a one-page informational flyer, a detailed letter to Special Education directors and teachers, and a Frequently Asked Questions (FAQ) document. The materials are included in Appendix B.

**Initial Invitation.** Once a complete list of schools and primary contacts were finalized, a mail-merge software (Microsoft) was used to send each primary contact an initial personalized email invitation for their participation in the data collection initiative. This email was sent from the evaluator's university email address, and each school's assigned DVR Regional Transition Consultant was copied (see Appendix B). The primary contacts with multiple schools were given a list of schools that they were assigned to and instructions on how to invite the transition services expert from each of these schools to participate. The initial email was sent out on November 11, 2019 and recipients were asked to complete the survey by November 22<sup>nd</sup>, 2019. Between the time that the initial email was sent out on November 11<sup>th</sup>, and when the first reminder email was sent out on November 18<sup>th</sup>, responses were collected from just 41 individuals representing 37 (8%) of the 480 schools.

**Reminder Invitations.** Reminder invitations were sent by the evaluator on four separate occasions. Reminder invitations were only sent to the primary contact of schools that had not yet completed at least one valid response to the survey. Each reminder email included the name(s) of the school(s) for whom data still needed to be collected. The first reminder email was sent on November 18<sup>th</sup>, 2019 and recipients were asked to complete the survey by November 22<sup>nd</sup>, 2019 (the Friday before Thanksgiving Break). In the time between the first and second reminders, the decision was made to not contact schools until after Thanksgiving Break, and to extend the survey closing date to December 20<sup>th</sup>, 2019. Additionally, during this time, the Regional Transition Consultants increased their level of collaboration with schools and encouraged them to complete the survey each time that they had an interaction. At the time the second reminder was sent out on December 2<sup>nd</sup>, 2019, an additional 146 individuals from 117 unique schools had submitted a response (total schools represented = 155 of 480, 32%). A third reminder email was sent out on December 9<sup>th</sup>, 2019, after an additional 78 individuals from 60 schools submitted a survey (total schools represented = 216 of the 480, or 45%). A fourth and final reminder was sent out on December 16<sup>th</sup>, after an additional 51 individuals from 40 schools submitted a survey (total schools represented = 257 of the 480, or 54%). The final reminder prompted an additional 32 individuals from 26 unique schools to submit a survey, and on December 23<sup>rd</sup>, 2019 a survey had been submitted from 347 individuals, representing 283 of 480 (59%) of the public high schools in Washington.

**Personal Invitations.** During the month of December, the decision was made to make one final push for data collection, and the survey closure date was extended. The final push for data collection did not follow the previous methodology of electronic invitations and reminders from the evaluator, but instead involved the personal recruitment from DVR Regional Transition Consultants. At the beginning of January, each of the DVR Regional Transition Consultants reviewed the list of schools in their region

who had not yet completed a survey, and attempted to set up a meeting with a representative from these schools (in person, over the phone, or virtually). In some instances, a DVR Regional Transition Consultant was present at the school while the representative completed the assessment, and used the process to further develop relationships and understand the needs of the school. At the end of these activities on March 31<sup>st</sup>, a response had been collected from 404 individuals representing 313 of the 480 (65%) of the public high schools in Washington.

## **Measurement**

Consistent with the purpose and guiding questions, this evaluation used online survey methods to measure the target population's (see previous section) answers to a series of questions about the availability, accessibility, coordination, and quality of school-based transition services that align with one or more of the five pre-employment transition service categories. The online survey tool is called the *Transition Services Self-Assessment Tool (TSAT)*, which is a school-level assessment hosted on the *Portal for Supporting Successful Outcomes (PSSO)*, a custom survey management platform developed and hosted by the Social and Economic Sciences Research Center (SESCR) at WSU (Poppen, 2017).

The TSAT is a measurement tool that was developed by the author of this report with support from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) to help VR agencies engage in evaluation, planning and capacity building to increase the availability, accessibility, and coordination of school-based transition services that align with one or more pre-employment transition service categories. The TSAT was developed following a systematic approach that included establishing a purpose, generating constructs and content, developing scales, validity testing, and field testing. These key elements of the TSAT are detailed in a manuscript that is currently in preparation, but the author of this evaluation would be happy to share these processes with you upon request (see e-mail address on the title page).

The TSAT consists of 97 common school-based transition services that align with one or more of the five pre-employment transition service categories. Broadly, the survey asks respondents to rate whether or not each of these services is available in their school, provide an estimated percentage of the total number of potentially eligible students with disabilities who access the service, and an estimated percentage of the frequency in which that service is delivered in coordination with VR. The survey is organized into 8 sequential modules that guide respondents through the process, including: (1) informed consent; (2) demographic information and instructions; (3) job exploration and counseling activities; (4) work-based learning activities; (5) post-secondary enrollment options; (6) workplace readiness skills; (7) instruction in self-advocacy; and (8) a summary report and resources.

For the purpose of this evaluation, the school list (see previous section) was imported into the survey management platform so that respondents could choose their school from a dropdown menu. Respondents were also asked to provide their position, which included 12 options. "Other" was provided as an option for both the school and position dropdown lists. Furthermore, respondents were also given the option to add their email address into their survey, which enabled them to save a draft of their responses to finish at a later time. On the back end of the survey, the survey management platform allowed survey administrators to view, track, and download survey responses. The evaluator, DVR secondary transition manager, and DVR regional transition consultants all had administration privileges, and could invite respondents, run reports on which schools had completed the assessment, see summaries of their responses, and download raw data.

Appendix C includes screen shots of the entire assessment, and the online survey management portal.

**List of Services Included on the TSAT.** The 97 transition services that are listed on the TSAT were developed using guidelines on pre-employment transition services released by the Workforce Innovation Technical Assistance Center (WINTAC) and evidence-based transition practices that have been identified as predictors of post-school success in prior research (Mazzotti et al., 2015; Test, et al., 2009). The job exploration and counseling services include nine activities that meet WINTAC's definition of helping individuals explore their career-related choices and foster motivation for work, consider opportunities that they wouldn't have otherwise known about, and to make informed decisions about their occupational goals and aspirations. The work-based learning experiences include 13 activities that meet WINTAC's definition of providing tangible opportunities for students to engage in work or work-related activities that promote knowledge and skills that help them to connect school experiences to work activities that promote knowledge and skills that help them to connect school experiences to work activities and future career options. The counseling and post-secondary education enrollment and training options include 20 items that meet WINTAC's definition of discussion, counseling and guidance on opportunities for enrollment in comprehensive transition or post-secondary education programs at institutions of higher education. The workplace readiness training services include 35 items that meet WINTAC's definition as being opportunities to acquire and apply knowledge that assists individuals in developing social skills and independent living skills that prepare them for eventual employment. Lastly, instruction in self-advocacy includes 20 items that meet the WINTAC definition of professional activities that help individuals learn about their rights and responsibility, how to request accommodations, and communicate with peer mentors working in their area(s) of interest. A complete list of services included on the TSAT is provided as Appendix D.

**Measuring Availability, Accessibility, Coordination, and Quality.** Throughout this report, you've read the terms availability, accessibility, and coordination. Combined, these indicators help to provide evidence of the need for additional pre-employment transition services. In this section, these terms, and quality, will be operationalized as they relate to the list of services included on the TSAT.

Figure 1.

*Availability.* In order to provide evidence of the need for additional pre-employment transition services, it is important that we first develop an understanding of what school-based transition services are currently and customarily available within a high school setting. Services that are not available may be areas in which supplemental supports can be provided by DVR. To do this, respondents were asked to indicate whether or not each of the 97 transition services and activities were available at all in their school. A response of "Yes" recorded a "1" within the database, and a response of "No" recorded a "0". Respondents were encouraged to think beyond the activities provided by special educators, and to consider other opportunities for these activities within their schools (e.g., Career and Technical Education, General Services and Supports, etc.).

*Accessibility.* The next step in providing evidence of need for additional pre-employment transition services is to understand the extent to which potentially eligible students with disabilities are accessing the services that are available. Discrepancies between services availability and accessibility may be areas of need. For each service, respondents were asked to provide their best estimate of the percentage of potentially eligible students with disabilities in their school who participate, receive, or engage in that service while attending the school. Response options included “None” (0), 1-25% (1), 26-50% (2); 51%-75% (3); or 76-100% (4). If a respondent had selected that a particular service was not available in their school, “None” was automatically selected as their response for this question. Respondents were also informed that potentially eligible students with disabilities include all students in their school who are on an IEP or 504 plan, and were asked to think beyond just those students on their caseload.

*Coordination.* In addition to understanding the availability and accessibility of the school-based transition services, the TSAT also aims to measure the extent to which each of these services is delivered in coordination with VR. For each service, respondents were asked to provide their best estimates of the total percentage of time that a service is delivered in coordination with VR. Response options included “None” (0), 1-25% (1), 26-50% (2); 51%-75% (3); or 76-100% (4). Respondents were given the example, that if a career-related guest speaker comes to talk with students five times a year, they would indicate their best estimate of the percentage of time that this activity is coordinated in partnership with VR. Respondents were also informed that it is not uncommon for this percentage to be low or zero and were asked to think beyond just the services they coordinate.

*Quality.* Another important factor in understanding the need for additional services is being able to describe the quality. On the TSAT, the overall quality of services was measured differently than availability, accessibility, and coordination. Instead of asking about the quality of each of the 97 services, respondents were asked to rate the overall quality of each of the five pre-employment transition service categories (e.g., job exploration and counseling activities, work-based learning activities, post-secondary enrollment options, workplace readiness skills, and instruction in self-advocacy). Response options were offered on scale from 1 to 5 (1 = extremely poor; 2 = somewhat poor; 3 = neither good or poor; 4 = somewhat good; and 5 = extremely good). Respondents were asked to respond to this question after rating the availability, accessibility, and coordination of each of the services within a category.

**Open Ended Responses.** The TSAT is also designed to collect open-ended responses about the additional pre-employment transition services supports that school transition services experts would like to receive. For each of the five pre-employment transition service categories, respondents were asked “Would you like more information about [pre-employment transition service category]? If so, please describe what would be most useful.” Responses were collected through a text box with a limit of 5000 characters.

### **Combined Indicators of Availability, Accessibility and Coordination**

The TSAT also measures and reports combined indicators of availability, accessibility and coordination across each of the five pre-employment transition service categories, and overall. These combined indicators are calculated based upon the averages of scores submitted by respondents, and reported by groups of services (e.g., pre-employment transition service category, or overall). The combined indicators can be reported for a single school, or at hierarchical levels such as a district, ESD, or state.

**Availability (Combined Indicator).** For the combined indicator of availability, the scale is 0.00 to 1.00; where 0.00 indicates that none of the services within a group are available, and 1.00 indicates that all of the services within a group are available. This indicator can be interpreted as an estimate of the percentage of services within each grouping that are available. For example, if the combined availability indicator for a region is 0.74, this suggests that on average 74% of the 97 services are available within schools in that region.

**Accessibility (Combined Indicator).** For accessibility, the combined indicator is reported on a scale between 0.00 and 4.00; where 0.00 indicates an estimate that no potentially eligible students with disabilities are accessing the group of services, and a 4.00 indicates an estimate that between 76-100% of potentially eligible students with disabilities are accessing the group of services. If the value is between 0.01-0.99 it is an indication that an estimated 1-25% of the potentially eligible students are accessing a group of services; if the value is between 1.00-1.99 this means that an estimated 26%-50% of potentially eligible students are accessing a group of services; if the value is between 2.00-2.99, this means that an estimated 51-75% of potentially eligible students are accessing a group of services; and if the value is between 3.00-4.00, this means that an estimated 76-100% of potentially eligible students are accessing a group of services. As an example, if the statewide combined indicator for work-based learning services is 1.97, this suggests that an average estimated 26-50% of potentially eligible students with disabilities have participated in each of these activities.

**Coordination (Combined Indicator).** The combined indicator for coordination is measured similarly to the combined indicator for accessibility, and is reported on a scale between 0.00 and 4.00 (0 to 100%). However, this combined indicator is measuring the estimated frequency in which a service is delivered in coordination with VR. If the combined indicator for coordination is 0.35, this suggests that on average, services are coordinated between 1-25% of the time.

## **Summary Reports and Additional Resources**

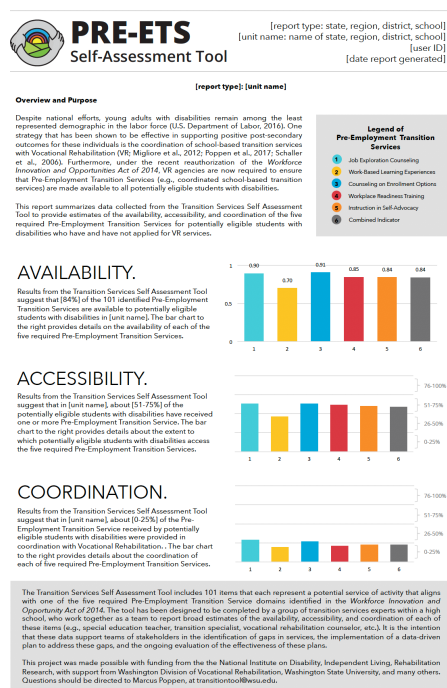
Once a respondent finishes answering each of the questions the TSAT, they are asked to review their responses and finalize their submission. After they finalize their responses, the database records the survey as “complete”, and respondents are directed to a summary page that provided them with a summary report, a downloadable resource guide, and the option to express interest in participating in a focus group to discuss more about the coordination and delivery of pre-employment transition services. Summary reports are also available to individuals who have access to the survey management database (e.g., Statewide Transition Manager, Regional Transition Consultants, etc.), and can be generated for individual schools, districts, ESDs, or for the state.

**TSAT Summary Report.** The TSAT summary report is a several page report that uses colors and numbers to represent the five pre-employment transition service domains, and combined indicators. The first page of the report provides an overall summary of the availability, accessibility, and coordination of the 97 pre-employment transition services on the assessment, which include: (1) job exploration counseling with 9-items (light blue), (2) work-based learning with 13-items (yellow), (3) counseling on enrollment in post-secondary education options with 20-items (dark blue), (4) workplace readiness training with 35-items (red), and (5) instruction in self-advocacy with 20-items (orange). The combined indicator (6; gray) summarize data from each of the 97 services.

The figure 2 below highlight key elements of first of seven pages of the summary report.

Figure 2.

## Orientation to the Summary Report (First Page)



**Legend.** Describes the colors and numbers that transition services.

**Accessibility.** Broad categorical estimate of the

= 26-50%; 2-3 = 51-75%; 3-4 = 76-100%.

**Coordination.** Broad categorical estimate of the

100%.

**TSAT School-Level Capacity Building Guide.** Respondents to the survey are also given a free capacity building resource after submitting their survey. This resource describes a model for using the results from the assessment to support teams in identifying and addressing gaps in transition services. The guide walks school teams through building a school/district transition leadership team, reviewing the results of the assessment, and developing an action plan. The capacity building guide is included as Appendix E.

## Data Analyses

While the TSAT database will generate on-demand school, district, ESD, and statewide summary reports; the reports do not account for missing data, or summarize quality or open-ended responses. Furthermore, they do not provide estimates of reliability. For these reasons, this report will provide a more technical description of the findings, which may be more precise and robust than those found within the database. Data analyses procedures are described here.

The raw TSAT data were downloaded from the survey management platform, and imported into IBM SPSS Statistics Version 26.0 (2019) to be cleaned, screened and analyzed. Data analyses started with an exploration into missing data to identify threats to validity, followed by description of the sample.



The database was then checked for elements of validity and reliability, followed by descriptive statistics to answer evaluation questions 1 and 2. Then, qualitative results from the open-ended questions were imported into Microsoft excel prior to deleting any cases from the downloaded dataset were coded for themes and sub-themes to answer the third evaluation question. After the qualitative data were coded, the quantitative data were analyzed to explore differences in availability, accessibility, coordination, and quality based on respondent roles, school type, and school geography.

## Missing Data

At the end of recruitment, a response to the TSAT had been collected from 403 individuals representing 312 of the 480 (65%) public high schools in Washington. After importing these data into the statistical software, a variable to measure the survey completion rate was calculated. Missing data can cause threats to internal and external validity and appropriate steps need to be taken to ensure it is handled appropriately (Allison, 2002). Among the 403 individual responses, 20 did not answer a single question on the survey and were deleted from the sample. The mean and frequency distribution of survey completion rates were explored. Mean scores reported that on average, respondents had completed 85.4% of the 291 response options (3 questions for each of the 97 services; SD = 0.26). The frequency distribution was positively skewed, with small modal increases at the completion percentages that aligned with the end of a module (e.g., meaning people were more likely to stop answering questions after completing a particular section). Because the analyses that are used for this evaluation include analyses of composite scores from data collected throughout the entire survey, the decision was made to remove all surveys with less than an 80% completion rate. This resulted in the removal of an additional 83 responses. In total, 103 responses were removed from the original sample because of missing data. The remaining 300 individual surveys had an average completion rate of 97.4% (SD = .04). From this point forward, all missing data were treated using pairwise deletion, and are reported where applicable.

## Final Sample

The final sample included 300 individual surveys, representing 265 of the 480 (55%) public high schools in Washington. Of the 300 valid responses, Special Education Teachers were the most common respondents (51.7%; n = 155), followed by District Special Education Directors (18.7%; n = 56), Other Building Administrators (7.0%, n = 21), Transition Specialists (6.0%; n = 18), School Psychologists (5.3%; n = 16), School Guidance Counselors (2.7%; n = 8), General Education Teachers (1.7%; n = 5), or one of the other roles described in the remaining 5 categories (7.0%; n = 21; other, other district administrator, building special education director, career and technical education teacher, or paraprofessional; see Table 1). Of the 265 high schools that were represented in the survey, the majority (77%; n = 233) were traditional high schools, with 20% being alternative schools, and 3% being another type of school (e.g., charter school, OSPI or District School; see Figure 3. Respondents in schools in Region 1 one represented 30% (n = 91) of the sample, Region 2 had 29% of the representation (n = 87), and Region 3 had 40.7% percent of the representation (n = 122). Respondents also represented each of the nine Educational Service Districts (ESDs) in Washington, with 26.7% of respondents were from ESD

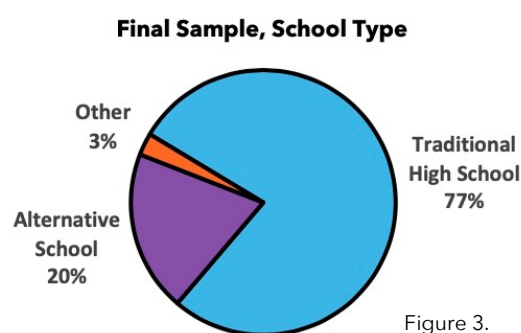


Figure 3.

121 (n = 80), 15.7% from ESD 112 (n = 47), 12.3% from ESD 189 (n = 37), 12.0% from ESD 101 (n = 36), 10.0% from ESD 113 (n = 30), 7.7% from ESD 123 (n = 23), 5.7% from ESD 171 (n = 17), 5.0% from ESD 105 (n = 15), and 4.0% from ESD 114 (See Table 2). For the purpose of the third evaluation question, these 12 roles were divided into three groups: (1) Special Education Teachers and Transition Specialists; (2) Administrators; and (3) Other.

Table 1. **Respondent Roles/Positions**

Role/Position	N	%
Special Education Teacher	155	51.7%
District Special Education Director	56	18.7%
Building Administrator	21	7.0%
Transition Specialist	18	6.0%
School Psychologist	16	5.3%
School Guidance Counselor	8	2.7%
General Education Teacher	5	1.7%
District Administration (Other)	4	1.3%
Other (CTE teacher, paraprofessional, other)	17	5.6%
<b>Total</b>	<b>300</b>	<b>100%</b>

## Validity and Reliability

**Validity.** Assessment validity refers to the extent to which evidence supports interpretation and use of an assessment (AERA, APA, NCME, 2014). Extensive efforts have been made throughout the development of the TSAT and implementation of this evaluation to reduce threats to internal and external validity. The development process of the TSAT supported content and face validity through establishing a clear purpose for the assessment; generating clearly defined constructs, scales, and question formats; undergoing expert review; and, pilot testing. The content and face validity were further enhanced for this evaluation by undergoing a critical review by local subject matter experts prior to implementation to check for vocabulary, clarity, content, and aesthetics. As a result of these efforts, several changes were made to the assessment, including clarifying instructions, making vocabulary changes, deleting redundant items, and the addition of a question to gauge respondents knowledge about the services included on the assessment. Specifically, the added question asked respondents to rate how confident they are about their knowledge of each of their schools provision of each the five pre-employment transition service categories. Response options were offered on scale from 1 to 5 (1 = not confidence; 2 = a little confident; 3 = neutrally confident; 4 = somewhat confident; and 5 = extremely confident). Across the five service categories, respondents indicated that were neutrally confident in their knowledge about the services that they were offered by their school ( $M = 3.58$ ;  $SD = 0.90$ ). This provides some indication that an appropriate audience was recruited and completed the assessment.

Checks for external validity were also conducted after the majority of responses had been collected. In January, a statewide summary report was generated from the database and presented to local experts to determine if the patterns shown in the assessment accurately reflected their experiences. These experts included two Washington special education teachers, and a Special Services Program

Manager at one of Washington's ESD's. Through in-depth conversations about the data, it was clear that the patterns of services presented in the reports are similar to the experiences in local schools. While additional work in this area needs to be done, these efforts contribute to the validity of the evaluation findings.

**Reliability.** Cronbach's alpha measures variance within and between items, and is an indication that measures of the same general construct produce similar scores. It also provides evidence that it is justifiable to aggregate items together to create composite scores. Cronbach's alpha was used to check the internal consistency of each of the constructs measured by the TSAT (available, accessibility, coordination, and quality), and their subscales (pre-employment transition service categories). A value of .70 or higher is generally considered an acceptable value for Cronbach's alpha. The Cronbach's alpha for each of the TSAT's constructs met criteria, and  $\alpha = .97$  for Availability,  $\alpha = .98$  for Accessibility,  $\alpha = .99$  for Coordination. Additionally, each of the 15 subscales on the TSAT had acceptable levels of Cronbach's alpha, ranging from  $\alpha = .74$  for Availability of Job Exploration Counseling to  $\alpha = .99$  for Coordination of Workplace Readiness Skills. The Cronbach's alpha for Quality of services was  $\alpha = .87$ . These statistics suggest the TSAT had an acceptable level of internal consistency validity, and that it is appropriate to interpret the composite scores.

**Sampling Error.** Sampling error is an indicator of precision and statistical confidence that describes the error that is caused by observing a sample instead of the whole population (Dillman, et al., 2014). For example, a TSAT survey response from a single school, is unlikely to represent the availability and coordination of transition services throughout the state. For these reasons, the evaluation sought to collect data from a sample of 70% of all public high schools in Washington in order to provide 95% confidence that the overall survey parameters (e.g., results) were  $\pm 3\%$  of what they would have been if the whole population of public high schools in Washington were surveyed. Through the procedures described above, the final sample consisted of valid responses from individuals at 265 of the 480 (55.2%) public high schools in Washington, and it can be estimated that the responses collected provide a sampling error of  $\pm 4\%$  at the 95% confidence level (Dillman, et al., 2014). This means, that at the state level, we can be 95% confident that the estimates presented on the survey are accurate to  $\pm 4\%$ . For example, if the overall composite indicator for availability is 0.71, we can be 95% sure that a response from the entire population would have yielded a result that is between 0.68 and 0.74 ( $=0.71 \pm [0.71 \cdot .04]$ ). While sampling error is just one type of error that was addressed in this survey, it provides a good estimate of the overall precision and statistical confidence. Tables 2 and 3 provide summaries of response rates and sampling errors by ESD and DRV Region.

Table 2. **TSAT School Response Rates and Sampling Error by DVR Region**

Region	Schools	Valid Response	Response Rate	Sampling Error
Region 1	163	88	54.0%	$\pm 7\%$
Region 2	152	77	50.7%	$\pm 8\%$
Region 3	165	100	60.6%	$\pm 6\%$
<b>Total</b>	<b>480</b>	<b>265</b>	<b>55.2%</b>	<b><math>\pm 4\%</math></b>

\*Notes. Surveys from 300 respondents are included in this analyses of school response rates. Sampling error is an indicator of precision and statistical confidence that describes the error that is caused by observing a sample instead of the whole population (Dillman, et al., 2014). Sampling error was calculated at a 95% confidence level.

Table 3. **TSAT School Response Rates and Sampling Error by Education Service District (ESD)**

ESD	Schools	Valid Response	Response Rate	Sampling Error
ESD 101	66	36	54.5%	±11%
ESD 105	30	15	50.0%	±18%
ESD 112	48	38	79.2%	±7%
ESD 113	53	27	50.9%	±13%
ESD 114	28	11	39.3%	±23%
ESD 123	31	21	67.7%	±12%
ESD 171	35	16	45.7%	±18%
ESD 189	66	36	54.5%	±11%
ESD 121	116	62	53.4%	±9%
Other	7	5	57.1%	±25%
<b>Total</b>	<b>480</b>	<b>265</b>	<b>55.2%</b>	<b>±4%</b>

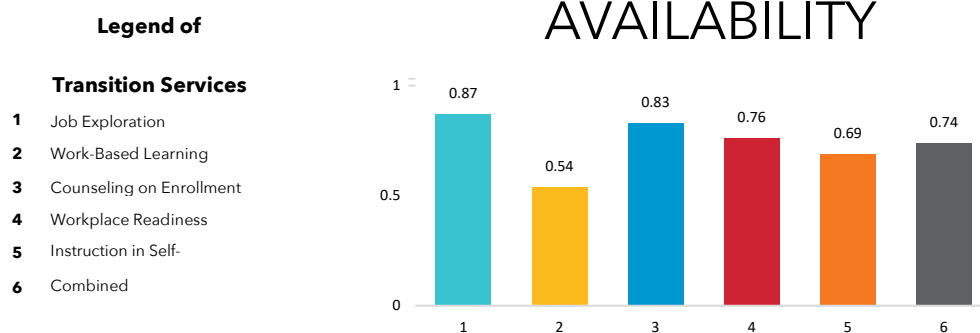
\*Note: Surveys from 300 respondents are included in this analyses of school response rates. Sampling error is an indicator of precision and statistical confidence that describes the error that is caused by observing a sample instead of the whole population (Dillman, et al., 2014). Sampling error was calculated at a 95% confidence level.

## RESULTS

### Availability

Among the final sample of 300 individual surveys, representing 265 of the 480 (55%) public schools in Washington, respondents reported that on average 74% of the 97 transition services listed on the assessment were available in their schools ( $M = 0.74$ ;  $SD = 0.24$ ). Job Exploration Counseling and Counseling on Post-Secondary Enrollment Options were the service categories that had the most services available ( $M = 0.87$ ,  $SD = 0.19$ ; and,  $M = 0.83$ ;  $SD = 0.22$ ); and Work-Based Learning Experiences and Instruction in Self-Advocacy were the service categories that had the least services available ( $M = 0.54$ ,  $SD = 0.27$ ; and,  $M = 0.69$ ;  $SD = 0.34$ ). On average, respondents reported that 76% of the 35 Workplace Readiness Training services were available in their schools. See figure 4.

Figure 4.



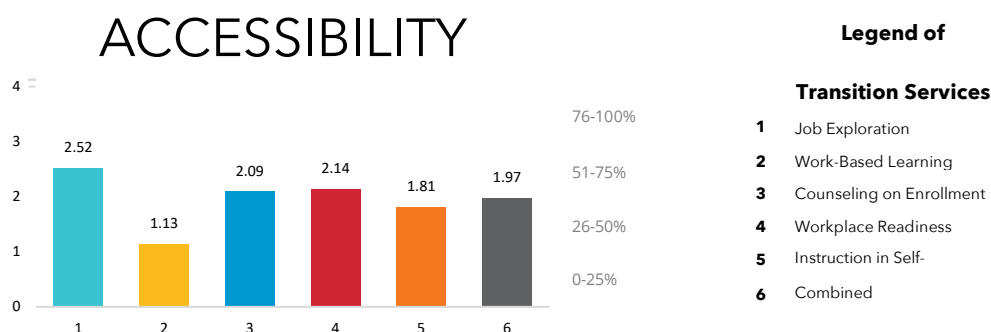
The availability of individual services ranged from being available almost all of the time, to being available less than 25% of the time. The five services that were available most often included Career Awareness Activities ( $M = 0.98$ ,  $SD = 0.14$ ), Career Pathways ( $M = .97$ ;  $SD = .16$ ), Vocational Assessments ( $M = .95$ ;  $SD = .21$ ), Guidance on Identifying Interests and Abilities ( $M = .94$ ;  $SD = .23$ ), and Vocational Interest Inventories ( $M = .94$ ;  $SD = .24$ ). The five services that were available the least often included Paid Internships ( $M = .24$ ;  $SD = .43$ ), Apprenticeships ( $M = .37$ ;  $SD = .49$ ), Career Mentorship ( $M = .38$ ;  $SD = .49$ ), Non-Paid Internships ( $M = .39$ ;  $SD = .49$ ), and Paid Work Experience ( $M = .41$ ;  $SD = .49$ ).

For a complete list of service availability, see the Statewide Summary Report included in Appendix F.

## Accessibility

Results from the TSAT suggest that among those schools that were included in the sample, on average between 26-50% of their potentially eligible students with disabilities were participating in school-based transition services that align with one more of the five pre-employment transition service categories ( $M = 1.97$ ;  $SD = 0.99$ ). Job Exploration and Counseling activities were the services accessed most often, with an average estimate of between 51-75% of potentially eligible students with disabilities participating in these services ( $M = 2.52$ ;  $SD = 1.04$ ). Conversely, Work-Based Learning and Instruction in Self-Advocacy activities were the services that were accessed the least often ( $M = 1.13$ ,  $SD = 0.81$ ; and  $M = 1.81$ ,  $SD = 1.28$ ); and, while still accessed by an estimated 26-50% of students, data suggest these services are offered less often others. See figure 5.

Figure 5.

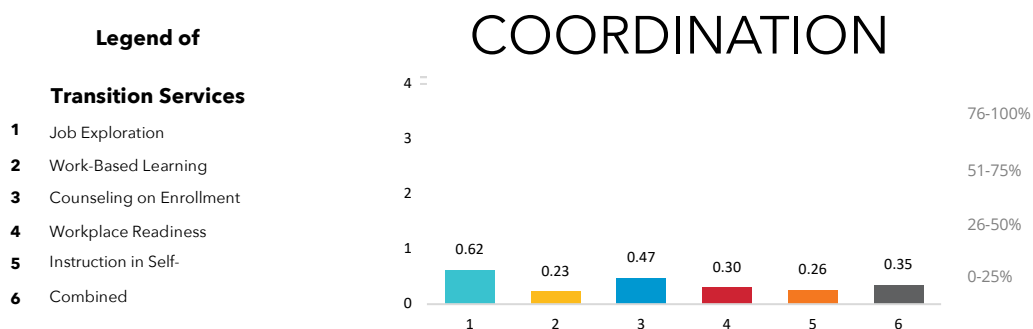


Among the individual services, there were five services that were reportedly accessed by between 76-100% of potentially eligible students with disabilities. These services included career or vocational assessments ( $M = 3.12$ ;  $SD = 1.23$ ), vocational interest inventories ( $M = 3.20$ ;  $SD = 1.25$ ), discussion or information on career pathways ( $M = 3.18$ ;  $SD = 1.64$ ), career awareness activities ( $M = 3.16$ ;  $SD = 1.18$ ), and guidance on identifying interests and abilities ( $M = 3.09$ ;  $SD = 1.28$ ). Not surprisingly, the individual services that were accessed the least included Work-Based Learning activities. Of the 97 individual services, just seven were reportedly accessed by fewer than 26% of potentially eligible students with disabilities (e.g.,  $M < 1.0$ ), all of which were work-based learning activities. Paid internships were accessed the least ( $M = 0.33$ ;  $SD = 0.85$ ), followed by paid work experience ( $M = 0.66$ ;  $SD = 1.10$ ), apprenticeships ( $M = 0.66$ ;  $SD = 1.17$ ), non-paid internships ( $M = 0.69$ ;  $SD = 1.17$ ), career mentorship ( $M = 0.71$ ;  $SD = 1.57$ ), career competitions ( $M = 0.77$ ;  $SD = 1.14$ ), and school-based business ( $M = 0.93$ ;  $SD = 1.21$ ).

## Coordination

Respondents reported that on average between 1-25% of the school-based transition services provided were delivered in coordination with DVR ( $M = 0.35$ ;  $SD = 0.66$ ). None of the individual services were reportedly coordinated more than 25% of the time (e.g.,  $M > 1$ ), and guidance on applying for Vocational Rehabilitation services was the activity coordinated most often with DVR ( $M = 0.96$ ;  $SD = 1.18$ ), followed by career awareness activities ( $M = 0.82$ ;  $SD = 1.12$ ). See figure 6.

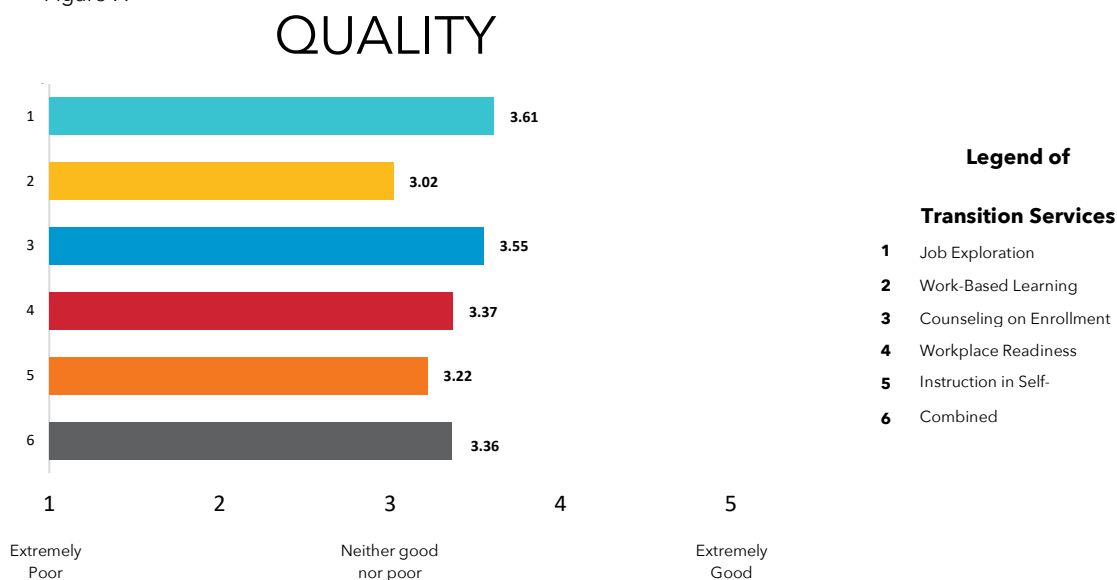
Figure 6.



## Quality

Respondents rated the overall quality of their school-based transition services as *neither good nor poor* ( $M = 3.31$ ;  $SD = 0.85$ ). They were most confident in the overall quality of job exploration counseling activities and counseling on post-secondary enrollment options ( $M = 3.60$ ;  $SD = 0.65$ ;  $M = 3.49$ ;  $SD = 1.02$ ). The service categories with the lowest quality ratings including work-based learning activities ( $M = 3.60$ ;  $SD = 0.65$ ), and instruction in self-advocacy ( $M = 3.16$ ;  $SD = 0.85$ ). See figure 7.

Figure 7.



## Information and Additional Supports

At the end of each survey module, TSAT respondents were asked to describe what, if any, additional information and supports they would like to receive. At least one request for information or additional supports was provided by 140 of the 300 (46.6%) respondents included in the final sample, with the majority of those (n = 104) asking for information or supports in multiple service domains.

There were four themes for information and additional supports that cut across each of the five pre-employment transition service categories. The most common theme included requests for information and supports to **improve the professional skills and knowledge** of the respondent. For example, one respondent reported *"Yes! Whatever the current info your program believes is important!"*. The second most common themes that cut across categories included information and supports that are needed in order to **improve the quality of transition services** that are provided to their students. One respondent wrote, *"I think the quality...is good for general education, BUT, students with disabilities are not participating/accessing the info as much as they should"*. The third most common theme for request included **increase access to transition services for students with disabilities**. For example, *"Our students with disabilities have the least amount of access compared to other groups"* and *"most of [this] training happens in our [transition] course, which covers <20 students, out of about 130 students with disabilities"*. The fourth most common information and supports that respondents request was **increased coordination with VR and other schools/agencies**. For example, one respondent reported *"It would be great to have DVR in our schools to work more closely with students and teachers."*, and another *"If Voc Rehab is available for some of these services I would be interested in hearing more about that"*.

**Information and Additional Supports (Job Exploration).** In addition to the themes described above, respondents also expressed some specific needs related to job exploration and counseling activities. Some of these needs were centered around the need for additional job exploration counseling curriculum and transition assessments. Others felt that they needed more clarity and information on career pathways, and High School and Beyond Plans (HSBP). Others were also looking for ways to identify possible guest speakers for their students, and coordinate with DVR to provide these kinds of services.

**Information and Additional Supports (Work-Based Learning).** Some of the information and support needs that were specific to work-based learning included requests for help developing and starting work-based learning programs in schools, and coordinating field trips, internships, and other work-based learning activities. One of the themes that emerged strongly within this area included the specific challenges that are present within rural areas when it comes to facilitating work-based learning opportunities.

**Information and Additional Supports (Counseling on Post-Secondary Enrollment Options).** Respondents needs within the areas of counseling on post-secondary enrollment options included information and training on options available students disabilities, including those with intellectual disabilities, and/or an interest in pursuing vocational and technical education. There were also comments requesting more coordination with DVR around these activities.

**Information and Additional Supports (Workplace Readiness Training).** Respondents comments about additional support needs when it comes to workplace readiness training focused on a need for

additional curriculum materials to help teach these the specific skills. Some respondents indicated needed help trying to figure out how to provide students with credit for these kinds of courses/activities, and ways to increase the availability and access to these services for all students with disabilities. Respondents also discussed a desire to increase coordination in the delivery of these kinds of activities, including in the implementation of job clubs.

**Information and Additional Supports (Instruction in Self-Advocacy).** The specific information and supports that respondents requested for instruction in self-advocacy included professional development and training in how to support students in these areas. Unlike the comments from other categories, where respondents were interested in curriculum and content, the responses related to this area were more focused on supports in how to develop relationships and work with students to promote advocacy and motivation. Respondents also reported this might be a good place to coordinate more with DVR.

**Negative Attitudes/Experiences Towards DVR.** While not a specific request for information or supports, a theme of negative attitudes/experiences towards DVR also emerged within the open ended questions. It seems as though these quotes are important to share, as they may help to inform future coordination:

*"DVR is an entity onto itself, really removed from K-12 unless we initiate contact. Their response is inconsistent and follow through inconsistent as well."*

*"DVR does not connect with our high school currently. It is up to families to make these requests and complete applications with the assistance of special education teachers, however, it would be much more effective to have DVR representatives available to support IEP teams in this process at the school. More responsive to requests coming from special education teachers and families when they are inquiring about services and/or applications would be greatly helpful for families to access these services."*

*"Having DVR come to the school to meet with students and families is extremely valuable and an important part of a successful transition for students with disabilities. Many families do not have the resources or the understanding of being able to access DVR services after their student graduates. Guidance and support through this process at the high school level are very helpful to families. DVR does not connect with our high school currently. It is up to families to make these requests and complete applications with the assistance of special education teachers, however, it would be much more effective to have DVR representatives available to support IEP teams in this process at the school. More responsive to requests coming from special education teachers and families when they are inquiring about services and/or applications would be greatly helpful for families to access these services."*

*"DVR is a waste of time, as they demand paperwork, with which we comply, but never follow through with the students in Special Education. [We] in the past provided extremely organized and relevant services to our students on a planned, monthly schedule. DVR showed up once last year. I would rather not even deal with DVR as they are a waste of my time and resources."*

*"It's our most earnest hope that this survey will result in more services to students, rather than having completed yet another needs survey for DVR without any impact to students".*

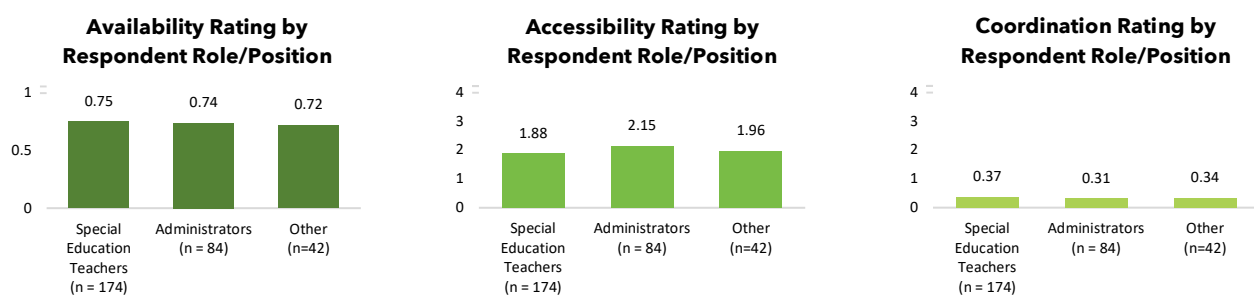


## Differences by Role and Geography

The fourth evaluation question examines how respondent or geographic characteristics account for differences in the availability, accessibility, and coordination of school-based transition services what align with one or more of the five pre-employment transition service categories. Single factor analyses of variance (ANOVA) were conducted to test the effects respondent role/position, school type, ESD, and DVR Region on each of the three TSAT primary outcomes. The results from these analyses are presented below.

**Respondent Role/Position.** Differences in respondents perspectives of the availability, accessibility, and coordination of school-based transition services were explored by first coding each the 12 different roles/positions into three categories: (1) Special Education Teachers and Transition Specialists (n = 174); (2) Building and District Administrators (n = 84); and (3) Other (n = 42). Descriptive statistics (see Figure 8) suggest only small variations in the ways that people from these different perspectives reported on the availability, accessibility and coordination of these services. ANOVA did not yield any significant results between this factor and any of the dependent variables.

Figure 8.

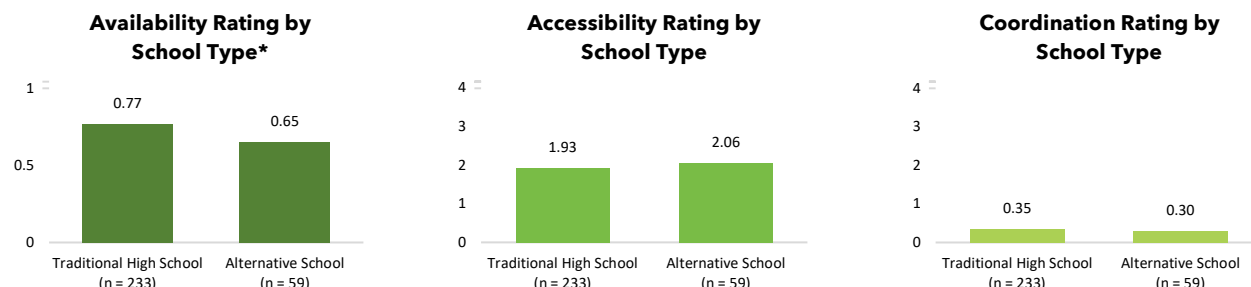


Note. No statistically significant differences were detected between these groups.

**School Type.** Analyses compared mean score differences of the two school types on each of the three TSAT outcomes. The two school types included: (1) traditional high schools (n = 233); and (2) alternative schools (n = 59). Due to the limited number of schools coded as other (n = 8), these schools were removed from these analyses. A statistically significant difference was found between the availability of pre-employment transition services at traditional high schools and alternative schools,  $F(1, 290) = 10.99, p = .001$ . Mean scores suggest that there are, on average, fewer less diversity of transition services available at alternative schools ( $M = 0.65$ ;  $SD = 0.27$ ) than at a traditional high schools ( $M = 0.78$ ;  $SD = 0.21$ ). Further investigation into the availability of the five sub-categories of pre-employment transition services, showed that alternative schools had significantly fewer transition services available in each of the five categories: (1) job exploration counseling ( $F(1, 289) = 15.33, p < .001$ ;  $M = 0.89$ ;  $SD = 0.16$  vs  $M = 0.78$ ;  $SD = 0.23$ ); (2) work-based learning ( $F(1, 289) = 22.63, p < .001$ ;  $M = 0.58$ ;  $SD = 0.25$  vs  $M = 0.40$ ;  $SD = 0.27$ ); (3) counseling on post-secondary enrollment options ( $F(1, 290) = 13.59, p < .001$ ;  $M = 0.86$ ;  $SD = 0.19$  vs  $M = 0.75$ ;  $SD = 0.26$ ); (4) workplace readiness training ( $F(1, 290) = 4.27, p = .04$ ;  $M = 0.77$ ;  $SD = 0.30$  vs  $M = 0.68$ ;  $SD = 0.35$ ); and (5) instruction in self-advocacy ( $F(1, 290) = 4.10, p = .04$ ;  $M = 0.70$ ;  $SD = 0.32$  vs  $M = 0.38$ ;  $SD = 0.27$ ). Interestingly, descriptive statistics suggest that while fewer transition services are available at alternative schools, potentially eligible students with disabilities are accessing the available services

about as often as they do in traditional high schools ( $M = 1.93$ ;  $SD = 0.96$  vs  $M = 2.06$ ;  $SD = 1.07$ ). Differences in coordination by school type do not emerge as meaningful. See figure 9.

Figure 9.

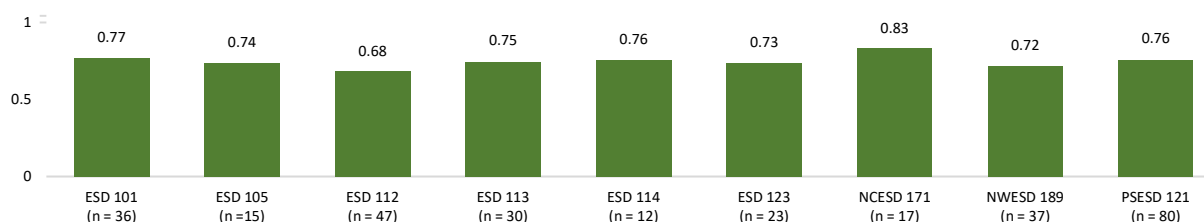


Note. \* statistically significant difference in availability found between school type ( $p = .001$ )

**Education Service District.** Differences in availability, accessibility, and coordination of school-based transition services by Education Service District (ESD) were explored to identify any significant geographic mean score differences. ANOVA revealed that there were no significant differences in the availability or coordination of services by ESD; however, statistically significant differences were found in the extent to which potentially eligible students with disabilities accessed these services,  $F(8, 288) = 10.99$ ,  $p < .05$ . Post-hoc analyses showed statistically significant differences in availability between ESD 112 and all other ESDs. Specifically, that potentially eligible students with disabilities in ESD 112 had lower rates of access to school-based transition services than students in all other ESDs,  $F(1, 299) = 8.55$ ,  $p < .01$  ( $M = 1.57$ ,  $SD = 0.98$  vs.  $M = 2.01$ ,  $SD = 0.97$ ). Further post-hoc analyses of the five pre-employment transition service categories, showed that students in ESD 112 had statistically significant less access to counseling on enrollment in post-secondary education activities ( $F[1, 298] = 8.14$ ,  $p < .01$ ;  $M = 1.68$ ,  $SD = 1.15$  vs.  $M = 2.16$ ,  $SD = 1.05$ ), workplace readiness training ( $F[1, 298] = 15.84$ ,  $p < .01$ ;  $M = 1.61$ ,  $SD = 1.29$  vs.  $M = 2.24$ ,  $SD = 1.29$ ), and instruction in self-advocacy ( $F[1, 299] = 6.51$ ,  $p < .05$  ( $M = 1.46$ ,  $SD = 1.23$  vs.  $M = 1.88$ ,  $SD = 1.27$ )). Furthermore, that among the 75 services in these categories, the biggest differences in access ( $p \leq .001$ ) existed in eight specific workplace readiness training activities: (1) being respectful; (2) communication; (3) positive attitude; (4) supporting others; (5) community participation; (6) time management; (7) job seeking; and (8) understanding employers expectations. See figures 10-12, and the ESD summary reports in Appendix F. Please note that ESD reports in Appendix F include missing data.

Figure 10.

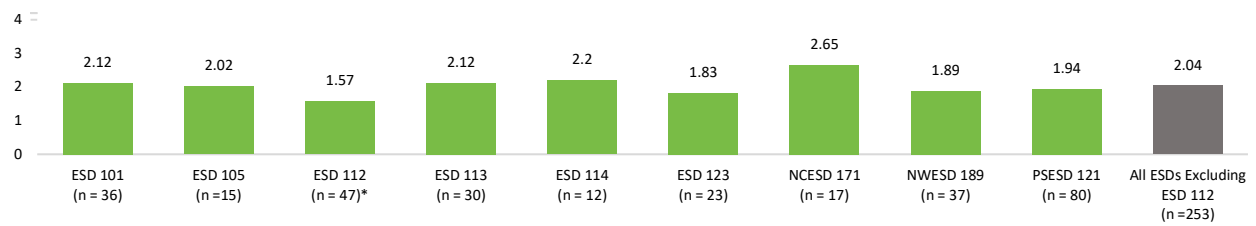
#### Availability Rating by Education Service District (ESD)



Note. No statistically significant differences between groups were identified.

Figure 11.

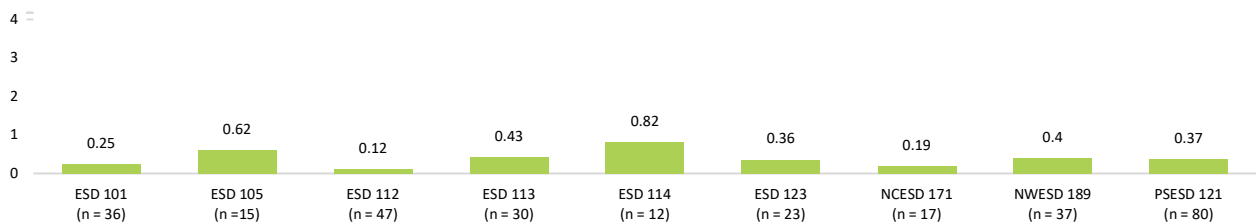
**Accessibility Rating by Education Service District (ESD)\***



Note. \* A statistically significant difference between ESD 112 and all other ESD was identified ( $p < .05$ ).

Figure 12.

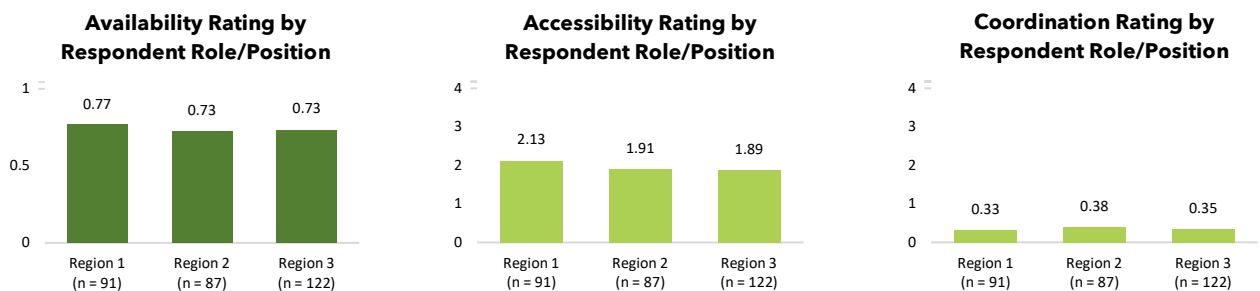
**Coordination Rating by Education Service District (ESD)**



Note. No statistically significant differences between groups were identified.

**DVR Region.** Differences in availability, accessibility, and coordination of school-based transition services by Education Service District (ESD) were explored to identify any significant geographic mean score differences. Descriptive statistics (see Figure X) suggest only small variations in the ways that people from these different regions reported on the availability, accessibility and coordination of these services. ANOVA did not yield any significant results between this factor and any of the dependent variables. See figure 13, and the Regional Summary reports in Appendix F.

Figure 13.



Note. \* indicates a statistically significant difference.

## DISCUSSION

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### Summary and Interpretation of Results

Young adults with disabilities experience poorer post-secondary outcomes than those without disabilities. Receiving coordinated services and supports that involve VR is one way to help improve the outcomes for these students. The WIOA of 2014 requires VR agencies to coordinate with schools to ensure all potentially eligible students with disabilities have access to a specific set of transition services, called pre-employment transition services. Further, the WIOA also requires VR agencies to set aside 15% of their federal funds to pay for the coordination and delivery of pre-employment transition services, and to include statewide evidence of need in each of their biennial CSNAs.

The purpose of this evaluation was to provide statewide evidence of need for pre-employment transition services by collecting TSAT survey data from a representative sample of public high schools in Washington state. Valid and reliable data were collected from 300 individuals, representing 265 of the 480 (55.2%) public high schools in Washington. Findings show that on average 74% of the 97 school-based transition services listed on the TSAT were available in each of these schools, and that on average, between 26-50% of all potentially eligible students with disabilities were accessing each of these services. The results from this evaluation also show that the services that are provided are delivered in coordination with VR between 1-25% of the time. Qualitative analysis suggest there is a need for school personnel to receive additional supports to improve: (1) their professional skills and knowledge of school-based transition services, and (2) the overall quality of the transition services that are available in their schools. Furthermore, qualitative data also suggest that there is a need to increase: (1) student access to transition services, and (2) the extent to which these services are delivered in coordination with DVR. Lastly, TSAT data suggest: (1) alternative schools have a significantly smaller range of transition services available to their students; and, (2) that students in ESD 112 have significantly less access to services than do students from other areas in the state.

This evaluation highlights several important factors about the availability, accessibility, coordination and quality of pre-employment transition services in Washington State. Perhaps most salient is the impressive breadth of school-based transition services that are available throughout the state. College and career readiness, career and technical education, and transition planning have all received a heightened focus in recent years, and it is clear that this focus has helped to develop capacity for schools in Washington to offer a variety of services that meet the diversity of student preferences, interests, needs and strengths. However, while the availability of services in the areas of job exploration counseling and counseling on post-secondary enrollment options are a strength throughout the state, data suggest there are fewer opportunities for students to access work-based learning experiences and instruction in self-advocacy – both, areas that have strong empirical support for improving positive post-secondary outcomes of students with disabilities (Test et al., 2011; Mazzotti et al., 2015). Moreover, results from the TSAT suggest that alternative schools do not have as much variety in services that are available to their students. However, at the same time, results also do show that students who are attending alternative schools access the services that *are* available at rates similar to those in traditional high schools. Continuing to offer a breadth of services in the areas of job exploration counseling, counseling on enrollment options, and workplace readiness training should be a priority for the state; while, also working to address gaps in the availability of work-based learning opportunities, instruction in self-advocacy, and availability of services in alternative schools.

While the availability of school-based transition services in Washington is impressive, TSAT results suggest that on average, only between 26-50% of all potentially eligible students with disabilities are accessing each service. Based upon the 2019 OSPI estimates that report 47,734 potentially eligible students with disabilities in Washington, these findings suggest that between 23,867-35,323 students were not accessing these school-based transition services. This begs the question: Are all potentially eligible students with disabilities who need these services, receiving them? Drawing from the qualitative data, where increasing access to services was a theme, we posit that the answer to this is “no”. Of the services that students are accessing, results suggest they are most likely to participate in job exploration counseling activities, workplace readiness training, and counseling on enrollment in post-secondary options. Access to these services should not decrease, but additional efforts should be made to increase the extent to which students have access to all of these services, with an emphasis on work-based learning experiences, and instruction in self-advocacy. Furthermore, comparison analyses suggests schools in ESD 112 may need additional supports to bolster access to services in the areas of counseling on enrollment in post-secondary education, workplace readiness training, and instruction in self-advocacy; with the greatest needs emerging in the following 8 workplace readiness training activities: (1) communication; (2) positive attitude; (3) being respectful; (4) supporting others; (5) community participation; (6) job seeking; (7) understanding employers expectations, and (8) time management. It would also seem that any work that is done to address the specific gaps in ESD 112 could be scaled up to support services in other geographic regions as well.

Results from the TSAT suggest school-based transition services are coordinated with Vocational Rehabilitation on average between 1-25% of the time. As Washington works to address the still somewhat recent requirements of WIOA, the state must also work to improve the extent to which a coordinated effort is taken in the delivery of school-based transition services. To corroborate this, participant responses to the open ended questions suggest schools highly value the potential for partnership with DVR, but have experienced a history of unresponsiveness, inconsistency, undue bureaucratic processes, and limited opportunities. While it has never been the intention of WIOA that all school-based transition services are delivered in coordination with DVR, it is the intention that DVR help to address the known gaps in services that schools are unable to address on their own. This report highlights a number of these gaps, none larger than the need for increased work-based learning experiences. The results of this evaluation emphasize the long road ahead that Washington DVR has in enhancing relationships with local schools; and, this is an excellent opportunity for them to strengthen the service delivery models that are used to ensure the coordination and delivery of pre-employment transition services for potentially eligible students with disabilities. Doing so, as evidence would suggest, will have the added benefits of compliance, and more importantly, improved employment outcomes for students with disabilities.

## **Limitations**

There are several limitations to this evaluation that should be considered when making interpretations and decisions based upon its findings. One limitations that should be considered, is whether or not the sample of respondents and schools, and the TSAT, can accurately describe and measure the extent to which each of the services are available in their schools, and the extent to which these services are accessed by students with disabilities and coordinated in delivery with VR. Considerable efforts were taken to reduce the impact of these limitations; however, answering school level questions like those included on the TSAT can be conceptually difficult to answer. Future efforts might include more representation from various stakeholders in a single school, a discussion oriented process, or student

level data collection. Another limitation is that the schools in the sample do not include programs, private schools, juvenile justice facilities, or home schooling; where many potentially eligible students with disabilities receive educational supports. It is likely that patterns of services within those contexts look different than those described in this report, and it should not be assumed that these findings will generalize. This limitation could be addressed by implementing more targeted data collection efforts to better understand the unique needs of students receiving educational supports in programs, private schools, juvenile justice facilities, and home school environments. A final limitation that will be mentioned, is that evaluation reports like this do not undergo peer-review, like studies that are published in peer-reviewed journals. The evaluator for this project was guided by the Joint Committee on Standards for Educational Evaluation Program Evaluation Standards (Yarbrough, et al., 2010); however, the report did not undergo peer review. For these reasons, and more, all findings should be interpreted with caution.

## **Recommendations**

The six recommendations for Washington Division of Vocational Rehabilitation below may help to improve the overall coordination and delivery of pre-employment transition services:

1. Continue existing efforts to develop local, regional, and statewide capacity to improve the coordination and delivery of pre-employment transition services.
2. Improve the statewide availability, accessibility, coordination, and quality of pre-employment transition services, with an emphasis on work-based learning, instruction in self-advocacy, and training for vocational rehabilitation counselors, school staff, and others.
3. Address issues of inconsistency and poor follow through with individual schools, and work to develop and maintain positive and ongoing partnerships. Streamline processes, points of contact, and ease of access for students, families and schools where possible.
4. Develop an improved understanding of the specific needs, barriers and strategies that are preventing greater access and coordination of pre-employment transition services, with an emphasis on work-based learning and instruction in self-advocacy. Use this understanding to develop an improved service delivery model that results in more direct services to students.
5. Provide targeted supports to alternative schools and ESD 112 to equalize availability and accessibility of pre-employment transition services.
6. Continue to monitor availability, accessibility, coordination and quality of pre-employment transition services, and use these data to make informed decisions. Increase capacity to monitor these services for schools and programs that were not included in this evaluation.

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## APPENDIX A: SCHOOL LIST

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
49Th Street Academy	ESD 112	Region 3	Yes
A G West Black Hills High School	ESD 113	Region 3	No
Aces High School	NWESD 189	Region 2	No
Adna Middle/High School	ESD 113	Region 3	Yes
Aim High School	NWESD 189	Region 2	No
Almira Coulee Hartline High School	NCESD 171	Region 1	Yes
Alternative School	NCESD 171	Region 1	No
Anacortes High School	NWESD 189	Region 2	Yes
Arlington High School	NWESD 189	Region 2	Yes
Asotin Senior High	ESD 123	Region 1	Yes
Auburn Mountainview High School	PSESD 121	Region 2	Yes
Auburn Riverside High School	PSESD 121	Region 2	Yes
Auburn Senior High School	PSESD 121	Region 2	Yes
Avanti High School	ESD 113	Region 3	No
Bainbridge High School	PSESD 121	Region 3	No
Ballard High School	PSESD 121	Region 2	No
Barker Creek Community School	ESD 114	Region 3	Yes
Battle Ground High School	ESD 112	Region 3	Yes
Bellevue Big Picture School	PSESD 121	Region 2	Yes
Bellevue High School	PSESD 121	Region 2	Yes
Bellingham High School	NWESD 189	Region 2	Yes
Bethel High School	PSESD 121	Region 3	Yes
Bickleton Elementary & High School	ESD 105	Region 1	No
Big Picture School	PSESD 121	Region 2	No
Blaine High School	NWESD 189	Region 2	No
Bonney Lake High School	PSESD 121	Region 3	Yes
Bothell High School	PSESD 121	Region 2	Yes
Bremerton High School	ESD 114	Region 3	Yes
Brewster Alternative School	NCESD 171	Region 1	No
Brewster High School	NCESD 171	Region 1	No
Bridgeport Aurora High School	NCESD 171	Region 1	Yes
Bridgeport High School	NCESD 171	Region 1	Yes
Burlington Edison High School	NWESD 189	Region 2	Yes
Burlington-Edison Alternative School	NWESD 189	Region 2	No
Camas High School	ESD 112	Region 3	Yes
Cap Sante High School	NWESD 189	Region 2	Yes
Capital High School	ESD 113	Region 3	Yes
Career Link	PSESD 121	Region 2	No
Cascade High School	NWESD 189	Region 2	No
Cascade Parent Partnership Program	PSESD 121	Region 2	No
Cashmere High School	NCESD 171	Region 1	Yes
Castle Rock High School	ESD 112	Region 3	Yes



**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
Cavelero Mid High School	NWESD 189	Region 2	Yes
Cedarcrest High School	PSESD 121	Region 2	No
Central Kitsap High School	ESD 114	Region 3	No
Central Valley High School	ESD 101	Region 1	Yes
Centralia High School	ESD 113	Region 3	Yes
Challenger High School	PSESD 121	Region 3	Yes
Charles Francis Adams High School	ESD 123	Region 1	Yes
Chelan High School	NCESD 171	Region 1	Yes
Chelan School Of Innovation	NCESD 171	Region 1	Yes
Cheney High School	ESD 101	Region 1	Yes
Chiawana High School	ESD 123	Region 1	Yes
Chief Sealth International High School	PSESD 121	Region 2	No
Chimacum Junior/Senior High School	ESD 114	Region 3	No
Choice Middle and High School	ESD 113	Region 3	Yes
Clallam Bay High & Elementary	ESD 114	Region 3	No
Cle Elum Roslyn High School	ESD 105	Region 1	No
Clover Park High School	PSESD 121	Region 3	Yes
Colfax High School	ESD 101	Region 1	Yes
College Place High School	ESD 123	Region 1	Yes
Colton School	ESD 101	Region 1	Yes
Columbia Alternative School (Stevens)	ESD 101	Region 1	No
Columbia High And Elementary (Stevens)	ESD 101	Region 1	No
Columbia High School (Walla Walla)	ESD 123	Region 1	Yes
Columbia High School (White Salmon)	ESD 112	Region 3	Yes
Columbia River High	ESD 112	Region 3	Yes
Columbia Virtual Academy - Kettle Falls	ESD 101	Region 1	No
Colville Senior High School	ESD 101	Region 1	Yes
Computer Academy Toppenish High School	ESD 105	Region 1	No
Concrete High School	NWESD 189	Region 2	Yes
Connell High School	ESD 123	Region 1	Yes
Contract Learning Center	ESD 105	Region 1	Yes
Contractual Schools	PSESD 121	Region 2	Yes
Coupeville High School	NWESD 189	Region 2	Yes
Cowlitz Prairie Academy	ESD 113	Region 3	Yes
Crescent School	ESD 114	Region 3	No
Crossroads Community School	ESD 114	Region 3	No
Crossroads High School	NWESD 189	Region 2	Yes
Curlew Elem & High School	ESD 101	Region 1	No
Curtis Senior High	PSESD 121	Region 3	Yes
Cusick Jr Sr High School	ESD 101	Region 1	No
Darrington Sr High School	NWESD 189	Region 2	Yes
Davenport Senior High School	ESD 101	Region 1	No
Davis High School	ESD 105	Region 1	Yes
Dayton High School	ESD 123	Region 1	Yes

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
Decatur High School	PSESD 121	Region 2	No
Deer Park High School	ESD 101	Region 1	Yes
Desert Oasis High School	ESD 123	Region 1	Yes
Discovery (South Kitsap)	ESD 114	Region 3	No
Discovery High School (Camas)	ESD 112	Region 3	Yes
Discovery High School (Longview)	ESD 112	Region 3	Yes
Discovery High School-Achieve (Longview)	ESD 112	Region 3	Yes
Dishman Hills High School	ESD 101	Region 1	Yes
Eagle Harbor High School	PSESD 121	Region 3	No
East Grays Harbor High School	ESD 113	Region 3	Yes
East Valley High School (Spokane)	ESD 101	Region 1	Yes
East Valley High School (Yakima)	ESD 105	Region 1	Yes
Eastlake High School	PSESD 121	Region 2	Yes
Eastmont Senior High	NCESD 171	Region 1	Yes
Easton School	ESD 105	Region 1	Yes
Eatonville High School	PSESD 121	Region 3	No
Edmonds Heights K-12	NWESD 189	Region 2	Yes
Edmonds Woodway High School	NWESD 189	Region 2	Yes
Eisenhower High School	ESD 105	Region 1	Yes
Ellensburg High School	ESD 105	Region 1	Yes
Elma High School	ESD 113	Region 3	Yes
Emerald Ridge High School	PSESD 121	Region 3	No
Emerson High School	PSESD 121	Region 2	Yes
Emerson K-12	PSESD 121	Region 2	Yes
Entiat Middle And High School	NCESD 171	Region 1	Yes
Enumclaw Sr High School	PSESD 121	Region 2	Yes
Ephrata High School	NCESD 171	Region 1	Yes
Everett High School	NWESD 189	Region 2	No
Evergreen High School (Seattle)	PSESD 121	Region 2	No
Evergreen High School (Vancouver)	ESD 112	Region 3	Yes
Federal Way High School	PSESD 121	Region 2	No
Federal Way Public Academy	PSESD 121	Region 2	No
Ferndale High School	NWESD 189	Region 2	Yes
Ferris High School	ESD 101	Region 1	Yes
Fife High School	PSESD 121	Region 3	Yes
Fir Grove Childrens Center	ESD 112	Region 3	Yes
Firwood	PSESD 121	Region 3	Yes
Forks Alternative School	ESD 114	Region 3	No
Forks Junior-Senior High School	ESD 114	Region 3	Yes
Fort Vancouver High School	ESD 112	Region 3	Yes
Foss	PSESD 121	Region 3	No
Foster Senior High School	PSESD 121	Region 2	Yes
Franklin High School	PSESD 121	Region 2	Yes
Franklin Pierce High School	PSESD 121	Region 3	Yes

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
Freeman High School	ESD 101	Region 1	No
Friday Harbor High School	NWESD 189	Region 2	No
Futures School	PSESD 121	Region 2	Yes
Futurus High School	ESD 113	Region 3	Yes
Garfield High School	PSESD 121	Region 2	No
Garfield-Palouse High School	ESD 101	Region 1	No
Gates Secondary School	PSESD 121	Region 3	Yes
Gibson Ek High School	PSESD 121	Region 2	Yes
Gig Harbor High	PSESD 121	Region 3	Yes
Glacier Peak High School	NWESD 189	Region 2	No
Glenwood Secondary	ESD 112	Region 3	Yes
Goldendale High School	ESD 105	Region 1	Yes
Graham Kapowsin High School	PSESD 121	Region 3	Yes
Grandview High School	ESD 105	Region 1	No
Granger High School	ESD 105	Region 1	Yes
Granite Falls High School	NWESD 189	Region 2	Yes
Griffin Bay School	NWESD 189	Region 2	Yes
H.E.A.R.T. High School	ESD 113	Region 3	Yes
Hanford High School	ESD 123	Region 1	No
Harbor High School	ESD 113	Region 3	No
Harrington High School	ESD 101	Region 1	Yes
Harrison Prep School	PSESD 121	Region 3	Yes
Hayes Freedom High School	ESD 112	Region 3	Yes
Hazen Senior High School	PSESD 121	Region 2	Yes
Henderson Bay Alt High School	PSESD 121	Region 3	Yes
Henry M. Jackson High School	NWESD 189	Region 2	No
Heritage High School (Evergreen)	ESD 112	Region 3	Yes
Heritage School (Marysville)	NWESD 189	Region 2	Yes
Highland High School	ESD 105	Region 1	Yes
Highlands High School (Omak)	NCESD 171	Region 1	No
Highline High School	PSESD 121	Region 2	No
Hockinson High School	ESD 112	Region 3	Yes
Hoquiam High School	ESD 113	Region 3	Yes
Hudson'S Bay High School	ESD 112	Region 3	Yes
Ilwaco High School	ESD 112	Region 3	No
Inchelium High School	ESD 101	Region 1	Yes
Inglemoor Hs	PSESD 121	Region 2	Yes
Ingraham High School	PSESD 121	Region 2	Yes
Insight School of Washington	ESD 114	Region 3	Yes
Interlake Senior High School	PSESD 121	Region 2	Yes
International Community School (Lake Washington)	PSESD 121	Region 2	Yes
International School (Bellevue)	PSESD 121	Region 2	Yes
Issaquah High School	PSESD 121	Region 2	No
J M Weatherwax High School	ESD 113	Region 3	No

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
James A. Taylor High School	ESD 114	Region 3	No
Jenkins Junior/Senior High	ESD 101	Region 1	Yes
Juanita High	PSESD 121	Region 2	Yes
K-12 Ellensburg Learning Center	ESD 105	Region 1	Yes
Kahlotus Elem & High	ESD 123	Region 1	No
Kalama High School	ESD 112	Region 3	Yes
Kalles Junior High	PSESD 121	Region 3	No
Kamiak High School	NWESD 189	Region 2	No
Kamiakin High School	ESD 123	Region 1	No
Kelso High School	ESD 112	Region 3	Yes
Kelso Virtual Academy	ESD 112	Region 3	No
Kennewick High School	ESD 123	Region 1	Yes
Kent Mountain View Academy	PSESD 121	Region 2	No
Kent Phoenix Academy	PSESD 121	Region 2	No
Kent-Meridian High School	PSESD 121	Region 2	No
Kentlake High School	PSESD 121	Region 2	No
Kentridge High School	PSESD 121	Region 2	No
Kentwood High School	PSESD 121	Region 2	Yes
Kettle Falls High School	ESD 101	Region 1	No
Kingston High School	ESD 114	Region 3	Yes
Kiona-Benton City High School	ESD 123	Region 1	Yes
Kittitas High School	ESD 105	Region 1	Yes
Klahowya Secondary	ESD 114	Region 3	No
Klickitat Elem & High	ESD 112	Region 3	Yes
La Center High School	ESD 112	Region 3	Yes
La Conner High School	NWESD 189	Region 2	Yes
Lacrosse High School	ESD 101	Region 1	Yes
Lake Quinault High School	ESD 113	Region 3	No
Lake Roosevelt Alternative School	NCESD 171	Region 1	No
Lake Roosevelt Jr/Sr High School	NCESD 171	Region 1	No
Lake Stevens Sr High School	NWESD 189	Region 2	Yes
Lake Washington High	PSESD 121	Region 2	Yes
Lakes High School	PSESD 121	Region 3	Yes
Lakeside High School	ESD 101	Region 1	Yes
Lakewood High School	NWESD 189	Region 2	No
Legacy High School (Evergreen)	ESD 112	Region 3	Yes
Legacy High School (Kennewick)	ESD 123	Region 1	Yes
Legacy High School (Marysville)	NWESD 189	Region 2	Yes
Lewis & Clark High School (Spokane)	ESD 101	Region 1	Yes
Lewis and Clark High School (Vancouver)	ESD 112	Region 3	No
Lewis County Alternative School	ESD 113	Region 3	Yes
Liberty Bell Jr Sr High (Methow)	NCESD 171	Region 1	No
Liberty High School (Liberty)	ESD 101	Region 1	No
Liberty Sr High School (Issaquah)	PSESD 121	Region 2	Yes

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
Lincoln High School (Port Angeles)	ESD 114	Region 3	No
Lincoln High School (Seattle)	PSESD 121	Region 2	No
Lincoln High School (Tacoma)	PSESD 121	Region 3	No
Lincoln High School (Walla Walla)	ESD 123	Region 1	No
Lincoln Hill High School	NWESD 189	Region 2	No
Lind-Ritzville High School	ESD 101	Region 1	No
Lindbergh Senior High School	PSESD 121	Region 2	No
Loowit High School	ESD 112	Region 3	No
Lopez Middle High School	NWESD 189	Region 2	Yes
Lyle High School	ESD 112	Region 3	Yes
Lynden Academy	NWESD 189	Region 2	No
Lynden High School	NWESD 189	Region 2	Yes
Lynnwood High School	NWESD 189	Region 2	Yes
Mabton Jr. Sr. High	ESD 105	Region 1	No
Mansfield Elem And High School	NCESD 171	Region 1	No
Manson High School	NCESD 171	Region 1	No
Mariner High School	NWESD 189	Region 2	No
Mark Morris High School	ESD 112	Region 3	Yes
Mary M. Knight School	ESD 113	Region 3	No
Mary Walker Alternative High School	ESD 101	Region 1	No
Mary Walker High School	ESD 101	Region 1	Yes
Marysville Getchell High School	NWESD 189	Region 2	No
Marysville Pilchuck High School	NWESD 189	Region 2	No
Mead Senior High School	ESD 101	Region 1	Yes
Meadowdale High School	NWESD 189	Region 2	No
Medical Lake Endeavors	ESD 101	Region 1	No
Medical Lake High School	ESD 101	Region 1	No
Mercer Island High School	PSESD 121	Region 2	Yes
Meridian High School	NWESD 189	Region 2	Yes
Mica Peak High School	ESD 101	Region 1	Yes
Monroe High School	NWESD 189	Region 2	No
Montesano Jr-Sr High	ESD 113	Region 3	No
Morton Junior-Senior High	ESD 113	Region 3	No
Moses Lake High School	NCESD 171	Region 1	Yes
Mossyrock Academy	ESD 113	Region 3	No
Mossyrock Jr./Sr. High School	ESD 113	Region 3	Yes
Mount Baker Senior High	NWESD 189	Region 2	Yes
Mount Rainier High School	PSESD 121	Region 2	No
Mount Si High School	PSESD 121	Region 2	Yes
Mount Vernon High School	NWESD 189	Region 2	Yes
Mountain View High School	ESD 112	Region 3	No
Mountlake Terrace High School	NWESD 189	Region 2	Yes
Mt Spokane High School	ESD 101	Region 1	Yes
Mt Tahoma High School	PSESD 121	Region 3	Yes

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
Naches Valley High School	ESD 105	Region 1	Yes
Napavine Jr Sr High School	ESD 113	Region 3	Yes
Naselle Jr Sr High Schools	ESD 112	Region 3	No
Nathan Hale High School	PSESD 121	Region 2	No
Neah Bay Junior/ Senior High School	ESD 114	Region 3	No
New Horizons High School	ESD 123	Region 1	Yes
New Market High School	ESD 113	Region 3	No
New Start	PSESD 121	Region 2	Yes
Newport High School (Newport)	ESD 101	Region 1	No
Newport Senior High School (Bellevue)	PSESD 121	Region 2	No
Nooksack Valley High School	NWESD 189	Region 2	No
North Beach Senior High School	ESD 113	Region 3	Yes
North Central High School	ESD 101	Region 1	Yes
North Creek High School	PSESD 121	Region 2	No
North Kitsap High School	ESD 114	Region 3	No
North Mason Senior High School	ESD 114	Region 3	Yes
North River School	ESD 113	Region 3	No
North Thurston High School	ESD 113	Region 3	No
Northport High School	ESD 101	Region 1	No
Nova High School	PSESD 121	Region 2	No
Oak Harbor High School	NWESD 189	Region 2	Yes
Oakesdale High School	ESD 101	Region 1	No
Oakland High School (Tacoma)	PSESD 121	Region 3	No
Oakville High School (Oakville)	ESD 113	Region 3	Yes
Ocean	ESD 114	Region 3	No
Ocean Beach Alternative School	ESD 112	Region 3	No
Ocosta Junior - Senior High	ESD 113	Region 3	No
Odessa High School	ESD 101	Region 1	Yes
Okanogan Alternative High School	NCESD 171	Region 1	Yes
Okanogan High School	NCESD 171	Region 1	Yes
Okanogan Outreach Alternative School	NCESD 171	Region 1	Yes
Olympia High School	ESD 113	Region 3	No
Olympia Regional Learning Academy	ESD 113	Region 3	No
Olympic High School	ESD 114	Region 3	Yes
Olympic Peninsula Academy	ESD 114	Region 3	No
Omak High School	NCESD 171	Region 1	No
On Track Academy	ESD 101	Region 1	No
Onalaska High School	ESD 113	Region 3	No
Options High School	NWESD 189	Region 2	Yes
Orcas Island High School	NWESD 189	Region 2	No
Oroville Middle-High School	NCESD 171	Region 1	No
Orting High School	PSESD 121	Region 3	Yes
Othello High School	ESD 123	Region 1	Yes
Pace Alternative High School	ESD 105	Region 1	No

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
Pacific Northwest Connections Academy	ESD 114	Region 3	No
Paideia High School	ESD 101	Region 1	No
Palouse Junction High School	ESD 123	Region 1	Yes
Panorama School	ESD 101	Region 1	No
Pasco Senior High School	ESD 123	Region 1	Yes
Pateros High School	NCESD 171	Region 1	No
Pe Ell School	ESD 113	Region 3	Yes
Pend Oreille River School	ESD 101	Region 1	No
Peninsula High School	PSESD 121	Region 3	Yes
Phoenix High School	ESD 123	Region 1	Yes
Pomeroy Jr Sr High School	ESD 123	Region 1	No
Port Angeles High School	ESD 114	Region 3	Yes
Port Townsend High School	ESD 114	Region 3	Yes
Prairie High School	ESD 112	Region 3	Yes
Pratt Academy	ESD 101	Region 1	No
Prescott Jr Sr High	ESD 123	Region 1	Yes
Pride Schools	WSCSC	Region 1	No
Prosser High School	ESD 123	Region 1	Yes
PSD U Grad Academy	ESD 123	Region 1	No
Puget Sound High School	PSESD 121	Region 2	No
Pullman High School	ESD 101	Region 1	No
Puyallup High School	PSESD 121	Region 3	No
Quartzite Learning	ESD 101	Region 1	Yes
Quilcene High And Elementary	ESD 114	Region 3	No
Quincy High School	NCESD 171	Region 1	No
Quincy Innovation Academy	NCESD 171	Region 1	No
R A Long High School	ESD 112	Region 3	Yes
Rainier Beach High School	PSESD 121	Region 2	No
Rainier Senior High School	ESD 113	Region 3	No
Rainier Valley Leadership Academy High School	WSCSC	Region 2	No
Raisbeck Aviation High School	PSESD 121	Region 2	No
Raymond Jr Sr High School	ESD 113	Region 3	No
Reardan Middle-Senior High School	ESD 101	Region 1	Yes
Redmond High	PSESD 121	Region 2	Yes
Renaissance Alternative High School	ESD 114	Region 3	Yes
Renton Academy	PSESD 121	Region 2	No
Renton Senior High School	PSESD 121	Region 2	No
Republic Senior High School	ESD 101	Region 1	No
Richland High School	ESD 123	Region 1	No
Ridgefield High School	ESD 112	Region 3	Yes
River Ridge High School	ESD 113	Region 3	No
River View High School	ESD 123	Region 1	Yes
Rivers Edge High School	ESD 123	Region 1	Yes
Riverside Alternative	ESD 101	Region 1	Yes

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
Riverside High School	ESD 101	Region 1	Yes
Rochester High School	ESD 113	Region 3	Yes
Rogers High School (Puyallup)	PSESD 121	Region 3	Yes
Rogers High School (Spokane)	ESD 101	Region 1	No
Roosevelt High School	PSESD 121	Region 2	No
Rosalia Elementary & Secondary School	ESD 101	Region 1	No
Royal High School	ESD 105	Region 1	No
Sammamish Senior High	PSESD 121	Region 2	Yes
Saratoga School	NWESD 189	Region 2	No
Satellite High School	PSESD 121	Region 2	No
Scriber Lake High School	NWESD 189	Region 2	No
Seattle World School	PSESD 121	Region 2	No
Sedro Woolley Senior High School	NWESD 189	Region 2	Yes
Sehome High School	NWESD 189	Region 2	No
Selah High School	ESD 105	Region 1	Yes
Selkirk High School	ESD 101	Region 1	Yes
Sentinel Tech Alt School	ESD 105	Region 1	No
Sequim Senior High	ESD 114	Region 3	Yes
Sequoia High School	NWESD 189	Region 2	No
Shadle Park High School	ESD 101	Region 1	No
Shelton High School	ESD 113	Region 3	Yes
Shorecrest High School	PSESD 121	Region 2	No
Shoreline-Monroe High School	NWESD 189	Region 2	No
Shorewood High School	PSESD 121	Region 2	Yes
Skagit Academy	NWESD 189	Region 2	Yes
Sky Valley Education Center (Monroe)	NWESD 189	Region 2	No
Sky Valley Options (Sultan)	NWESD 189	Region 2	No
Skykomish High School	PSESD 121	Region 2	Yes
Skyline High School	PSESD 121	Region 2	Yes
Skyview High School	ESD 112	Region 3	Yes
Snohomish High School	NWESD 189	Region 2	No
Soap Lake Middle & High School	NCESD 171	Region 1	No
South Bend High School	ESD 113	Region 3	Yes
South Kitsap High School	ESD 114	Region 3	No
South Lake High School	PSESD 121	Region 2	No
South Sound High School	ESD 113	Region 3	No
South Whidbey Academy	NWESD 189	Region 2	Yes
South Whidbey High School	NWESD 189	Region 2	Yes
Southridge High School	ESD 123	Region 1	No
Spanaway Lake High School	PSESD 121	Region 3	Yes
Spokane Valley High School	ESD 101	Region 1	Yes
Spokane Valley Transition School	ESD 101	Region 1	Yes
Sprague High School	ESD 101	Region 1	No
Squalicum High School	NWESD 189	Region 2	Yes



**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
St John/Endicott High	ESD 101	Region 1	Yes
Stadium High School	PSESD 121	Region 3	No
Stanwood High School	NWESD 189	Region 2	Yes
State Street High School	NWESD 189	Region 2	Yes
Steilacoom High	PSESD 121	Region 3	Yes
Stevenson High School	ESD 112	Region 3	Yes
Sultan Senior High School	NWESD 189	Region 2	No
Summit Public School: Atlas	WSCSC	Region 2	No
Summit Public School: Olympus	WSCSC	Region 3	Yes
Summit Public School: Sierra	WSCSC	Region 2	No
Summit View High School	ESD 112	Region 3	No
Sumner High School	PSESD 121	Region 3	Yes
Sunnyside High School	ESD 105	Region 1	No
Support School	PSESD 121	Region 2	No
Swiftwater Learning Center	ESD 105	Region 1	No
Taholah High School	ESD 113	Region 3	Yes
Tahoma Senior High School	PSESD 121	Region 2	No
Talley High School	PSESD 121	Region 2	No
Team High School	ESD 112	Region 3	Yes
Tekoa High School	ESD 101	Region 1	Yes
Tenino High School	ESD 113	Region 3	No
Tesla Stem High School	PSESD 121	Region 2	Yes
The Community School	ESD 101	Region 1	Yes
Thomas Jefferson High School	PSESD 121	Region 2	Yes
Thorp Elem & Jr Sr High	ESD 105	Region 1	No
Three Springs High School	ESD 101	Region 1	Yes
Timberline High School	ESD 113	Region 3	No
Todd Beamer High School	PSESD 121	Region 2	No
Toledo High School	ESD 113	Region 3	Yes
Tonasket Choice High School	NCESD 171	Region 1	No
Tonasket High School	NCESD 171	Region 1	No
Toppenish High School	ESD 105	Region 1	Yes
Touchet Elem & High School	ESD 123	Region 1	Yes
Toutle Lake High School	ESD 112	Region 3	No
Trojan Alternative School	ESD 113	Region 3	No
Trout Lake School	ESD 112	Region 3	Yes
Tumwater High School	ESD 113	Region 3	No
Twin Cedars High School	NWESD 189	Region 2	No
Two Rivers School	PSESD 121	Region 2	Yes
Tyee High School	PSESD 121	Region 2	No
Union High School	ESD 112	Region 3	Yes
University High School	ESD 101	Region 1	Yes
Vancouver Itech Preparatory	ESD 112	Region 3	Yes
Vancouver School Of Arts And Academics	ESD 112	Region 3	No

**Table 4. List of Schools in Target Population, and Participation in Evaluation**

<b>School (Sorted Alphabetically)</b>	<b>ESD</b>	<b>DVR Region</b>	<b>TSAT (&gt;80%)</b>
Vashon Island High School	PSESD 121	Region 2	Yes
W F West High School	ESD 113	Region 3	No
Wahkiakum High School	ESD 112	Region 3	Yes
Wahluke High School	ESD 105	Region 1	No
Waitsburg High School	ESD 123	Region 1	No
Walker High School	PSESD 121	Region 3	No
Walla Walla High School	ESD 123	Region 1	No
Wapato High School	ESD 105	Region 1	No
Warden High School	NCESD 171	Region 1	Yes
Washington High School	PSESD 121	Region 3	Yes
Washington Network For Innovative Careers	PSESD 121	Region 2	No
Washington State School For The Blind	OSPI	Region 2	Yes
Washington State School For The Deaf	OSPI	Region 2	Yes
Washougal High School	ESD 112	Region 3	Yes
Washtucna Elementary/High School	ESD 101	Region 1	Yes
Waterville High School	NCESD 171	Region 1	Yes
Wellpinit Fort Simcoe Sea	ESD 101	Region 1	No
Wellpinit High School	ESD 101	Region 1	No
Wenatchee High School	NCESD 171	Region 1	Yes
West Auburn Senior High School	PSESD 121	Region 2	Yes
West Seattle High School	PSESD 121	Region 2	No
West Valley High School (Spokane)	ESD 101	Region 1	Yes
West Valley High School (Yakima)	ESD 105	Region 1	Yes
Weston High School	NWESD 189	Region 2	Yes
Westside High School	NCESD 171	Region 1	No
White Pass Jr. Sr. High School	ESD 113	Region 3	Yes
White River High School	PSESD 121	Region 3	Yes
White Salmon Academy	ESD 112	Region 3	Yes
White Swan High School	ESD 105	Region 1	No
Wilbur-Creston Secondary School	ESD 101	Region 1	Yes
Willapa Valley Middle-High	ESD 113	Region 3	No
Wilson Creek High	NCESD 171	Region 1	No
Wilson High School	PSESD 121	Region 3	No
Winlock Senior High	ESD 113	Region 3	Yes
Winolequa Learning Academy	ESD 113	Region 3	Yes
Wishkah Valley Elementary/High School	ESD 113	Region 3	Yes
Wishram High And Elementary School	ESD 112	Region 3	Yes
Woodinville Hs	PSESD 121	Region 2	Yes
Woodland High School	ESD 112	Region 3	Yes
Yelm Extension School	ESD 113	Region 3	Yes
Yelm High School 12	ESD 113	Region 3	Yes

## **APPENDIX B: RECRUITMENT MATERIALS**

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# TRANSITION

## Services Self-Assessment Tool



The **Transition Services Self-Assessment Tool (TSAT)** helps pave the way for collaborative partnerships between Vocational Rehabilitation (VR) and local schools by collecting and summarizing data on the availability, accessibility and coordination of school based Pre-Employment Transition Services that are offered to students with disabilities. This fall - in partnership with the Office of Superintendent of Public Instruction (OSPI) and Washington State University (WSU) - the Washington Division of Vocational Rehabilitation (DVR) will be using the TSAT to complete a statewide evaluation of Pre-Employment Transition Services. We need your support to ensure effective and reliable data collection efforts and interpretation!

**What:** Transition Services Self-Assessment Tool (TSAT) - a school-level, web-based, 15-30 minute survey

**When:** This fall (2019)

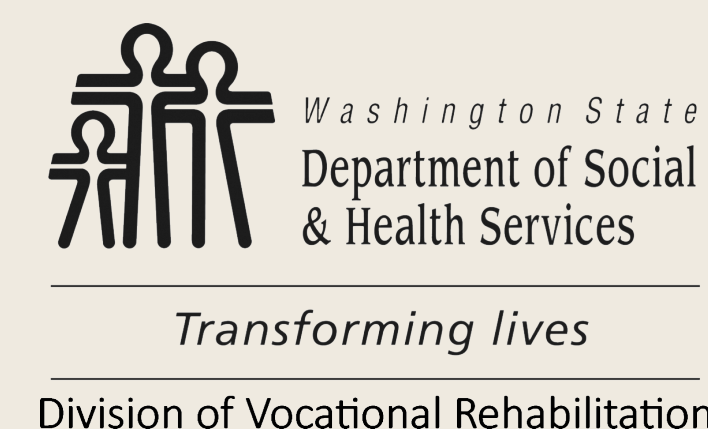
**Who:** The person(s) in each school who know the most about the transition services provided to students with disabilities

**How:** By following a link provided by a DVR regional transition consultant

### A few benefits of participation include:

- ★ Instant data summary report highlighting pre-employment transition service availability and access, and areas needed for additional support from VR
- ★ An available capacity building guide that can help school teams use these data to identify and address service gaps
- ★ Access to a final report that summarizes statewide and regional availability, accessibility and coordination of school based pre-employment transition services; including, areas needed for additional support from VR

**Help pave the way for collaborative partnerships with Vocational Rehabilitation and encourage your schools' transition services expert to complete the TSAT this fall! For more information, please contact:**  
**[transitiontool@wsu.edu](mailto:transitiontool@wsu.edu), [doylet@dshs.wa.gov](mailto:doylet@dshs.wa.gov), or [tania.may@k12.wa.us](mailto:tania.may@k12.wa.us)**



College of  
**Education**  
WASHINGTON STATE UNIVERSITY



# TRANSITION

## Services Self-Assessment Tool

October 22<sup>nd</sup>, 2019

Dear Special Educator Director,

You are receiving this letter because of your leadership role in supporting teachers and practitioners who are serving secondary age students with disabilities (including students on IEP's and 504 plans). Thank you for all that you do! The purpose of this letter is to: (1) introduce you to a statewide data collection initiative designed to help build a stronger transition system for students with disabilities in Washington; (2) provide you with information on the timeline and procedures of this initiative; and (3) provide you with contact information should you have any questions or concerns.

### Introduction and Overview

This fall – in partnership with the Office of Superintendent of Public Instruction (OSPI) and Washington State University (WSU) – the Washington Division of Vocational Rehabilitation (DVR) will be using the Transition Services Self-Assessment Tool (TSAT) to complete a statewide evaluation of Pre-Employment Transition Services in Washington.

The TSAT is a school-level, web-based, 20-30-minute survey that is designed to collect information on various school-based transition services and programs. The instrument is designed to be completed by one or more transition services expert at each secondary school in Washington. For the purposes of this initiative, a transition services expert includes a person within a school who has comprehensive knowledge about the transition services and programs that are offered to students by their school, and the extent to which these services are available to students with disabilities (including students on 504 plans) and coordinated with VR. These individuals will also have the opportunity to provide input on additional information and supports they would like to receive. We are looking for honest answers to each question, and responses will not be used to evaluate job performance.

Upon completing the survey, respondents will be provided the opportunity to download a visually appealing summary report of their responses, and a capacity building guide that can help school teams use these data to identify and address service gaps. Respondents will also be provided the opportunity to invite another person from their school to offer their input by completing the TSAT, and to express their interest in participating in an interview or focus group that will be conducted early next year.

Furthermore, after data collection efforts are complete, a final report that summarizes statewide and regional availability, accessibility and coordination of school-based pre-employment transition services (including areas needed for additional support from VR) will be made available statewide. Additionally, should a district administrator be interested in a summary report that is specific to their district, avenues to request this information will be made available.

### Timeline

The data collection efforts will begin during the first two weeks of November and extend through the end of December, and into January if needed. The data collection efforts will be coordinated by DVR Regional Transition Consultants, who will be sending an invitation and survey link to the contact person they have for each school. In most circumstances, their contact person will be the “transition services expert”; however, in some circumstances, the recipient of the email will need to forward the invitation to a different person, or a team of people, who best represent each schools “transition services experts”.

### Questions or Concerns

We understand that you may have questions or concerns about this project. For additional information please contact: [transitiontool@wsu.edu](mailto:transitiontool@wsu.edu), [doylet@dshs.wa.gov](mailto:doylet@dshs.wa.gov), or [tania.may@k12.wa.us](mailto:tania.may@k12.wa.us).

Sincerely,

Tammie Doyle  
Secondary Transition Manager,  
Division Vocational Rehabilitation  
[doylet@dshs.wa.gov](mailto:doylet@dshs.wa.gov)

Tania May, M.Ed.  
Director of Special Education,  
Office of Superintendent of Public Instruction  
[Tania.may@k12.wa.us](mailto:Tania.may@k12.wa.us)

Marcus Poppen, Ph.D.  
Assistant Professor,  
Washington State University  
[marcus.poppen@wsu.edu](mailto:marcus.poppen@wsu.edu)



# TRANSITION

## Services Self-Assessment Tool

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### Frequently Asked Questions

#### **What is the Workforce Innovation and Opportunities Act of 2014?**

The Workforce Innovation and Opportunities Act of 2014 (WIOA, 2014) is legislation designed to strengthen and improve the nation's public workforce development system and help Americans with significant barriers to employment, including individuals and young adults with disabilities, into high quality jobs and careers and help employers hire and retain skilled workers (U.S. Department of Education, 2017). Under WIOA, Vocational Rehabilitation (VR) agencies are not only required to coordinate with education officials, but also required to set aside at least 15% of their federal funds to ensure the coordination and delivery of Pre-Employment Transition Services to all eligible and potentially eligible students with disabilities (U.S. Department of Education, 2014).

#### **What are Pre-Employment Transition Services?**

Pre-employment transition services include career development activities that fall within five broad domains: (a) job exploration counseling, (b) work-based learning experiences, (c) counseling on postsecondary enrollment options, (d) workplace readiness training, and (e) instruction in self-advocacy.

#### **What is the Transition Services Self-Assessment Tool (TSAT)?**

The Transition Services Self-Assessment Tool (TSAT) has been purposely designed to provide information about the local, regional, and statewide availability and coordination of pre-employment transition services. The tool has been designed for a "school transition services expert" to enter information about the availability of specific transition services in their school, the extent to which these services are made available to students with disabilities, and the extent to which these services are coordinated with Vocational Rehabilitation. We have defined "school transition services experts" as being the person(s) within a school(s) who have the greatest knowledge of the various transition services and activities that are available to transition age students with disabilities.

#### **How is the TSAT different than other transition survey's that I'm familiar with?**

The TSAT is unique in that it is specifically designed to measure the availability, accessibility, and coordination of various services that align with one or more of the five pre-employment transition service domains (e.g., job exploration counseling, work-based learning, postsecondary enrollment, workplace readiness, or self-advocacy). Example services that are assessed on the TSAT include the utilization of vocational interest inventories, career related guest speakers, workplace tours and field trips, guidance on accessing accommodations, etc. In comparison, other common transition surveys are often designed to measure the implementation of a broader set of program elements and features that align evidence-based practices and predictors in transition planning (e.g., IEP development, student participation, family engagement, program structures, interagency collaboration, etc.). While both types of assessments do provide valuable information that can be used in data-based decision making, the TSAT is specifically designed to provide data that can be used to enhance relationships between Vocational Rehabilitation (VR) and schools.

#### **Why am I being asked to complete the tool?**

You have been identified by your regional or district representatives as the person in your school who has the most knowledge about the transition services that are available in your school (i.e., the school transition services expert). In some cases, you may work in multiple schools that serve secondary students, and have been asked to complete a separate tool for each school that you work in.

#### **How will the information that I share be used to improve transition services for students in my school?**

By completing the tool honestly and thoughtfully, the information that you share will be used to improve the transition service system in Washington. The information will be summarized to estimate the availability of these specific services to students with disabilities in your school, district, region, and throughout the state. These summaries will be shared with your Regional Transition Consultants, statewide Special Education Director, and the Division of Vocational Rehabilitation's Secondary Transition Manager so that data-based decision-making may be utilized to offer improved technical assistance and support.



**Subject:** TSAT | Statewide Evaluation of Transition Services

**To:** Leave Empty

**Cc:** [doylet@dshs.wa.gov, marcus.poppen@wsu.edu, tania.may@k12.wa.us]

**Bcc:** [School Transition Contact Distribution List]

---

Hello School or District Contact,

As our school or district transition contact person, we are reaching out to you to ask for your assistance in supporting a statewide needs assessment on the availability and accessibility of school-based transition services in each of Washington's schools that serve transition age students with disabilities.

This invitation is part of a larger initiative to build collaborative partnerships between the Division of Vocational Rehabilitation (DVR) and local schools. The present aim is to collect survey data from school transition services experts that will be used to identify gaps in services that can be addressed by DVR.

We are requesting that you forward this email and the attached instructional flyer to the person(s) within your school(s) who have the greatest knowledge of the various transition services and activities that are available to transition age students with disabilities (students on an IEP or 504 plan). We are requesting that they complete a 20-30-minute online survey by Friday, November XX, 2019. All respondents will be offered an instant summary report of their responses, as well as a few other resources. Statewide and regional summary reports will also be shared with each ESD, and dissemination encouraged. The survey is voluntary and will not be used to evaluate job performance.

Thank you for your help in ensuring that a qualified transition services expert from each secondary school in your district participates in this initiative by Friday, November XX, 2019. Please see below for **text that you may wish copy and paste into your forwarded email:**

*Hello [Enter Name(s) of School Transition Services Expert],*

*Please see the attached informational flyer requesting your participation in a statewide initiative to understand the availability of transition services for students with disabilities in your school. The evaluators are hoping to use these data identify gaps in services that can be addressed by the Division of Vocational Rehabilitation (DVR). This is a good opportunity for us to provide input about what is happening in our area. Their interested in your honest opinions and your responses will not be used to evaluate your job performance (there are no right or wrong answers).*

*Please see the attached materials for more information, and complete the self-assessment tool by Friday, November XX, 2019.*

*[link to assessment]*

*Thank you,*

This invitation is part of a larger initiative to pave the way for collaborative partnerships between DVR and local schools, led by the Division of Vocational Rehabilitation, in partnership with the Office of Superintendent of Public Instruction (OSPI) and the Washington State University College of Education (WSU COE).

For additional information please contact: [Regional Transition Consultant], [transitiontool@wsu.edu](mailto:transitiontool@wsu.edu), [doylet@dshs.wa.gov](mailto:doylet@dshs.wa.gov), or [tania.may@k12.wa.us](mailto:tania.may@k12.wa.us).

Kind regards,

[Regional Transition Consultant]

Tammie Doyle, Secondary Transition Manager, Division of Vocational Rehabilitation

Tania May, Director of Special Education, Office of Superintendent of Public Instruction

Marcus Poppen, Assistant Professor of Special Education, Washington State University



## **APPENDIX C: TSAT AND PSSO SCREEN SHOTS**

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Portal for Supporting Successful O... X

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🌐 TSAT | Portal

🌐 TSAT | Assessment

📖 Blackboard Learn

📖 WSU Libraries


🌐 WSU Libraries prox...

📖 Graduate Education...

📁 Journal Bookmarks

🔗 Google Scholar

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**TRANSITION**  
Services Self-Assessment Tool

Information

**Online Informed Consent Form**

Welcome! You have been invited to participate in an evaluation of school-based transition services. Your participation will help to advance partnerships between your school and Vocational Rehabilitation (VR). You are being asked to complete this survey because you have important knowledge about students with disabilities (IEP and 504) and the transition services that are available in your school. We estimate that it will take you between 20-40 minutes to complete the following survey. Thank you for your participation!

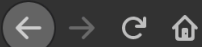
This initiative is being led by the Washington Division of Vocational Rehabilitation (DVR), with support from the Office of Superintendent of Public Instruction (OSPI) and Washington State University (WSU). Your response will help us understand more about the transition services that are offered in your school, and will be used to identify gaps in services that can be addressed by VR through the provision of pre-employment transition services. At the end of the survey you will be given the opportunity download a report that summarizes your responses, and an optional guide for using your data to build capacity in your school. Additionally, statewide and regional summary reports will be made available by DVR to special education directors at the end of the project. You will also be offered the opportunity to participate in a follow up focus group or interview if you would like to share additional information. For more information about this project, please contact Dr. Marcus Poppen at [marcus.poppen@wsu.edu](mailto:marcus.poppen@wsu.edu).

Before you begin, there are several things that you should know. Your participation is voluntary. You are also free to stop the survey at any time. You do not have to answer any questions that make you uncomfortable. All responses will be recorded on a secure server, and will only be used to provide information about the services that are available at your school. We are interested in hearing your honest answers to each question. Your responses will not be used to evaluate your job performance.

By selecting the "Yes, I agree" button below, you indicate that you (a) are informed about the various transition services and activities that are available at your school, (b) have read and understand the content describe in the sections above, (c) are willing to participate, (d) understand that your participation is voluntary, (e) can choose to stop your participation at any time, and (f) are not giving up any legal rights or claims. If you do not wish to participate, please decline by clicking on the "No, I do not agree" button.

No, I do not agree

Yes, I agree



## TRANSITION

Services Self-Assessment Tool

### Information

### Welcome!

Thank you for agreeing to participate. Please begin the survey by completing the questions below:

**Your School (required)**

**Your Position (required)**

**E-mail (optional)**

\* will enable save feature

On the following pages you will be asked a series of questions about various transition services and activities at your school. There are three primary questions types that we'd like to briefly introduce you to: (1) Availability; (2) Accessibility; and (3) Coordination.

**Availability** refers to whether or not you know a particular service to be available in your school. This question type can be answered as either "Yes" or "No".

**Accessibility** refers to your best estimate of the total percentage of students with disabilities in your school who access a particular service. For the purpose of this survey, students with disabilities include students who are on an IEP or 504 plan. This question type can be answered on a five-point continuum between 0-100%.

**Coordination** refers to your best estimate of the total percentage of time that a service is delivered in coordination with Vocational Rehabilitation. For example, if a career related guest speaker comes to talk with your students about five times a year, you will indicate your best estimate of the percentage of time that this activity is coordinated in partnership with Vocational Rehabilitation (on a five-point continuum between 0-100%). It is not uncommon for this percentage to be zero, or very low.

Please think broadly about the services that are offered to students in your school, not just the services that you provide to students on your caseload. Please select [this link](#) to open these instructions in a new window for your reference throughout the survey.

☐ **I have read and understand the instructions provided above. Please select checkbox, and "Next" below**

Next



## TRANSITION

Services Self-Assessment Tool

### Job Exploration Work Based Learning Post-Secondary Enrollment Workplace Readiness Skills Instruction in Self-Advocacy

Job Exploration and Career Counseling includes activities that help individuals answer career related questions. These activities can be offered in a variety of settings, including in groups or individually.

Please indicate: (1) which of the following services or activities are available in your school, (2) the percentage of students with disabilities in your school who are accessing each service, and (3) the extent to which each service is provided to students in coordination with VR. Select [this link](#) to revisit the instructions.

	Available in your school		Extent Accessed by Students with Disabilities					Extent Coordinated with Vocational Rehabilitation				
	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Career Awareness Activities	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Career Related Guest Speakers	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Career or Vocational Assessments	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Career and Technical Student Organizations (i.e., FFA, FBLA, TSA)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Discussion or Information on Career Pathways	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Discussion or Information on the Labor Market	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Discussion or Information on In-Demand Industries and Occupations	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Discussion or Information on Non-Traditional Employment Options (i.e., Self-Employment)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
Vocational Interest Inventories	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%

How would you rate the overall quality of job exploration and career counseling activities at your school?

☐ Extremely Poor ☐ Somewhat Poor ☐ Neither Good or Poor ☐ Somewhat Good ☐ Extremely Good

How confident are you about your knowledge of job exploration and career counseling activities at your school?

☐ Not Confident ☐ A little Confident ☐ Neutrally Confident ☐ Somewhat Confident ☐ Extremely Confident

Do you have any other comments about job exploration and career counseling activities that you would like to share with us?

Would you like more information about job exploration and career counseling activities?

If so, please describe what would be most useful.

Next section



## TRANSITION

Services Self-Assessment Tool

### Job Exploration **Work Based Learning** Post-Secondary Enrollment Workplace Readiness Skills Instruction in Self-Advocacy

Work based learning is an educational approach that uses a workplace or real work to provide students with knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work based learning experiences may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships.

Please indicate: (1) which of the following services or activities are available in your school, (2) the percentage of students with disabilities in your school who are accessing each service, and (3) the extent to which each service is provided to students in coordination with VR. Select [this link](#) to revisit the instructions.

	Available in your school		Extent Accessed by Students with Disabilities					Extent Coordinated with Vocational Rehabilitation				
	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Apprenticeships</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Career Mentorships</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Career Related Competitions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Career Related Informational Interviews</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Job Shadowing</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Paid Work Experience</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Paid Internships</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Non-Paid Internships</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>School-Based Businesses</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Service Learning Experiences</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Simulated Workplace Experiences</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Volunteering</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Workplace Tours/Field Trips</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the overall quality of work based learning activities at your school?

- ☐ Extremely Poor ☐ Somewhat Poor ☐ Neither Good or Poor ☐ Somewhat Good ☐ Extremely Good

How confident are you about your knowledge of work based learning opportunities at your school?

- ☐ Not Confident ☐ A little Confident ☐ Neutrally Confident ☐ Somewhat Confident ☐ Extremely Confident

Do you have any other comments about work based learning opportunities that you would like to share with us?

Would you like more information about work based learning opportunities?

If so, please describe what would be most useful.

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## TRANSITION

Services Self-Assessment Tool

[Job Exploration](#) [Work Based Learning](#) [Post-Secondary Enrollment](#) [Workplace Readiness Skills](#) [Instruction in Self-Advocacy](#)

Increasing a student's awareness of post-secondary enrollment opportunities can maximize flexibility in their career decision making process and increase awareness of the wide range of career pathways that are available to them. Post-secondary enrollment opportunities include comprehensive transition or secondary educational programs at institutions of higher education, trade/technical schools, community colleges, universities, and other options.

Please indicate: (1) which of the following services or activities are available in your school, (2) the percentage of students with disabilities in your school who are accessing each service, and (3) the extent to which each service is provided to students in coordination with VR. Select [this link](#) to revisit the instructions.

	Available in your school		Extent Accessed by Students with Disabilities					Extent Coordinated with Vocational Rehabilitation				
<b>College Fairs and Tours</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Accessing Accommodations for Post-Secondary Education Admissions Tests</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Accessing Services and Supports from Development/Intellectual Disabilities Service Agencies</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Advocating for Needed Accommodations and Services</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Applying for Vocational Rehabilitation Services</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Attending Career Pathways Workshops and/or Training Programs</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Connecting to Post-Secondary Education Resources, Services, and/or Websites</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Community Colleges (AA/AS Degrees, Certificate Programs and Classes)</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Documenting Academic Accommodations</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Financial Aid</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Identifying Interests and Abilities</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Interpreting Career and Vocational Assessments</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Joining the Military</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Post-Secondary Programs for Students with Intellectual and Developmental Disabilities</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Researching and Exploring Post-Secondary Options</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Post-Secondary Education Application and Enrollment Process</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Technology Needs within a Post-Secondary Education Setting</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Trade/Technical Schools</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance on Universities (Public &amp; Private)</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%
<b>Guidance to Promote Participation in Post-Secondary Education Preparation Classes</b>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%	<input type="radio"/> None	<input type="radio"/> 1-25%	<input type="radio"/> 26-50%	<input type="radio"/> 51-75%	<input type="radio"/> 76-100%

How would you rate the overall quality of information and guidance on post-secondary enrollment options at your school?

☐ Extremely Poor ☐ Somewhat Poor ☐ Neither Good or Poor ☐ Somewhat Good ☐ Extremely Good

How confident are you about your knowledge of information and guidance on post-secondary enrollment options offered at your school?

☐ Not Confident ☐ A little Confident ☐ Neutrally Confident ☐ Somewhat Confident ☐ Extremely Confident

Do you have any comments about counseling on post-secondary enrollment opportunities that you would like to share with us?

Would you like more information about counseling on post-secondary enrollment?

If so, please describe what would be most useful.

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**TRANSITION**  
Services Self-Assessment Tool

[Job Exploration](#) [Work Based Learning](#) [Post-Secondary Enrollment](#) [Workplace Readiness Skills](#) [Instruction in Self-Advocacy](#)

Workplace readiness training develops a number of commonly expected skills that employers seek from most employees. These skills are sometimes called soft skills, employability skills, or job readiness skills. Workplace readiness training activities include those offered in a variety of settings, including in groups or individually.

Please indicate: (1) which of the following services or activities are available in your school, (2) the percentage of students with disabilities in your school who are accessing each service, and (3) the extent to which each service is provided to students in coordination with VR. Select [this link](#) to revisit the instructions.

	Available in your school	Extent Accessed by Students with Disabilities	Extent Coordinated with Vocational Rehabilitation
Training on Active Listening	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Being Respectful	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Body Language	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Communication	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Conflict Resolution	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Cooperation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Decision Making	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Empathy	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Good Manners	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Positive Attitude	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Problem Solving	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Professionalism	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Supporting Others	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Talking/Writing	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Teamwork	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Accessing their Community	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Appropriate Workplace Dress	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Appropriate Workplace Behavior	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Civic Engagement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Community Participation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Community Safety	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Developing Friendships	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Healthy Lifestyle	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Good Hygiene	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Money Management	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Nutrition/M Meal Preparation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Services & Supports	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Time Management	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Using a Cell Phone	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Using Transportation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Financial Literacy	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Job Seeking Skills	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on the Importance of Soft Skills for Employment	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Orientation and Mobility Skills	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%
Training on Understanding Employer's Expectations for Punctuality and Performance	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%	<input type="radio"/> None <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-100%

How would you rate the overall quality of workplace readiness training at your school?

☐ Extremely Poor ☐ Somewhat Poor ☐ Neither Good or Poor ☐ Somewhat Good ☐ Extremely Good

How confident are you about your knowledge of workplace readiness training offered at your school?

☐ Not Confident ☐ A little Confident ☐ Neutral Confident ☐ Somewhat Confident ☐ Extremely Confident

Do you have any comments about workplace readiness training opportunities that you would like to share with us?

Would you like more information about workplace readiness training?

If so, please describe what would be most useful.

Previous section

Next section



## TRANSITION

Services Self-Assessment Tool

Job Exploration Work Based Learning Post-Secondary Enrollment Workplace Readiness Skills **Instruction in Self-Advocacy**

Instruction in self-advocacy and self-determination can support an individual's ability to communicate, convey, negotiate or assert their own interest and/or desires. Furthermore these activities can help promote independence, decision making, and living in ways that are consistent with ones values. Instruction in self-advocacy and self-determination also includes peer mentoring, and activities can be offered in a variety of settings, including in groups and individually.

Please indicate: (1) which of the following services or activities are available in your school, (2) the percentage of students with disabilities in your school who are accessing each service, and (3) the extent to which each service is provided to students in coordination with VR. Select [this link](#) to revisit the instructions.

	Available in your school		Extent Accessed by Students with Disabilities					Extent Coordinated with Vocational Rehabilitation				
	Yes	No	None	1-25%	26-50%	51-75%	76-100%	None	1-25%	26-50%	51-75%	76-100%
Instruction in Decision Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Developing Support Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Disability Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Evaluating Options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in How to Disclose Information about a Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in How to be Assertive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Identifying Independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Independently Monitoring Progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Knowing and Understanding Rights and Responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Knowing How to Request and Accept Help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Listening to Others Feelings and Opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Requesting and Utilizing Accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Self-Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Setting Goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Self-Determination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Understanding Intrinsic Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Taking a Leadership Role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in Using Positive Self-Talk and/or Affirmations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the overall quality of the instruction in self-advocacy at your school?

☐ Extremely Poor ☐ Somewhat Poor ☐ Neither Good or Poor ☐ Somewhat Good ☐ Extremely Good

How confident are you about your knowledge of the instruction in self-advocacy offered at your school?

☐ Not Confident ☐ A little Confident ☐ Neutrally Confident ☐ Somewhat Confident ☐ Extremely Confident

Do you have any comments about instruction in self-advocacy that you would like to share with us?

Would you like more information about instruction in self-advocacy?

If so, please describe what would be most useful.

[Previous section](#)
[Submit report](#)





## TRANSITION

Services Self-Assessment Tool

### Summary

#### Thank you!

Thank you very much for your participation. Your responses have been recorded.  
Please feel free to download a summary of your responses and a capacity building tool.

To invite another person from your school to provide their input on these service please forward them the link that you received in your invitation.  
Or send them directly to this URL: <https://psso.wsu.edu/TSAT/washington/default.aspx>

[Express interest in participating in an interview of focus group](#)

[Download Free Capacity Building Resource](#)

#### Assessment's report (If you can't see/print report below click [here](#) to open it in the new window)

The logo features a stylized rainbow with a green mountain peak in the center, all enclosed within a circular frame that resembles a hand or a protective shield.

# TRANSITION

## Services Self-Assessment Tool

School level report  
Other  
2019-20 fall  
Created April 29, 2020

#### Overview and Purpose

Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2016). One strategy that has been shown to be effective in supporting positive post-secondary outcomes for these individuals is the coordination of school-based transition services with Vocational Rehabilitation (VR; Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006). Furthermore, under the recent reauthorization of the Workforce Investment and Opportunities Act of 2014, VR agencies are now required to ensure that Pre-Employment Transition Services (e.g., coordinated school-based transition services) are made available to all potentially eligible students with disabilities.

This report summarizes data collected from the Transition Services Self-Assessment Tool (TSAT) and provides estimates of the availability, accessibility, and coordination of school-based transition services that align with one or more of the WIOA five required Pre-

#### Legend

- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Workplace Readiness Training
- 5 Instruction in Self-Advocacy
- 6 Combined Indicator



# Portal for Supporting Successful Outcomes: TSAT

TSAT dashboard

Marcus Poppen Logout

System Education

REPORTS PERSONNEL

Region Educational Service District

District All

School All

Manage

Statewide Needs Assessment Students

Data collection period 2019-20 fall

Assessments Refresh Status report

Find

Type school's name

- ◆ Keiso Virtual Academy
- ◆ Klickitat Elem & High
- ◆ La Center High School
- ◆ Legacy High School (Evergreen)
- ◆ Lewis and Clark High School (Vancouver)
- ◆ Lewis River Academy
- ◆ Loowit High School
- ◆ Lyle High School
- ◆ Mark Morris High School
- ◆ Mountain View High School
- ◆ Naselle Jr Sr High Schools
- ◆ Ocean Beach Alternative School
- ◆ Prairie High School
- ◆ R A Long High School
- ◆ Ridgefield High School

Assessment's info

Title 2019-20 fall

Status Submitted (deadline 12/15/2019)

Progress 100% (310 of 311)

View Summary Report

Assessors

Invite

Special Education Teacher (anonymous assessment)  
Other (anonymous assessment)  
Special Education Teacher (anonymous assessment)

Progress

Job Exploration	100% (31 of 31)
Work Based Learning	98% (42 of 43)
Post-Secondary Enrollment	100% (64 of 64)
Workplace Readiness Skills	91% (99 of 109)
Instruction in Self-Advocacy	100% (64 of 64)
Overall (submitted)	96% (300 of 311)

Delete assessment

Reopen assessment

Portal for Supporting Successful Outcomes: TSAT

Reports

Marcus PoppenLogout

SystemEducation

Data collection period2019-20 fallRefresh report

Report levelSchool

RegionAll

DistrictAll


SchoolOtherDownload data

If you can't see/print report below click [here](#) to open it in the new window.

Report typeSummary

Assessment's statuses:StartedSubmitted

1 of 7Automatic Zoom



# TRANSITION

## Services Self-Assessment Tool

School level report  
Other  
2019-20 fall  
Created for Marcus Poppen on April 29, 2020

### Overview and Purpose

Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2016). One strategy that has been shown to be effective in supporting positive post-secondary outcomes for these individuals is the coordination of school-based transition services with Vocational Rehabilitation (VR; Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006). Furthermore, under the recent reauthorization of the Workforce Investment and Opportunities Act of 2014, VR agencies are now required to ensure that Pre-Employment Transition Services (e.g., coordinated school-based transition services) are made available to all potentially eligible students with disabilities.

This report summarizes data collected from the Transition Services Self-Assessment Tool (TSAT) and provides estimates of the availability, accessibility, and coordination of school-based transition services that align with one or more of the WIOA five required Pre-Employment Transition Services.

### Legend

- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Workplace Readiness Training
- 5 Instruction in Self-Advocacy
- 6 Combined Indicator

## APPENDIX D: PRE-EMPLOYMENT TRANSITION SERVICES LIST

**Table 5. Pre-Employment Transition Services included on the TSAT**

<b>Service Category</b>	<b>Service</b>
Job Exploration and Career Counseling	Career Awareness Activities
Job Exploration and Career Counseling	Career Related Guest Speakers
Job Exploration and Career Counseling	Career or Vocational Assessments
Job Exploration and Career Counseling	Career and Technical Student Organizations (i.e., FFA, FBLA, TSA)
Job Exploration and Career Counseling	Discussion or Information on Career Pathways
Job Exploration and Career Counseling	Discussion or Information on the Labor Market
Job Exploration and Career Counseling	Discussion or Information on In-Demand Industries and Occupations
Job Exploration and Career Counseling	Discussion or Information on Non-Traditional Employment Options (i.e., Self-Employment)
Job Exploration and Career Counseling	Vocational Interest Inventories
Job Exploration and Career Counseling	Career Awareness Activities
Work-Based Learning Opportunities	Apprenticeships
Work-Based Learning Opportunities	Career Mentors
Work-Based Learning Opportunities	Career Related Competitions
Work-Based Learning Opportunities	Career Related Informational Interviews
Work-Based Learning Opportunities	Job Shadowing
Work-Based Learning Opportunities	Paid Work Experience
Work-Based Learning Opportunities	Paid Internships
Work-Based Learning Opportunities	Non-Paid Internships
Work-Based Learning Opportunities	School-Based Businesses
Work-Based Learning Opportunities	Service Learning Experiences
Work-Based Learning Opportunities	Simulated Work Experiences
Work-Based Learning Opportunities	Volunteering
Work-Based Learning Opportunities	Workplace Tours/Field Trips
Post-Secondary Enrollment Options	College Fairs and Tours
Post-Secondary Enrollment Options	Guidance on Accessing Accommodations for Post-Secondary Education Admissions Tests
Post-Secondary Enrollment Options	Guidance on Accessing Services and Supports from Development/Intellectual Disabilities Service Agencies
Post-Secondary Enrollment Options	Guidance on Advocating for Needed Accommodations and Services Guidance on
Post-Secondary Enrollment Options	Guidance on Applying for Vocational Rehabilitation Services
Post-Secondary Enrollment Options	Guidance on Attending Career Pathways Workshops and/or Training Programs
Post-Secondary Enrollment Options	Guidance on Connecting to Post-Secondary Education Resources, Services, and/or Websites
Post-Secondary Enrollment Options	Guidance on Community Colleges (AA/AS Degrees, Certificate Programs and Classes)

**Table 5. Pre-Employment Transition Services included on the TSAT**

<b>Service Category</b>	<b>Service</b>
Post-Secondary Enrollment Options	Guidance on Documenting Academic Accommodations
Post-Secondary Enrollment Options	Guidance on Financial Aid
Post-Secondary Enrollment Options	Guidance on Identifying Interests and Abilities
Post-Secondary Enrollment Options	Guidance on Interpreting Career and Vocational Assessments
Post-Secondary Enrollment Options	Guidance on Joining the Military
Post-Secondary Enrollment Options	Guidance on Post-Secondary Programs for Students with Intellectual and Developmental Disabilities
Post-Secondary Enrollment Options	Guidance on Researching and Exploring Postsecondary Options
Post-Secondary Enrollment Options	Guidance on Post-Secondary Education Application and Enrolment Process
Post-Secondary Enrollment Options	Guidance on Technology Needs within a Post-Secondary Education Setting
Post-Secondary Enrollment Options	Guidance on Trade/Technical Schools
Post-Secondary Enrollment Options	Guidance on Universities (Public & Private)
Post-Secondary Enrollment Options	Post-Secondary Education Preparation Classes
Workplace Readiness Skills	Training on Active Listening
Workplace Readiness Skills	Training on Being Respectful
Workplace Readiness Skills	Training on Body Language
Workplace Readiness Skills	Training on Communication
Workplace Readiness Skills	Training on Conflict Resolution
Workplace Readiness Skills	Training on Cooperation
Workplace Readiness Skills	Training on Decision Making
Workplace Readiness Skills	Training on Empathy
Workplace Readiness Skills	Training on Good Manners
Workplace Readiness Skills	Training on Positive Attitude
Workplace Readiness Skills	Training on Problem Solving
Workplace Readiness Skills	Training on Professionalism
Workplace Readiness Skills	Training on Supporting Others
Workplace Readiness Skills	Training on Talking/Writing
Workplace Readiness Skills	Training on Teamwork
Workplace Readiness Skills	Training on Accessing their Community
Workplace Readiness Skills	Training on Appropriate Workplace Dress
Workplace Readiness Skills	Training on Appropriate Workplace Behavior
Workplace Readiness Skills	Training on Civic Engagement
Workplace Readiness Skills	Training on Community Participation
Workplace Readiness Skills	Training on Community Safety
Workplace Readiness Skills	Training on Developing Friendships
Workplace Readiness Skills	Training on Healthy Lifestyle
Workplace Readiness Skills	Training on Hygiene
Workplace Readiness Skills	Training on Money Management
Workplace Readiness Skills	Training on Nutrition/M Meal Preparation
Workplace Readiness Skills	Training on Services & Supports



**Table 5. Pre-Employment Transition Services included on the TSAT**

<b>Service Category</b>	<b>Service</b>
Workplace Readiness Skills	Training on Time Management
Workplace Readiness Skills	Training on Using a Cell Phone
Workplace Readiness Skills	Training on Using Transportation
Workplace Readiness Skills	Training on Financial Literacy
Workplace Readiness Skills	Training on Job Seeking Skills
Workplace Readiness Skills	Training on the Importance of Soft Skills for Employment
Workplace Readiness Skills	Training on Orientation and Mobility Skills
Workplace Readiness Skills	Training on Understanding Employer's Expectations for Punctuality and Performance
Instruction in Self-Advocacy	Instruction in Decision Making
Instruction in Self-Advocacy	Instruction in Developing Support Plans
Instruction in Self-Advocacy	Instruction in Disability Awareness
Instruction in Self-Advocacy	Instruction in Evaluating Options
Instruction in Self-Advocacy	Instruction in How to Disclose Information about a Disability
Instruction in Self-Advocacy	Instruction in How to be Assertive
Instruction in Self-Advocacy	Instruction in Identifying Independence
Instruction in Self-Advocacy	Instruction in Independently Monitoring Progress
Instruction in Self-Advocacy	Instruction in Knowing and Understanding Rights and Responsibilities
Instruction in Self-Advocacy	Instruction in Knowing How to Request and Accept Help
Instruction in Self-Advocacy	Instruction in Listening to Others Feelings and Opinions
Instruction in Self-Advocacy	Instruction in Problem Solving
Instruction in Self-Advocacy	Instruction in Requesting and Utilizing Accommodations
Instruction in Self-Advocacy	Instruction in Self-Awareness
Instruction in Self-Advocacy	Instruction in Setting Goals
Instruction in Self-Advocacy	Instruction in Self-Determination
Instruction in Self-Advocacy	Instruction in Taking a Leadership Role
Instruction in Self-Advocacy	Instruction in Understanding Intrinsic Motivation
Instruction in Self-Advocacy	Instruction in Using Positive Self-Talk and/or Affirmations
Instruction in Self-Advocacy	Peer Mentoring

## **APPENDIX E: SCHOOL CAPACITY BUILDING GUIDE**

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# **Transition Services Self-Assessment Tool (TSAT)**



## ***USER MANUAL AND DATA INTERPRETATION GUIDE***



# Transition Services Self-Assessment Tool (TSAT)

## USER MANUAL AND DATA INTERPRETATION GUIDE

### Overview and Purpose

You have downloaded this manual as a part of a larger statewide initiative to build collaborative partnerships between the Division of Vocational Rehabilitation (DVR) and local schools. Your access to this manual is an indication that you have completed the online self-assessment tool on the availability, accessibility, and coordination of transition services that align with one or more of pre-employment transition service categories that been identified under the *Workforce Innovation and Opportunities Act of 2014*. Thank you for your participation, and know that the information that you have provided will contribute to our states broader understanding of the statewide and regional accessibility and availability of school-based transition services.

In the meantime, this user manual is designed to support local teams in using the data that has been entered into the TSAT to evaluate the transition services that are available in their school, and to further develop and implement an action plan that address any gaps in services that the team identifies. This user manual will describe which stakeholders should be a part of each local team, and provide local teams with a series of discussion questions and activities that can help them to interpret the results of the TSAT and develop an action plan.

In order to successfully use this manual, a team must have access to the data that they have entered into the TSAT. If you have misplaced this information, please send an email to [transitiontool@wsu.edu](mailto:transitiontool@wsu.edu) with your request for a new summary report (please include the name of your school in your request).

### Goals and Objectives

The goals of this project include: (1) use the "Transition Services Self-Assessment Tool" to evaluate the extent to which transitions are available to potentially eligible students with disabilities in a school and district; (2) use the results from the assessment tool to support teams of stakeholders in developing a plan for addressing gaps in services that are identified in the assessment; and (3) support teams of stakeholders in the implementation of the data-driven plan that is developed from the assessment tool. This user manual will provide a step-by-step guide on how to work towards these goals and objectives.



## STEP 1: Build a District and/or School Transition Leadership Team

---

An important part of building capacity within a school and/or district is to identify and recruit a team of invested stakeholders who are interested in working towards a common task – in this case, improving school-based transition services. Depending on the scope of your objectives, you should plan to build a team at the school level, district level, or both. This section of the manual will help describe the various stakeholders who you should try to recruit as you develop a school and/or district *transition leadership* team. The approach that you will take to recruit these individuals to be a part of your team will vary based upon your school context.

These teams will need to work together to review evidence, evaluate the availability of school-based transition services, and develop and implement a data-driven plan for addressing gaps in services.

The ***District Transition Leadership Team*** should include people in as many of the following roles as possible:

- Special Education Director
- Transition Educational Specialist
- Special Education School Lead Representative(s)
- Career and Technical Education Director
- School Psychologist or Counselor Representative(s)
- DVR Counselor Liaison
- DVR Transition Consultant
- Student(s)
- Family(s)

Each ***School Transition Leadership Team*** should include people in as many of the following roles as possible:

- Special Education School Lead
- School Career and Technical Education Representative(s)
- School Psychologist or Counselor Representative(s)
- School Administrator
- DVR Counselor Liaison
- DVR Transition Consultant
- Student(s)
- Family(s)

Each District and School Transition Leadership team should identify a ***“Team Lead”*** whose responsibilities will include:

- Acting as a participating member of the team
- Facilitating the team problem solving process and constructive communication
- Promoting engagement and on-task behaviors among team members through good listening, reflections, questions, and big-picture thinking
- Maintaining meeting records, and notes; an effective digital file management system accessible to team members; and, an email list to provide summaries, updates, and encourage correspondence
- Scheduling team meetings as necessary

## STEP 2: Review the Transition Services Self-Assessment Tool

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After you have identified your transition leadership team, the next step is to schedule a 1-3 hour meeting with your team to review the results of the Transition Services Self-Assessment Tool (TSAT) and begin building an action plan that addresses any gaps that you have identified. Some teams will separate this meeting into two parts, others may prefer to do it all at once.

*As was previously indicated, in order to successfully review your schools data, a team must have access to the report generated by TSAT. If you have misplaced this information, please send an email to [transitiontool@wsu.edu](mailto:transitiontool@wsu.edu) with your request for a new summary report (please include the name of your school in your request).*

This section of the user manual will discuss the process that teams can go through to review the TSAT.

### Develop a Common Understanding of the Transition Services Self-Assessment Tool (TSAT)

To encourage a basic understanding of the TSAT, school teams should review the following overview:

The Transition Services Self-Assessment Tool (TSAT) has been purposely designed to provide information about the availability and coordination of school based transition services that align with one or more of the pre-employment transition services identified in the Workforce Investment and Opportunities Act of 2014. Pre-Employment Transition Services include activities that fall within five broad domains: (1) job exploration counseling; (2) work-based learning experiences; (3) counseling on post-secondary enrollment options; (4) workplace readiness training; and (5) instruction in self-advocacy and peer mentoring. The TSAT is web-based and consists of 97-items. It is designed to be completed by one or more school "transition services expert". Upon completion of the assessment, the data is recorded for statewide and regional use and interpretation, and the respondent is provided with the opportunity to download a summary report that summarizes their responses. This guide is focused on the use and interpretation of a respondents downloaded summary report.

#### Types of Questions Included on the TSAT

There are three question asked about each service included on the TSAT:

1. **Availability** refers to whether or not a respondent knows a particular service to be available in their school. This question is recorded as either "Yes" or "No".
2. **Accessibility** refers to a respondents best estimate of the total percentage of students with disabilities in their school who access a particular service. Students with disabilities include students who are on an IEP or 504 plan. This question type can be answered on a five-point continuum between 0-100%.
3. **Coordination** refers to a respondents best estimate of the total percentage of time that a service is delivered in coordination with Vocational Rehabilitation. For example, if a career related guest speaker comes to talk with students five times a year, a respondent will indicate their best estimate of the percentage of time that this activity is coordinated in partnership with Vocational Rehabilitation (on a five-point continuum between 0-100%). It is not uncommon for this percentage to be zero, or very low.

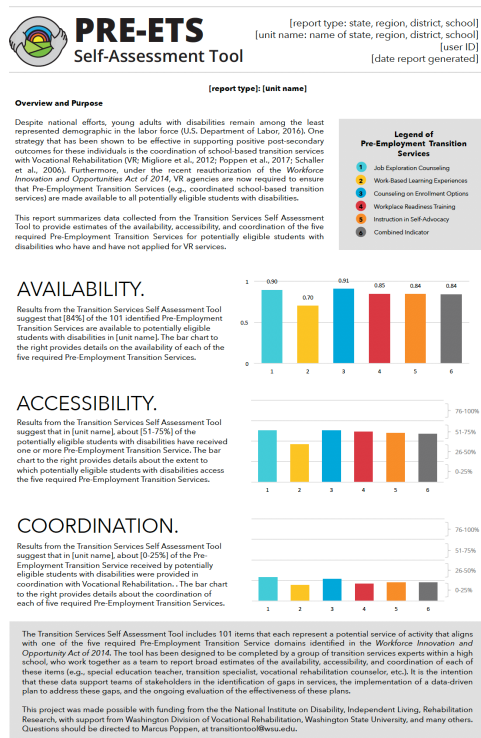
## Orientation to the Summary Report

The downloaded summary report should be distributed to members of the transition leadership team, and a basic overview of the report should be provided.

The report consists of seven pages, and throughout the report, colors and the numbers 1-6 are used to represent the five pre-employment transition service domains, and a combined indicator. The first page of the report provides an overall summary of the availability, accessibility, and coordination of the 97 pre-employment transition services, which include: (1) Job Exploration Counseling with 9-items, (2) Work Based Learning with 13-items, (3) Counseling on Enrollment in Post-Secondary Education Options with 20-items, (4) Workplace Readiness Training with 35-items, and (5) Instruction in Self-Advocacy with 20-items. The combined indicator (6) summarizes data from each of the 97 services.

The images below highlight key elements of the report that teams should review prior to beginning the data use and interpretation process.

### Orientation to the Summary Report (First Page)



**Legend.** Describes the colors and

pre-employment transition services.

**Availability.** Estimates the percentage of

**Accessibility.** Broad categorical estimate

50%; 2-3 = 51-75%; 3-4 = 76-100%).

**Coordination.** Broad categorical estimate

2-3 = 51-75%; 3-4 = 76-100%).

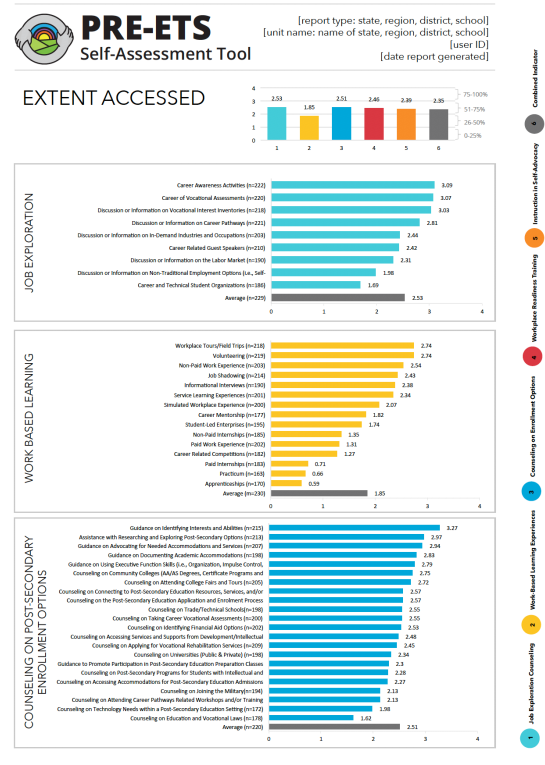
## Orientation to the Summary Report (Pages 2-7)

**Legend.** Describes the colors and  
pre-employment transition services.

**Summary Table.** Summary of availability,  
pre-employment transition service domain

**Service Domain.** Items within these boxes

between 3-4 = 76-100%.



## Facilitated Discussion of Observations

Once your team has a common understanding the TSAT and is familiar with the layout and content of the summary report, the data that is included in the report should be used to guide a discussion of observations. This discussion should begin with broad observations, which are slowly narrowed into specific action items. It is a common propensity for teams to jump right to action planning, without sufficiently discussing the various stories that the data can tell them. Doing so can overlook important themes that can be addressed. Facilitating this group discussion requires effective leadership and redirection skills, and is a good task for a “team lead”.

While reviewing the data there are a couple of things to keep in mind: (1) it is important to understand that the data they lack the type of precision that would be found in student level data. For this reason, the results from the assessment are intended to serve as *broad estimates* and are to be used to identify general strengths and areas of need (e.g., as a starting point for discussions). These data may not represent everything that is going on in your school, and may be missing key perspectives from members of your team; (2) Furthermore, these data should not be used as indicators of quality; just because something is available, accessible, or coordination does not mean that it is implemented in such a way that will be helpful to students.

The following questions can be used alongside the TSAT data to facilitate interpretation.

### **Guiding Discussion Questions to Facilitate Interpretation**

1. *Looking only at the first page of data, what jumps out to you in the areas of availability, accessibility, and coordination of transition services?*
2. *When looking at the estimated availability, extent accessed, and coordination of **transition services on pages 2 through 7** of the report, **what observations can we make?** For example, are there any domains where all of the services are available, accessed, or coordinated more or less often than the combined indicator; or, does it look like domains which are offered less often have some services that are offered a lot and some services that are offered less often?*
3. *In what ways are the observations that we're making consistent or inconsistent with what we know about the transition programming in our school? Do these data accurately tell the story of services for students in our [district/school]? If not, what adjustments do we need to make? Go ahead and make these adjustments to your reports now.*
4. *When thinking about the students in your [district/school] who have **not had access** to these services, **what factors are contributing to this** (e.g., age, gender, race or ethnicity, language, disability type, alignment with post-secondary goals or interests, program participation, motivation, factors outside of school, etc.)?*
5. *After reflecting on these questions, in what areas does it seem like your [district/school] is excelling? And, in what areas do you think there is room for improvement?*
6. *After reviewing the data and responses to these questions, please identify three to five gaps in services that you as a team feel are a priority for your team?*

Please see Appendix A for common responses to these questions. The sample observations provided may not fit your data exactly, but they can give you and your team an idea of the types of observations that have helped to lead teams in the direction of action planning in the past.

## From Guiding Question to Action Planning

After your team has had an opportunity discuss some of the big picture observations based upon the data, it's now time for your team to identify one to three specific gaps in services that you hope to address. This process is aimed at utilizing the skills and roles of people on the team to accomplish a common goal that aligns with one or more gaps in services that were identified in the last question from the previous process.

### ***From Guiding Questions to Action Planning***

1. *What are the gaps of services that your team identified as a priority?*
2. *Which of these gaps, if addressed, is most likely to have an influence on the post-secondary outcomes of our students? And Why?*
3. *Which of these gaps do we, a team, have the support and skills to address?*
4. *Which of these gaps are most interesting to us, and do we want to focus on?*
5. *What is the first gap that we are going to work to address in an action plan?*

## STEP 3: Developing an Action Plan

---

Once your team has completed the first two steps of this user guide, your team is ready to develop an action plan! A focused team will be able to complete Steps 2 and 3 in a single meeting; however, some teams have chosen to break between steps, and focus on Step 3 in a separate meeting. Completing both of these steps together is the recommended approach, as it's easier for teams to remember "why" their working to address a specific gap.

### ***Establishing Goals and Objectives and Determining Criteria for Success***

After completing the assessment and reviewing the assessment data, the next step in the process is to identify one or more goals that you and your team would like to work towards in the upcoming school year. The goal that you identify should be informed by the assessment data and conversations that you have had as a team, and should reflect the multiple perspectives and input from each of your team members. A helpful framework for goal development includes are SMART Goals: **S**pecific **M**easurable **A**ttainable **R**elevant and **T**ime-Bound. For the purpose of this exercise, teams are encouraged to think about programmatic, or structural, changes that they can implement so that the impact is lasting.

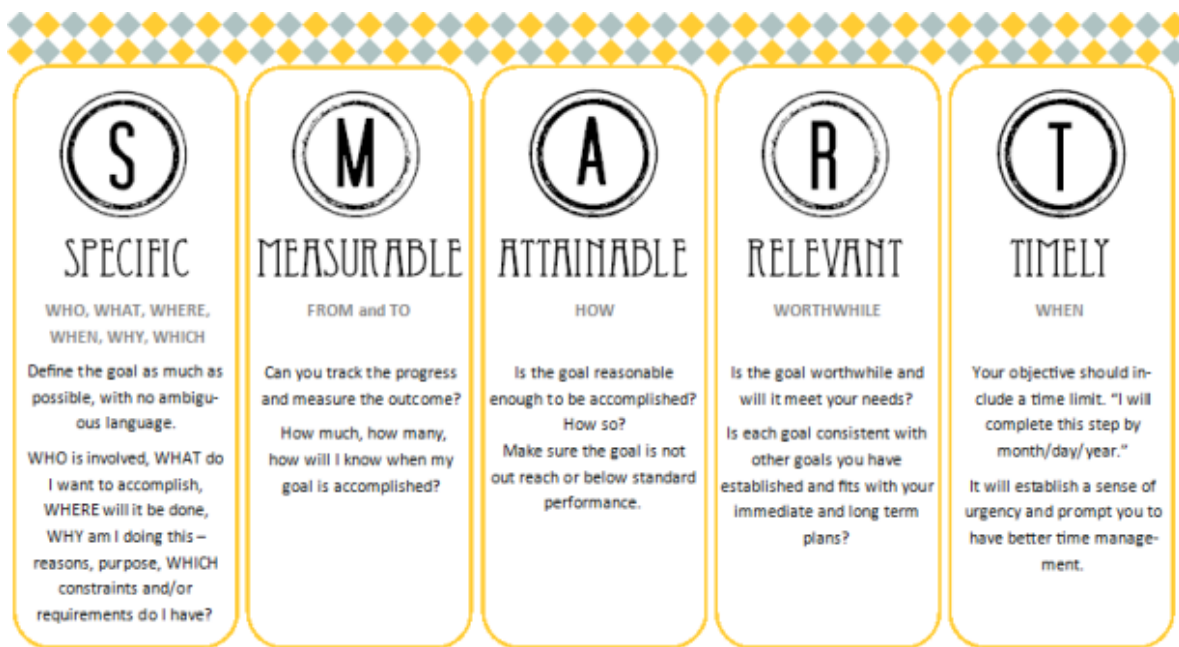


photo credit: simplynourishingblog.wordpress.com

Included as Appendix B in this user guide, team members will also find the “Transition Self-Assessment Tool Action Plan” document. This one page worksheet is intended to help teams in recording their goal(s) and determine criteria for success. Once a team has arrived to a SMART goal that they would like to work towards, they should shift their attention to this plan and identify the specific tasks that need to be completed in order to meet the goal, and which people will be responsible for completing these tasks and when. In this action plan, team members are also asked to brainstorm potential roadblocks, strategies that they will use to overcome these roadblocks, and what criteria they will use as evidence that their goal was met. Moreover, team members are asked to reflect on the overall outcomes that will be expected as a result of their goal being met, and provide any indication of additional stakeholders who need to be involved, and what supports they might need throughout the process.

**PRE-ETS**  
Self-Assessment Tool

Transition Self-Assessment Tool (TSAT) Action Plan

Date:	District:	School:	Team Lead:
Team Members and Roles:			
Goal:			
Tasks to Achieve Goals:	Person(s) Responsible:	Date(s) for Completion:	
Possible Roadblocks:		Strategies to Overcome Roadblocks:	
Evidence that Your Goal was Met:		Data Sources for Evidence:	
Outcomes Expected as a Result of Meeting your Goal:			
Additional Stakeholders:		Additional Supports Needed:	

transitiontool@wsu.edu      pssu.wsu.edu

## Plan Implementation and Progress Monitoring

The last, and most important part of this process is to implement the action plan. In order to accomplish this, you and your teams are encouraged to come together on a regular basis (e.g., monthly) to report on the progress that has been made towards your action plan, and to make revisions or set new goals as needed. It is also encouraged that teams communicate electronically on their process, and remain focused addressing the specific gap that they have identified as a team.

If your team is interested in receiving more support in this process, please contact [transitiontool@wsu.edu](mailto:transitiontool@wsu.edu).



## **Appendix A:**

### Sample Observations from Guiding Questions



# TRANSITION

## Services Self-Assessment Tool

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### **Sample Observations from Guiding Questions**

#### **1. Observations about Global Data**

- a. *Coordination is lower than the rest of the pre-employment transition service domains*
- b. *Accessibility is lower than availability*
- c. *Work based learning is the lowest domain in each of the question types*
- d. *Job exploration counseling is the highest coordinated activity, but the second lowest that is available and accessed.*
- e. *Job exploration counseling and counseling on enrollment options are coordinated more often than work based learning, workplace readiness training, and instruction in self-advocacy.*

#### **2. Observations about Specific Data**

- a. *There are more services being offered than not!*
- b. *There isn't one service that isn't available in at least 1 of the schools.*
- c. *There is area for growth possible in the availability of work-based learning experiences, and job exploration counseling.*
- d. *Work based learning is the lowest in accessibility of all the five categories.*
- e. *Job exploration counseling is the second lowest in accessibility of all the five categories.*
- f. *Students have the most access to work based readiness.*
- g. *We might want to go back to the accessibility of instruction in self-advocacy*

#### **3. Factors contributing to students not accessing Pre-Employment Transition Services**

- a. *Schedule*
- b. *Case manager (maybe don't they have one)*
- c. *Maybe they're getting this in a different setting*
- d. *Disability type*
- e. *Gender/Sex*
- f. *Families*

#### **4. Strengths, and areas for improvement**

- a. *There are more services being offered than not.*
- b. *There isn't one service that isn't available in at least 1 of the schools.*
- c. *Students have a lot of access to work based readiness services*
- d. *Would like to see more work-based learning and job exploration activities accessed by potentially eligible students with disabilities.*

#### **5. Three to Five Gaps Services that we, as a team, feel are a priority:**

- a. *Increase Availability of Work-based Learning Experiences*
- b. *Increase Accessibility of Job-Exploration Activities*
- c. *Improving coordination of services with Vocational Rehabilitation (VR)*

## **Appendix B:**

### Action Plan and Action Plan Sample



# TRANSITION

Services Self-Assessment Tool

## *Transition Self-Assessment Tool (TSAT) Action Plan*

<b>Date:</b>		
<b>District:</b>	<b>School:</b>	<b>Team Lead:</b>
<b>Team Members:</b>		
<b>The Gap in Services that Needs to Be Addressed through this Action Plan:</b>		
<b>Goal to Address Gap:</b>		
<b>Tasks to Achieve Goals:</b>	<b>Person(s) Responsible:</b>	<b>Date(s) for Completion:</b>
<b>Possible Roadblocks:</b>	<b>Strategies to Overcome Roadblocks:</b>	
<b>Evidence that Your Goal was Met:</b>	<b>Data Sources for Evidence:</b>	
<b>Additional Stakeholders Needed (if needed):</b>	<b>Additional Supports Needed:</b>	



# TRANSITION

## Services Self-Assessment Tool

### Transition Self-Assessment Tool (TSAT) Action Plan

<b>Date:</b>		
<b>District:</b>	<b>School:</b>	<b>Team Lead:</b>
<b>Team Members:</b> <i>Team Lead, Sped Teacher, CTE Teacher, School Counselor, Administrator</i>		
<b>The Gap in Services that Needs to Be Addressed through this Action Plan:</b> <i>Students in our school have limited access to the specific job exploration counseling activity of "informational interviews" because this isn't something we've addressed in the past.</i>		
<b>SMART Goal to Address Gap:</b> <i>We will invite one business partner a month into the school for lunch sessions to share information about their business with students with a document disability (IEP or 504 plan) during the months of January, February, March, April, and May.</i>		
<b>Tasks to Achieve Goals:</b>	<b>Person(s) Responsible:</b>	<b>Date(s) for Completion:</b>
<ul style="list-style-type: none"><li><i>Informal Career Interest Survey of all students ages 16-21 with a documented disability (IEP or 504 plan)</i></li><li><i>Using data from the Informal Career Interest Inventory, draft and send an informational letter inviting business participation</i></li><li><i>Identify Dates, Times, Locations within the school for lunch sessions</i></li><li><i>Send out confirmation emails to business to confirm participations, and times</i></li><li><i>Draft and distribute invitation to students and families</i></li><li><i>Draft agenda and talking points for the businesses</i></li><li><i>Draft questions for students to ask business partners</i></li><li><i>Remind business partners two weeks prior to their visit</i></li><li><i>Identify a teacher to facilitate and supervise students during the informational interview</i></li><li><i>Host informational interview</i></li></ul>	<ul style="list-style-type: none"><li><i>Sped Teacher</i></li><li><i>CTE Teacher</i></li><li><i>Administrator</i></li><li><i>CTE Teacher</i></li><li><i>School Counselor</i></li><li><i>School Counselor</i></li><li><i>Sped Teacher</i></li><li><i>CTE Teacher</i></li><li><i>Team Lead</i></li><li><i>ALL</i></li></ul>	<ul style="list-style-type: none"><li><i>October</i></li><li><i>November</i></li><li><i>November &amp; December</i></li><li><i>December</i></li><li><i>December</i></li><li><i>December</i></li><li><i>Two weeks before visits</i></li><li><i>December-May</i></li><li><i>December-May</i></li></ul>
<b>Possible Roadblocks:</b>	<b>Strategies to Overcome Roadblocks:</b>	

<ul style="list-style-type: none"> <li>• <b>Lack of Business Engagement</b></li> <li>• <b>Stack of Student Engagement</b></li> <li>• <b>Staff Supervision</b></li> <li>• <b>Exposure and Advertising of the Event</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>CTE teacher will work with Division of Vocational Rehabilitation (DVR), Worksource, and district CTE department to identify potential business partners.</b></li> <li>• <b>Administrator will work to identify incentives for students attending the informational sessions</b></li> <li>• <b>Each team member commits to at least one months supervision</b></li> <li>• <b>Team Lead organizes letters home, emails, morning announcements, social media, staff meetings, etc.</b></li> </ul>
<b>Evidence that Your Goal was Met:</b>	<b>Data Sources for Evidence:</b>
<ul style="list-style-type: none"> <li>• <b>Student Participation</b></li> <li>• <b>Students provide feedback on each session that they attend via an exit survey</b></li> <li>• <b>Business feedback via an exit survey</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attendance/Sign-in Sheet tracked by the Team Lead</b></li> <li>• <b>Exit Survey for students developed by Special Education Teacher</b></li> <li>• <b>Exit Survey for business developed by the CTE</b></li> </ul>
<b>Additional Stakeholders Needed (if needed):</b> <ul style="list-style-type: none"> <li>• <b>District CTE Staff</b></li> <li>• <b>DVR</b></li> <li>• <b>Worksource</b></li> <li>• <b>Local Business Partners</b></li> <li>• <b>District Communications</b></li> <li>• <b>Family Members</b></li> </ul>	<b>Additional Supports Needed:</b> <ul style="list-style-type: none"> <li>• <b>Pre-ETS Workshops Coordinated by Team Lead:</b> <ul style="list-style-type: none"> <li>○ <b>Preparing for Informational Interviews</b></li> <li>○ <b>Non-verbal communication</b></li> <li>○ <b>First Impressions</b></li> </ul> </li> <li>• <b>Supports with Incentives (coordinated by administrator)</b></li> </ul>

## **APPENDIX F: STATEWIDE, REGIONAL, AND ESD SUMMARY REPORTS**

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# TRANSITION

## Services Self-Assessment Tool

State level report  
Washington  
2019-20 Fall

Prepared by Marcus Poppen, April 2020

### Overview and Purpose

Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2019). One strategy that has been shown to be effective in supporting positive post-secondary outcomes for these individuals is the coordination of school-based transition services with Vocational Rehabilitation (VR; Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006). Furthermore, under the reauthorization of the *Workforce Innovation and Opportunity Act of 2014*, VR agencies are now required to ensure that Pre-Employment Transition Services (e.g., coordinated school-based transition services) are made available to all potentially eligible students with disabilities.

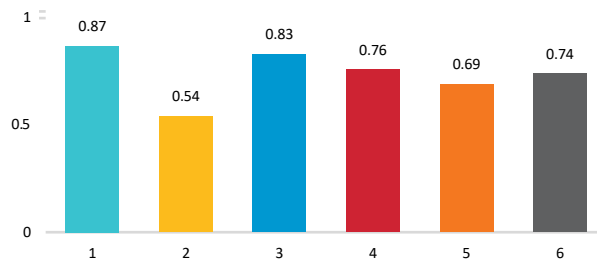
This report summarizes data collected from the Transition Services Self Assessment Tool to provide estimates of the availability, accessibility, and coordination of school based services that align with the five required Pre-Employment Transition Services.

#### Legend of Pre-Employment Transition Services

- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Workplace Readiness Training
- 5 Instruction in Self-Advocacy
- 6 Combined Indicator

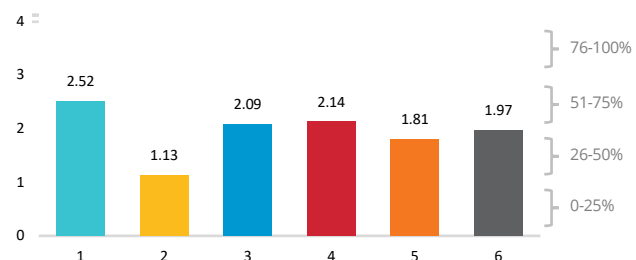
## AVAILABILITY.

Results from the Transition Services Self Assessment Tool suggest that on average, 74% of the 97 transition services on the assessment are available in the sampled schools.



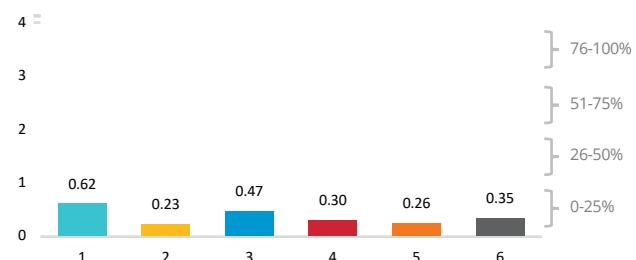
## ACCESSIBILITY.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 26-50% of all potentially eligible students with disabilities participated in these school-based transition services.



## COORDINATION.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 1-25% of the school-based transition services delivered were done so in coordination with VR.



The Transition Services Self Assessment Tool includes 97 items that each represent a potential service or activity that aligns with one of the five required Pre-Employment Transition Service domains identified in the *Workforce Innovation and Opportunity Act of 2014*. The tool has been designed to be completed by a group of transition services experts within a high school, who work together as a team to report broad estimates of the availability, accessibility, and coordination of each of these items (e.g., special education teacher, transition specialist, vocational rehabilitation counselor, etc.). It is the intention that these data support teams of stakeholders in the identification of gaps in services, the implementation of a data-driven plan to address these gaps, and the ongoing evaluation of the effectiveness of these plans.

This project was made possible with support from Washington Division of Vocational Rehabilitation, the the National Institute on Disability, Independent Living, Rehabilitation Research, Washington State University, and many others. Questions should be directed to Dr. Marcus Poppen, at [transitiontool@wsu.edu](mailto:transitiontool@wsu.edu).





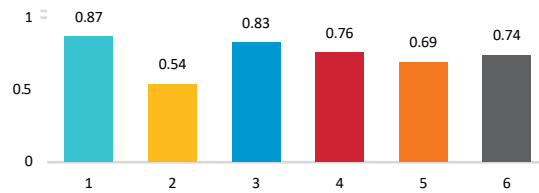
# TRANSITION

## Services Self-Assessment Tool

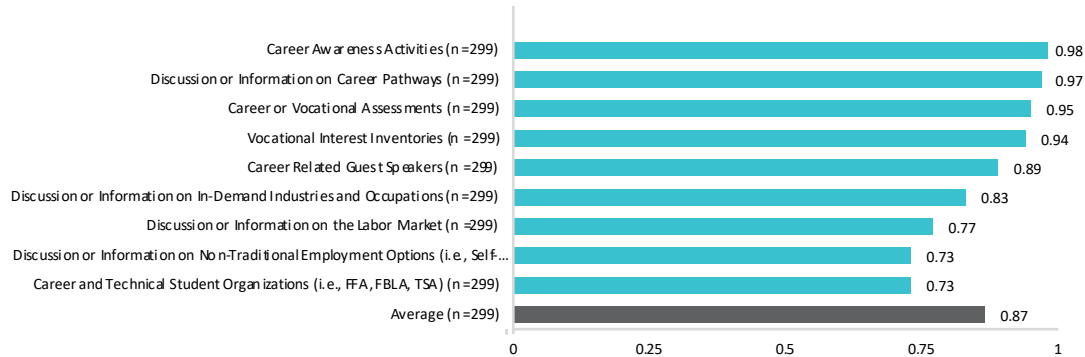
State level report  
Washington  
2019-20 Fall

Prepared by Marcus Poppen, April 2020

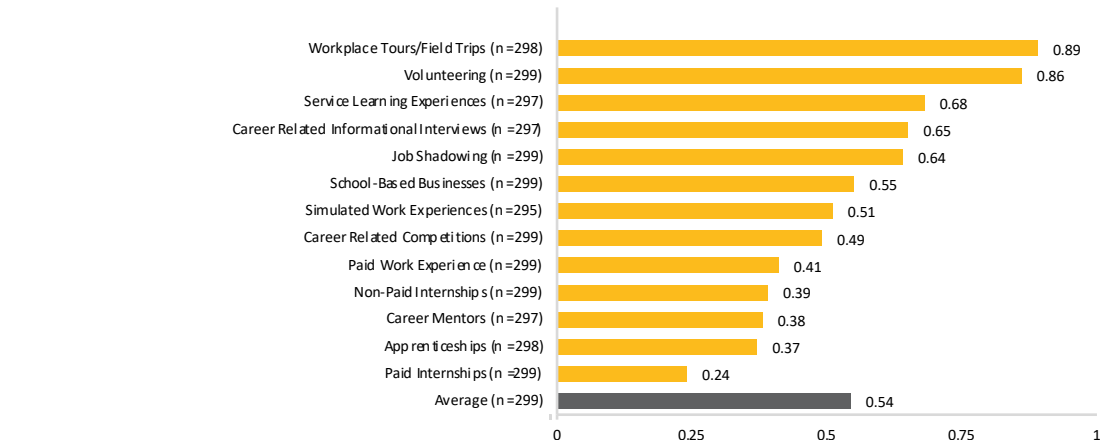
### AVAILABILITY



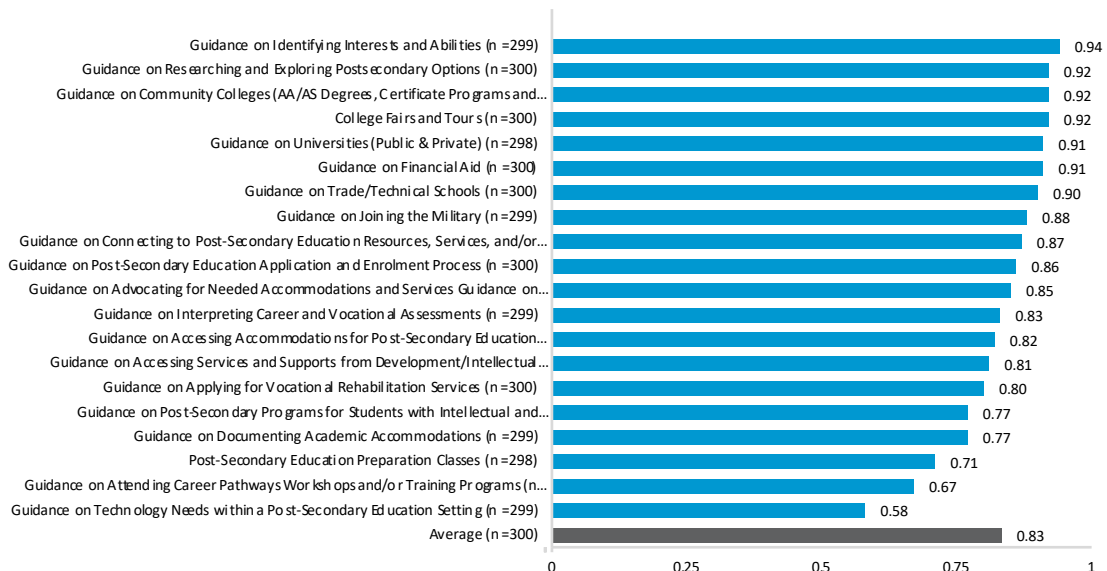
#### JOB EXPLORATION



#### WORK BASED LEARNING



#### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



Combined Indicator

6

Instruction in Self-Advocacy

5

Workplace Readiness Training

4

Counseling on Enrollment Options

3

Work-Based Learning Experiences

2

Job Exploration Counseling

1



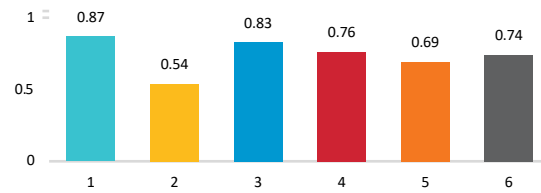
# TRANSITION

## Services Self-Assessment Tool

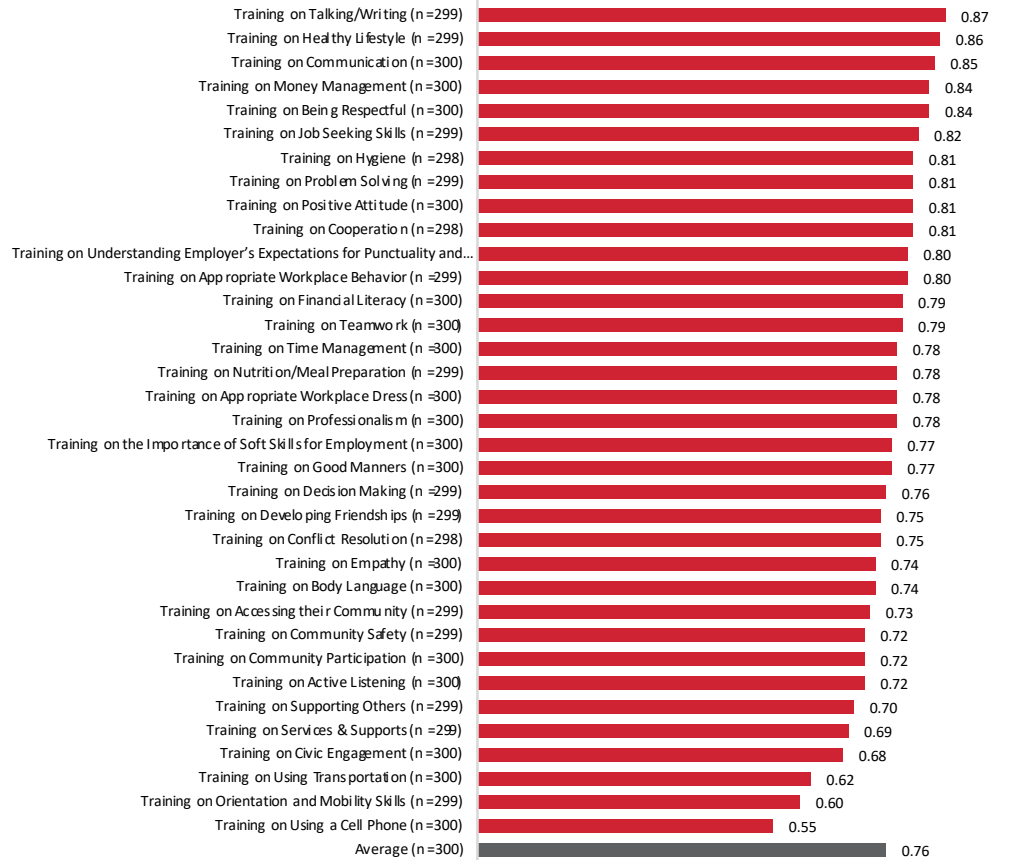
State level report  
Washington  
2019-20 Fall

Prepared by Marcus Poppen, April 2020

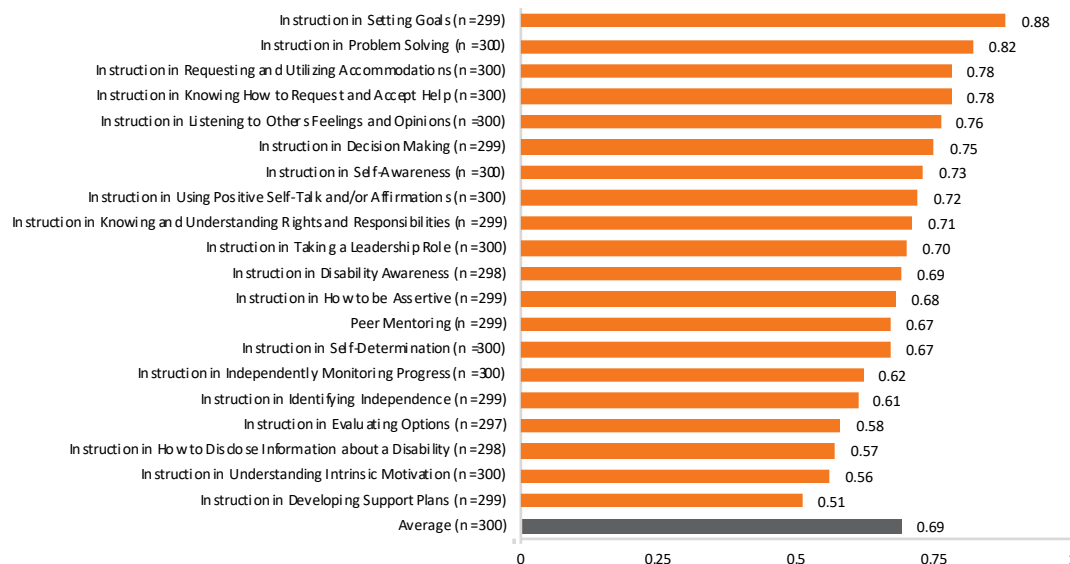
### AVAILABILITY



#### WORKPLACE READINESS TRAINING



#### INSTRUCTION IN SELF-ADVOCACY



Combined Indicator

6

Instruction in Self-Advocacy

5

Workplace Readiness Training

4

Counseling on Enrollment Options

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Work-Based Learning Experiences

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Job Exploration Counseling

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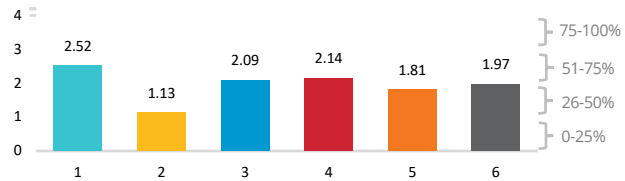


# TRANSITION

## Services Self-Assessment Tool

State level report  
Washington  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

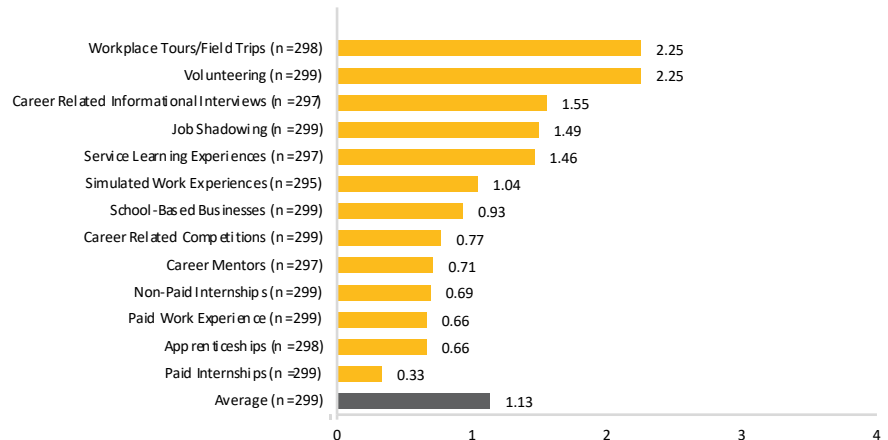
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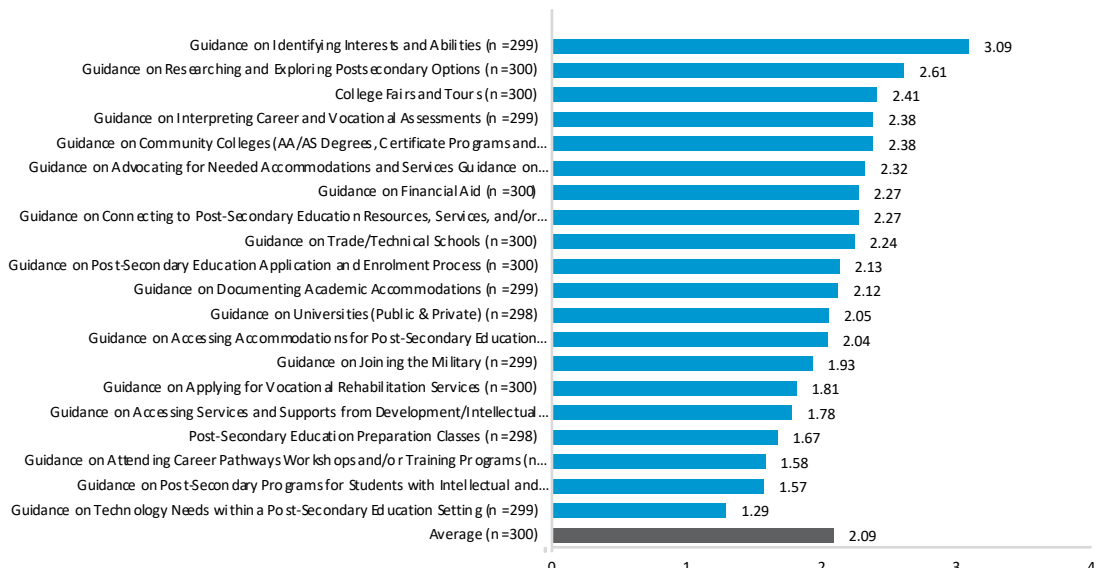
### JOB EXPLORATION



### WORK BASED LEARNING



### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



Combined Indicator

6

Instruction in Self-Advocacy

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Workplace Readiness Training

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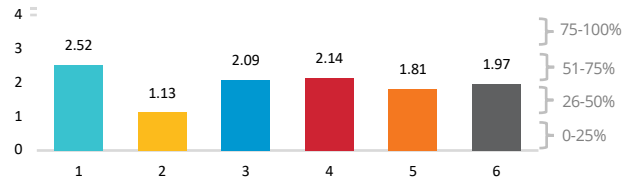
# TRANSITION

## Services Self-Assessment Tool

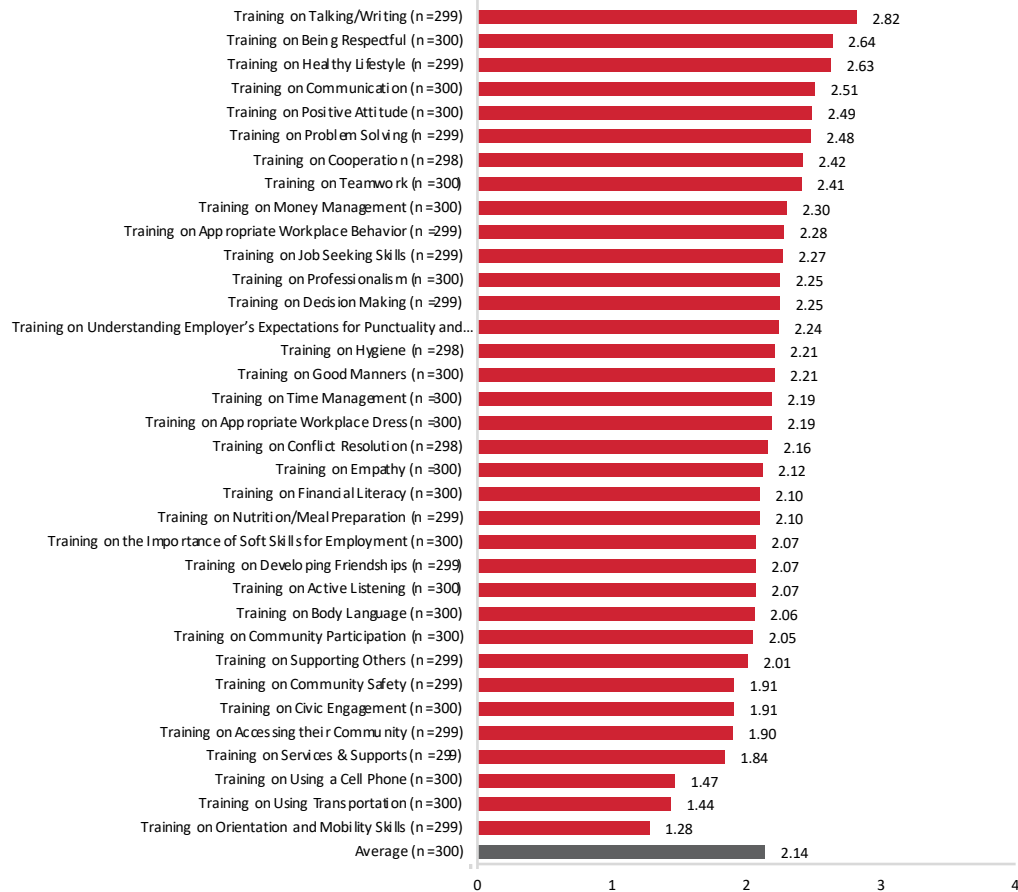
State level report  
Washington  
2019-20 Fall

Prepared by Marcus Poppen, April 2020

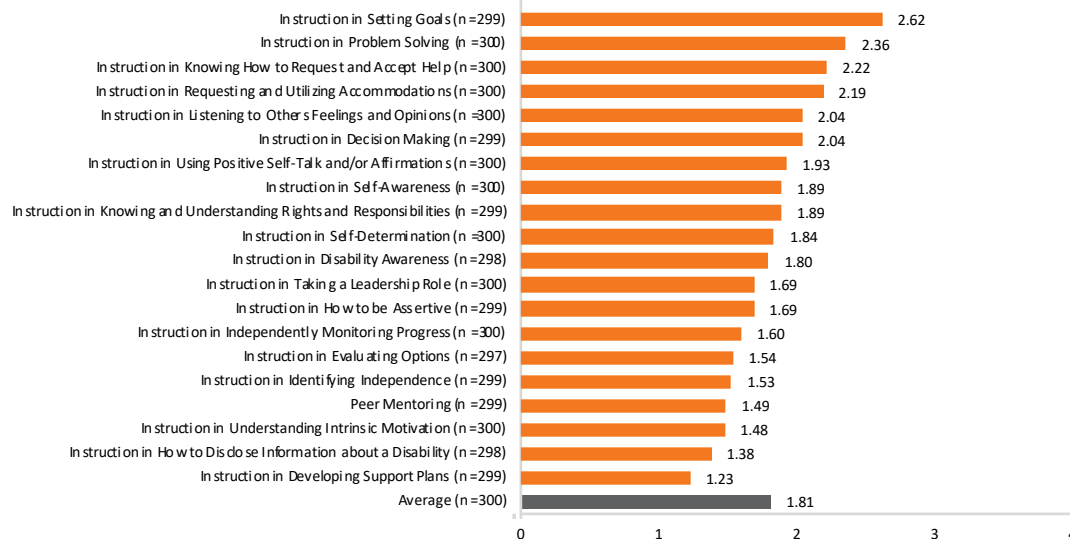
### EXTENT ACCESSED



### WORKPLACE READINESS TRAINING



### INSTRUCTION IN SELF-ADVOCACY



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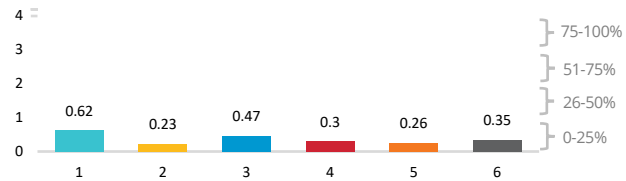
# TRANSITION

## Services Self-Assessment Tool

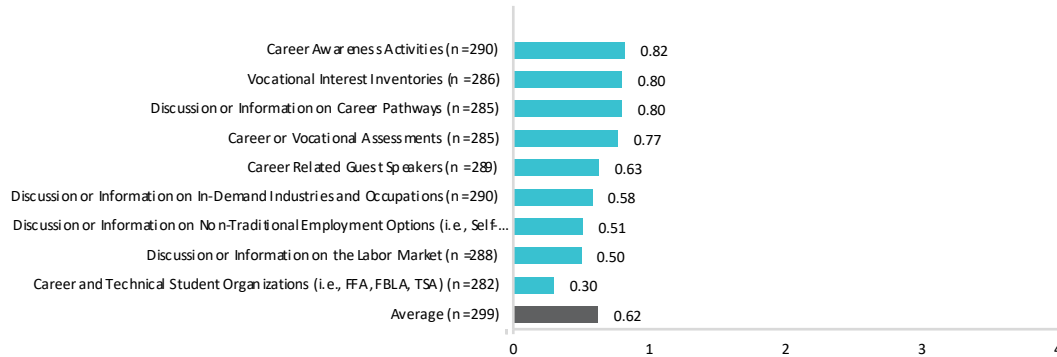
State level report  
Washington  
2019-20 Fall

Prepared by Marcus Poppen, April 2020

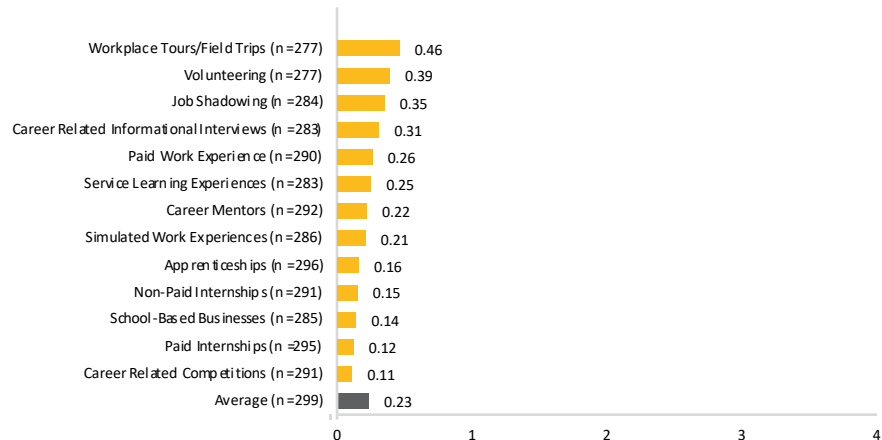
### EXTENT COORDINATED WITH VOCATIONAL REHABILITATION



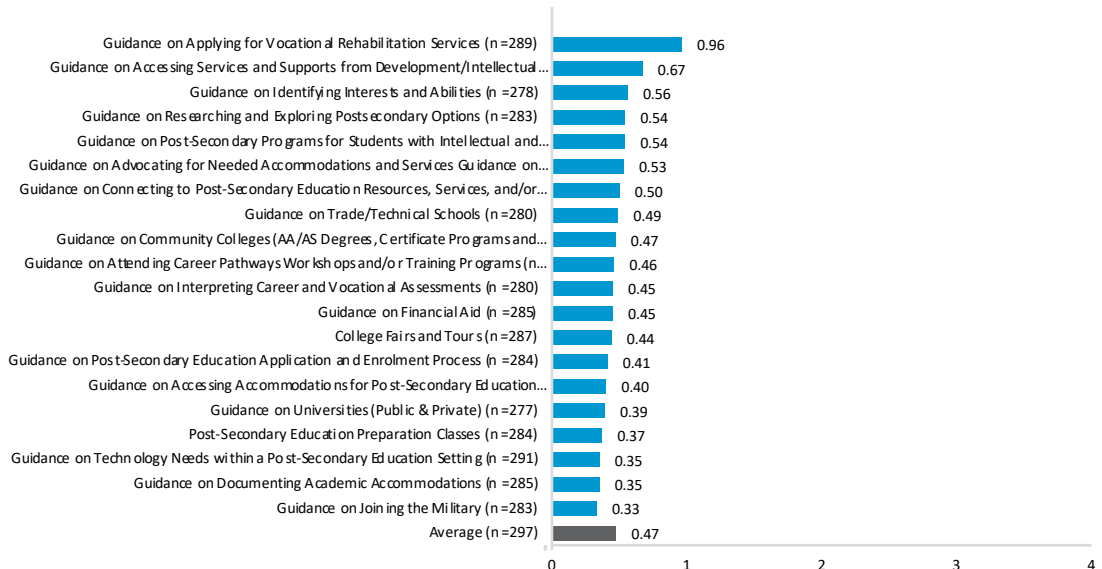
#### JOB EXPLORATION



#### WORK BASED LEARNING



#### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



Combined Indicator

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Instruction in Self-Advocacy

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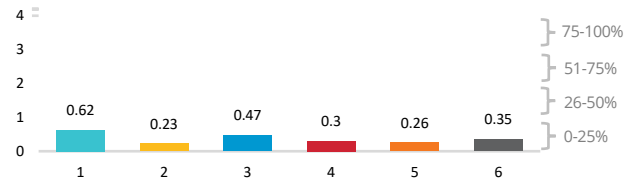
# TRANSITION

## Services Self-Assessment Tool

State level report  
Washington  
2019-20 Fall

Prepared by Marcus Poppen, April 2020

## EXTENT COORDINATED WITH VOCATIONAL REHABILITATION



### WORKPLACE READINESS TRAINING



### INSTRUCTION IN SELF-ADVOCACY



Combined Indicator

Instruction in Self-Advocacy

Workplace Readiness Training

Counseling on Enrollment Options

Work-Based Learning Experiences

Job Exploration Counseling

1



# TRANSITION

## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 1  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

### Overview and Purpose

Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2019). One strategy that has been shown to be effective in supporting positive post-secondary outcomes for these individuals is the coordination of school-based transition services with Vocational Rehabilitation (VR; Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006). Furthermore, under the reauthorization of the *Workforce Innovation and Opportunity Act of 2014*, VR agencies are now required to ensure that Pre-Employment Transition Services (e.g., coordinated school-based transition services) are made available to all potentially eligible students with disabilities.

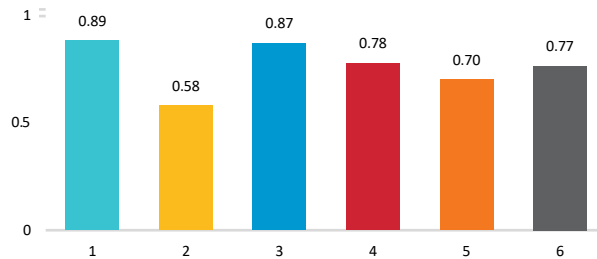
This report summarizes data collected from the Transition Services Self Assessment Tool to provide estimates of the availability, accessibility, and coordination of school based services that align with the five required Pre-Employment Transition Services.

#### Legend of Pre-Employment Transition Services

- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Workplace Readiness Training
- 5 Instruction in Self-Advocacy
- 6 Combined Indicator

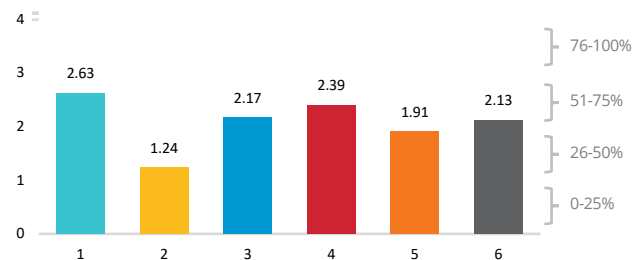
## AVAILABILITY.

Results from the Transition Services Self Assessment Tool suggest that on average, 77% of the 97 transition services on the assessment are available in the sampled schools.



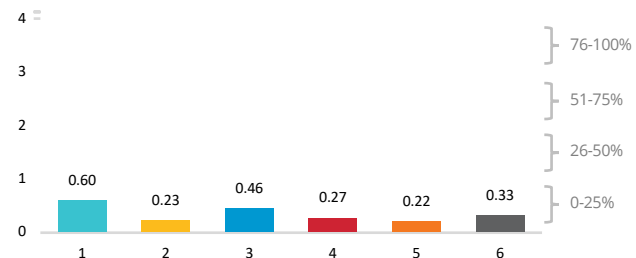
## ACCESSIBILITY.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 51-75% of all potentially eligible students with disabilities participated in these school-based transition services.



## COORDINATION.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 1-25% of the school-based transition services delivered were done so in coordination with VR.



The Transition Services Self Assessment Tool includes 97 items that each represent a potential service or activity that aligns with one of the five required Pre-Employment Transition Service domains identified in the *Workforce Innovation and Opportunity Act of 2014*. The tool has been designed to be completed by a group of transition services experts within a high school, who work together as a team to report broad estimates of the availability, accessibility, and coordination of each of these items (e.g., special education teacher, transition specialist, vocational rehabilitation counselor, etc.). It is the intention that these data support teams of stakeholders in the identification of gaps in services, the implementation of a data-driven plan to address these gaps, and the ongoing evaluation of the effectiveness of these plans.

This project was made possible with support from Washington Division of Vocational Rehabilitation, the the National Institute on Disability, Independent Living, Rehabilitation Research, Washington State University, and many others. Questions should be directed to Dr. Marcus Poppen, at [transitiontool@wsu.edu](mailto:transitiontool@wsu.edu).

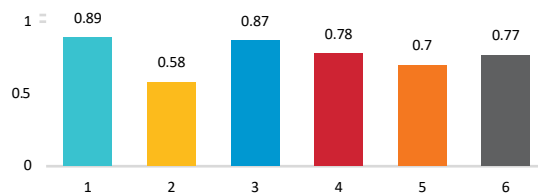


# TRANSITION

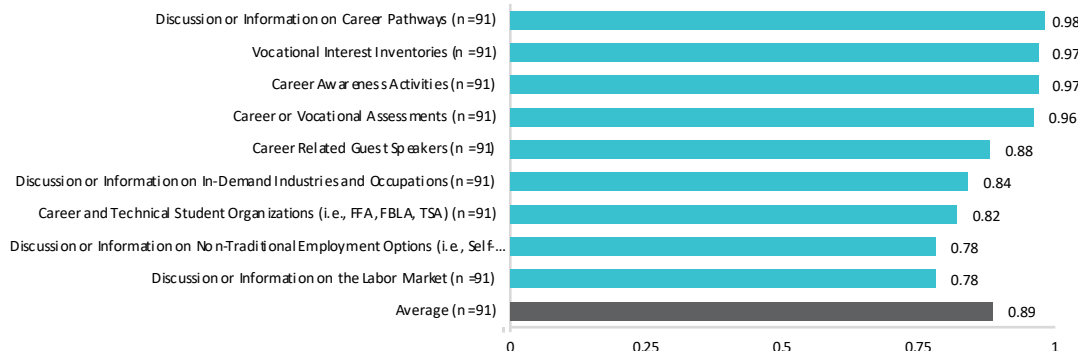
## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 1  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

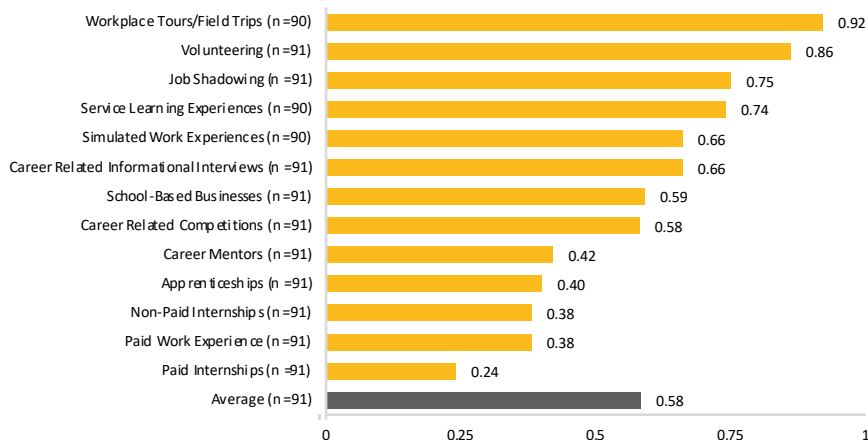
### AVAILABILITY



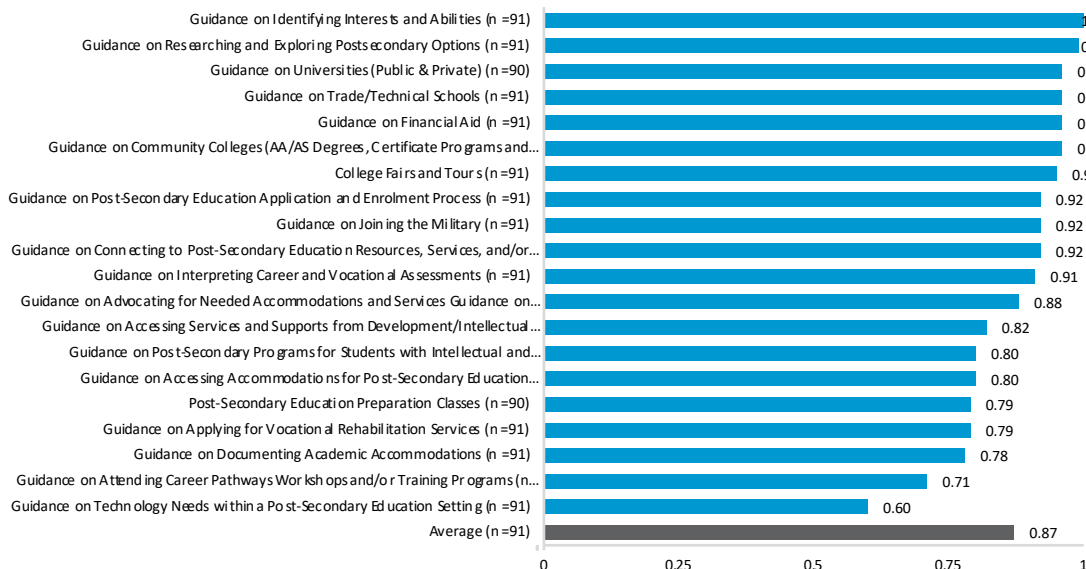
### JOB EXPLORATION



### WORK BASED LEARNING



### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



6 Combined Indicator

5 Instruction in Self-Advocacy

4 Workplace Readiness Training

3 Counseling on Enrollment Options

2 Work-Based Learning Experiences

1 Job Exploration Counseling



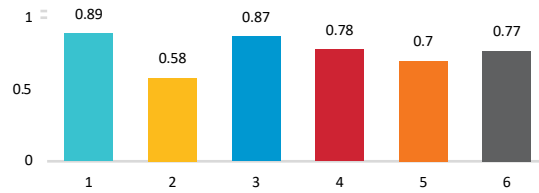


# TRANSITION

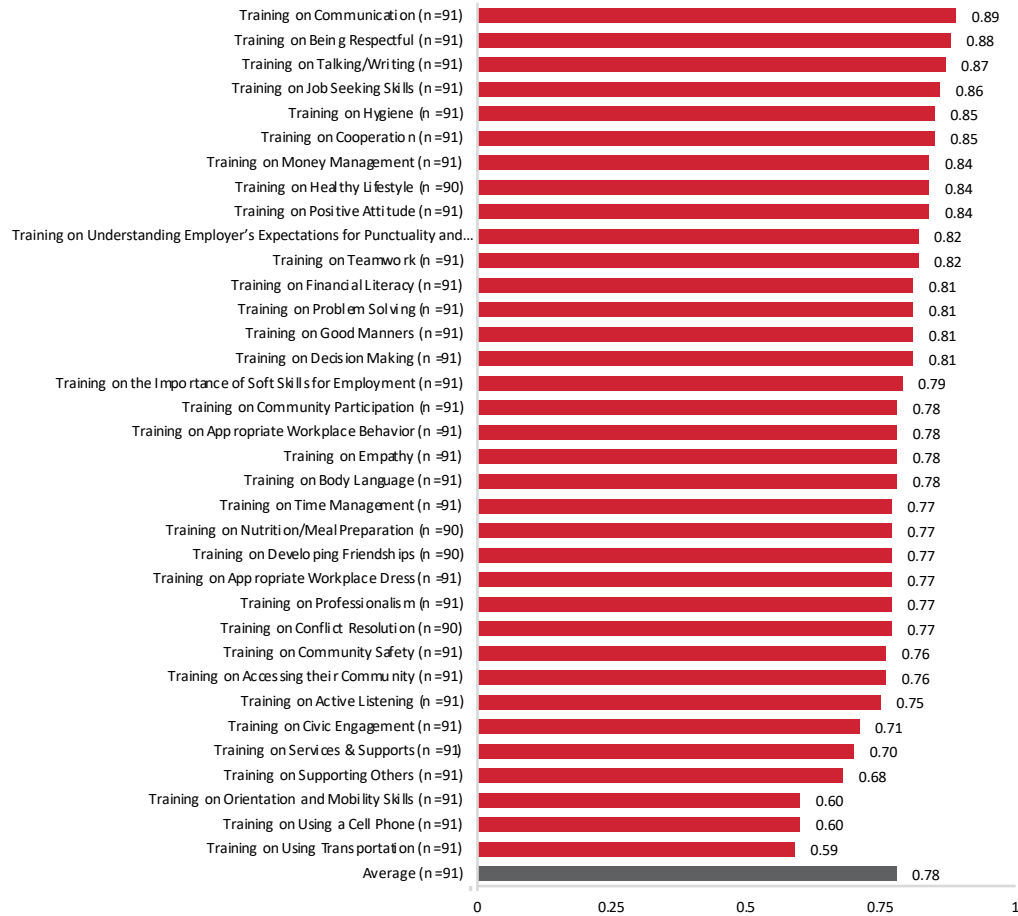
## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 1  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

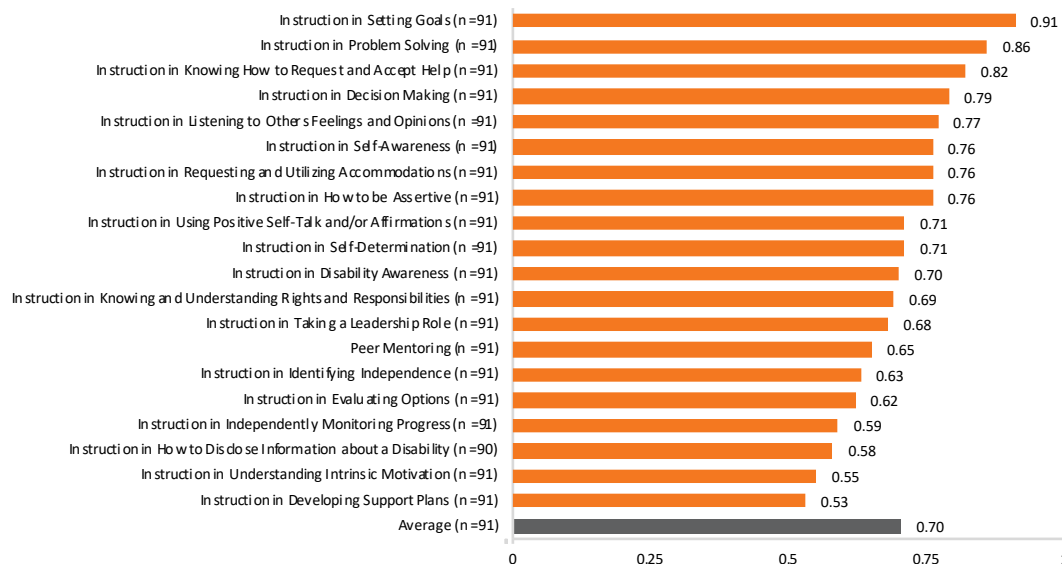
### AVAILABILITY



### WORKPLACE READINESS TRAINING



### INSTRUCTION IN SELF-ADVOCACY



Combined Indicator

6

Instruction in Self-Advocacy

5

Workplace Readiness Training

4

Counseling on Enrollment Options

3

Work-Based Learning Experiences

2

Job Exploration Counseling

1

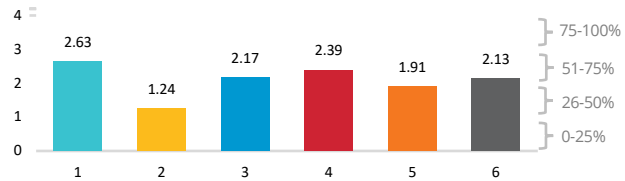


# TRANSITION

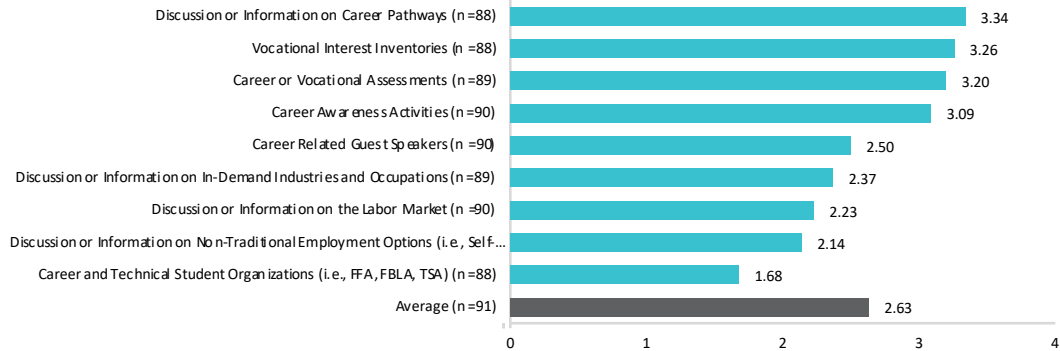
## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 1  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

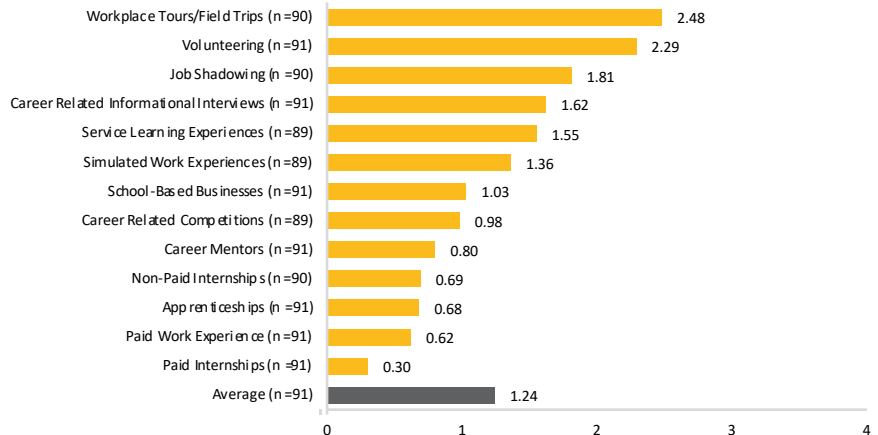
### EXTENT ACCESSED



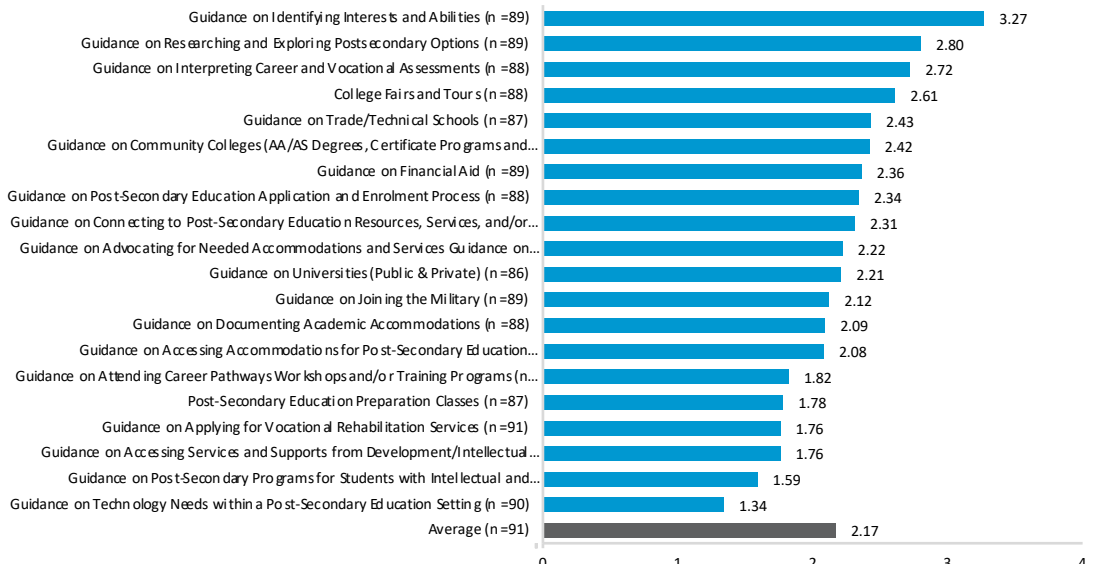
### JOB EXPLORATION



### WORK BASED LEARNING



### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



Combined Indicator

Instruction in Self-Advocacy

Workplace Readiness Training

Counseling on Enrollment Options

Work-Based Learning Experiences

Job Exploration Counseling

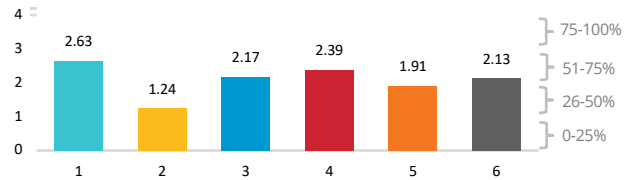


# TRANSITION

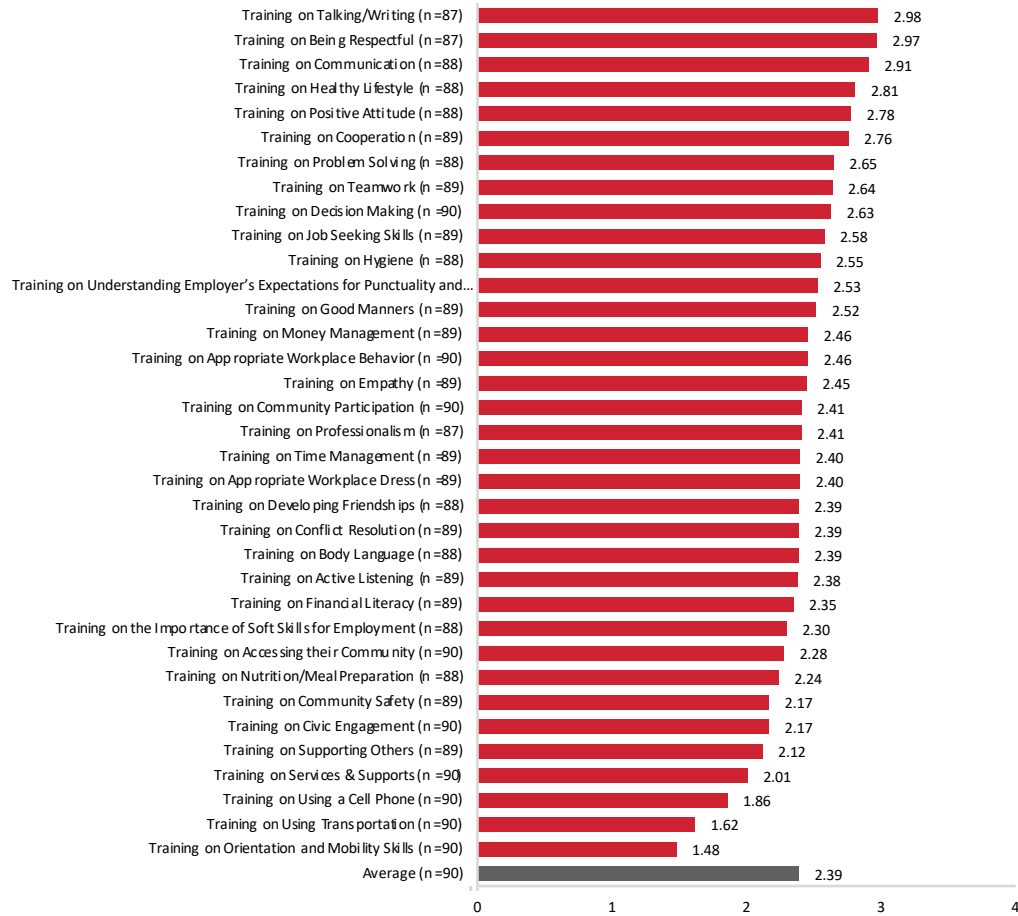
## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 1  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

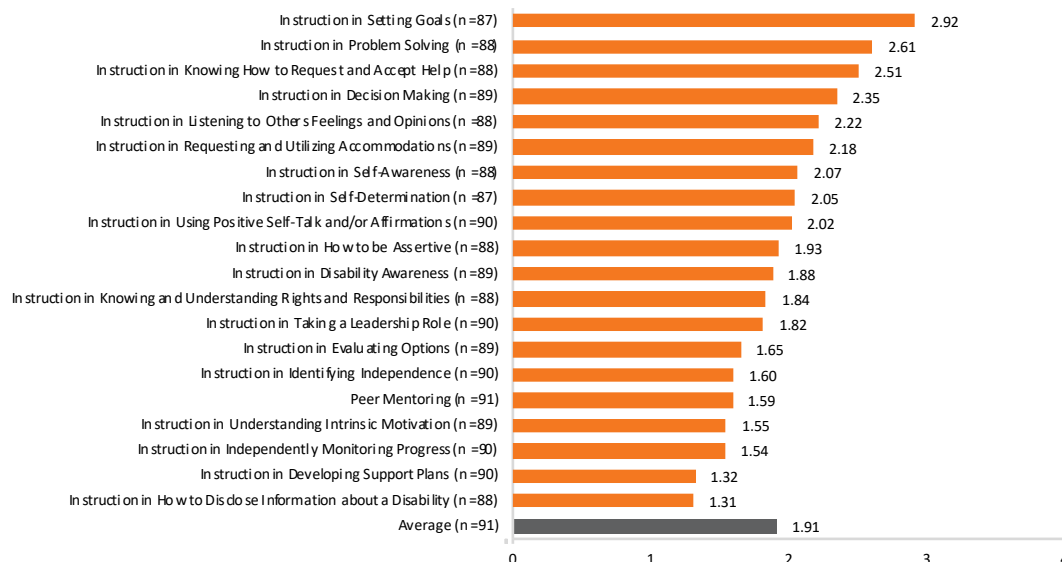
### EXTENT ACCESSED



### WORKPLACE READINESS TRAINING



### INSTRUCTION IN SELF-ADVOCACY



Combined Indicator

6

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Work-Based Learning Experiences

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Job Exploration Counseling

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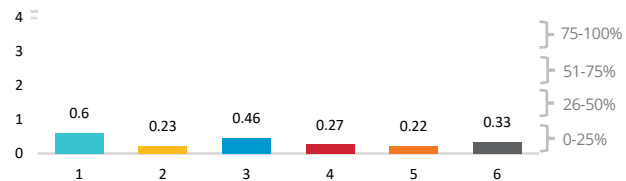


# TRANSITION

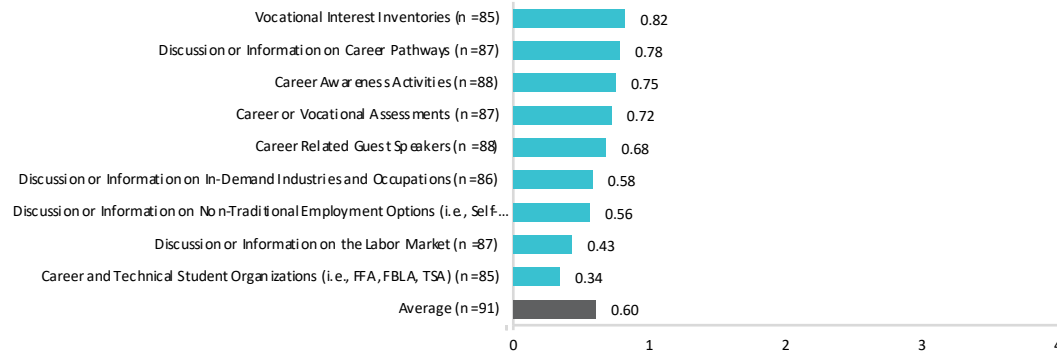
## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 1  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

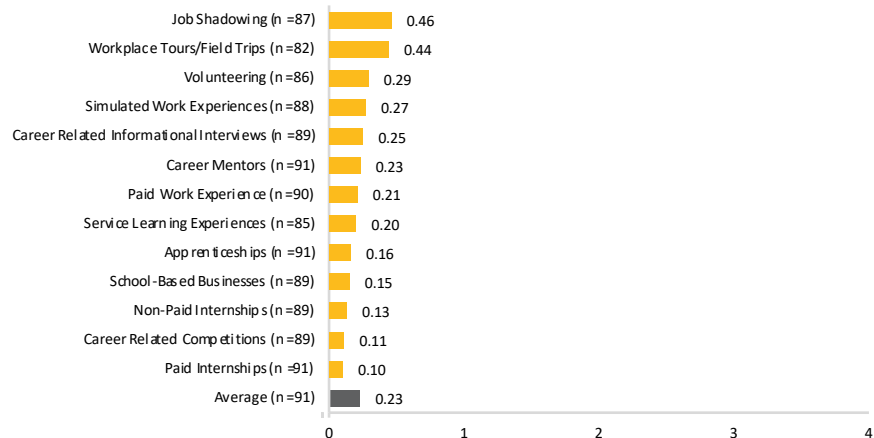
### EXTENT COORDINATED WITH VOCATIONAL REHABILITATION



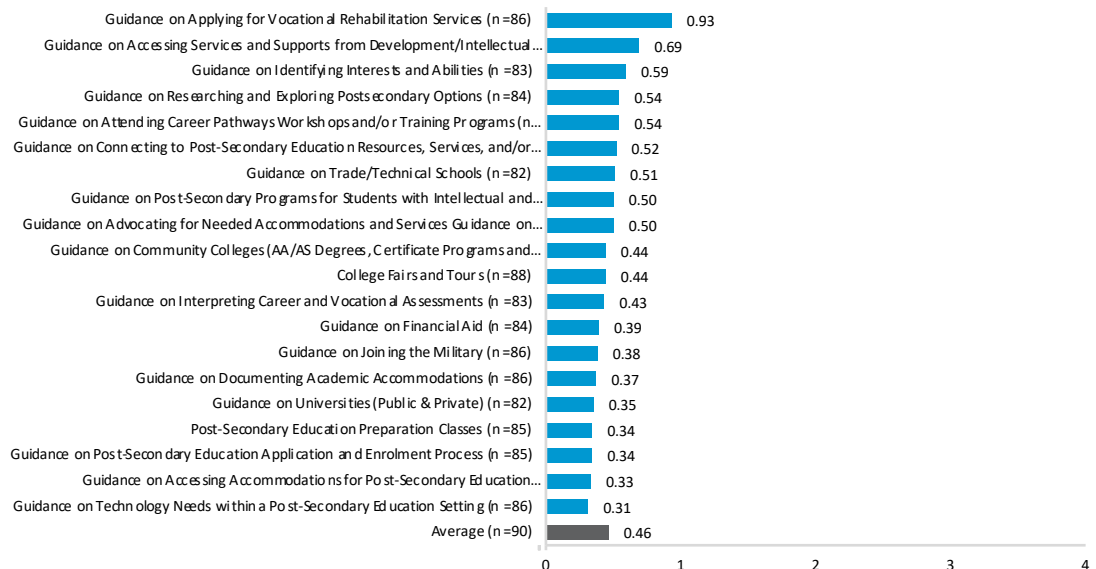
#### JOB EXPLORATION



#### WORK BASED LEARNING



#### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



Combined Indicator

6

Instruction in Self-Advocacy

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Workplace Readiness Training

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Work-Based Learning Experiences

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Job Exploration Counseling

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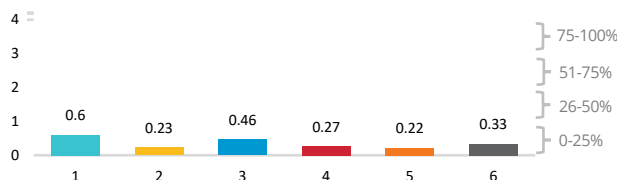


# TRANSITION

## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 1  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

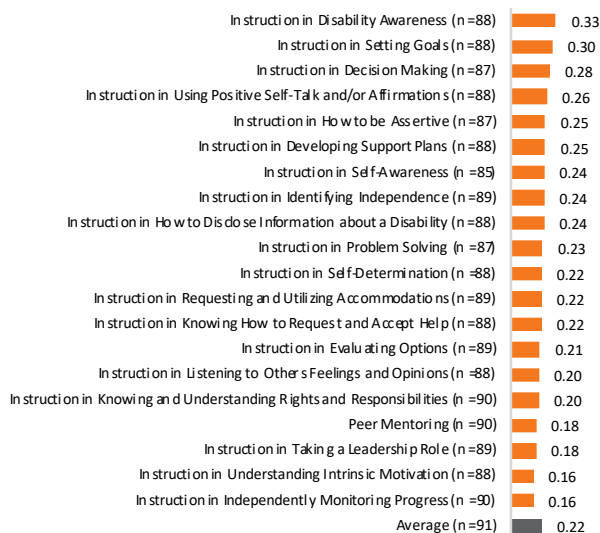
### EXTENT COORDINATED WITH VOCATIONAL REHABILITATION



#### WORKPLACE READINESS TRAINING



#### INSTRUCTION IN SELF-ADVOCACY



Combined Indicator

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Instruction in Self-Advocacy

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Job Exploration Counseling

1



# TRANSITION

## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 2  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

### Overview and Purpose

Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2019). One strategy that has been shown to be effective in supporting positive post-secondary outcomes for these individuals is the coordination of school-based transition services with Vocational Rehabilitation (VR; Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006). Furthermore, under the reauthorization of the *Workforce Innovation and Opportunity Act of 2014*, VR agencies are now required to ensure that Pre-Employment Transition Services (e.g., coordinated school-based transition services) are made available to all potentially eligible students with disabilities.

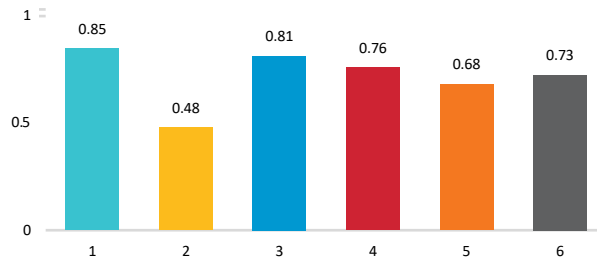
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#### Legend of Pre-Employment Transition Services

- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Workplace Readiness Training
- 5 Instruction in Self-Advocacy
- 6 Combined Indicator

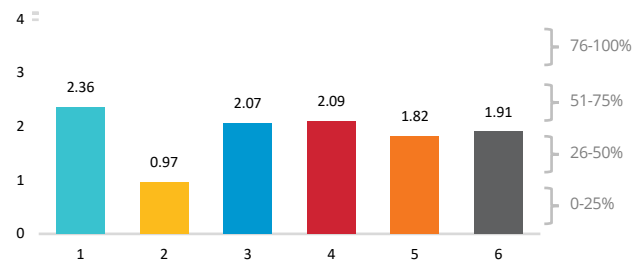
## AVAILABILITY.

Results from the Transition Services Self Assessment Tool suggest that on average, 77% of the 97 transition services on the assessment are available in the sampled schools.



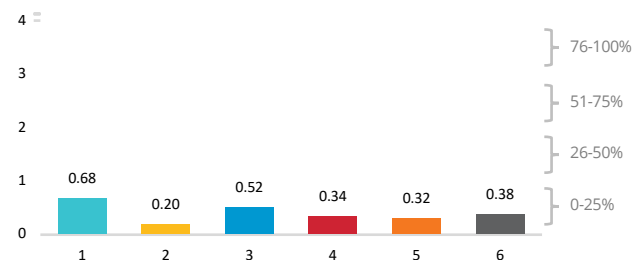
## ACCESSIBILITY.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 26-50% of all potentially eligible students with disabilities participated in these school-based transition services.



## COORDINATION.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 1-25% of the school-based transition services delivered were done so in coordination with VR.



The Transition Services Self Assessment Tool includes 97 items that each represent a potential service or activity that aligns with one of the five required Pre-Employment Transition Service domains identified in the *Workforce Innovation and Opportunity Act of 2014*. The tool has been designed to be completed by a group of transition services experts within a high school, who work together as a team to report broad estimates of the availability, accessibility, and coordination of each of these items (e.g., special education teacher, transition specialist, vocational rehabilitation counselor, etc.). It is the intention that these data support teams of stakeholders in the identification of gaps in services, the implementation of a data-driven plan to address these gaps, and the ongoing evaluation of the effectiveness of these plans.

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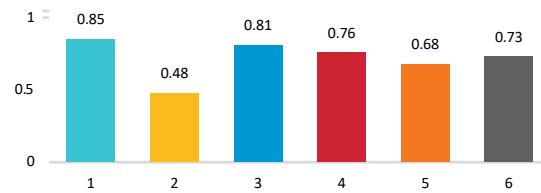


# TRANSITION

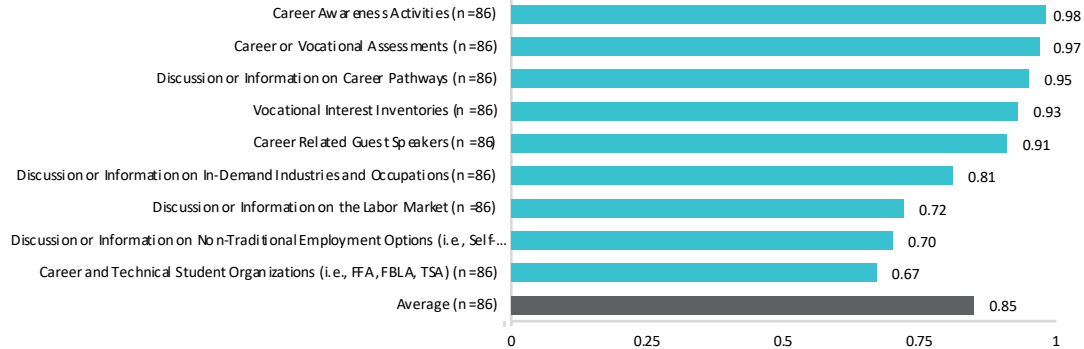
## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 2  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

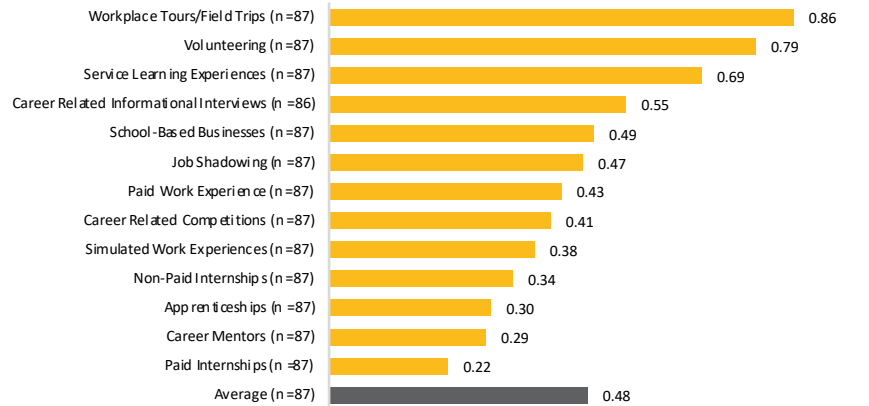
### AVAILABILITY



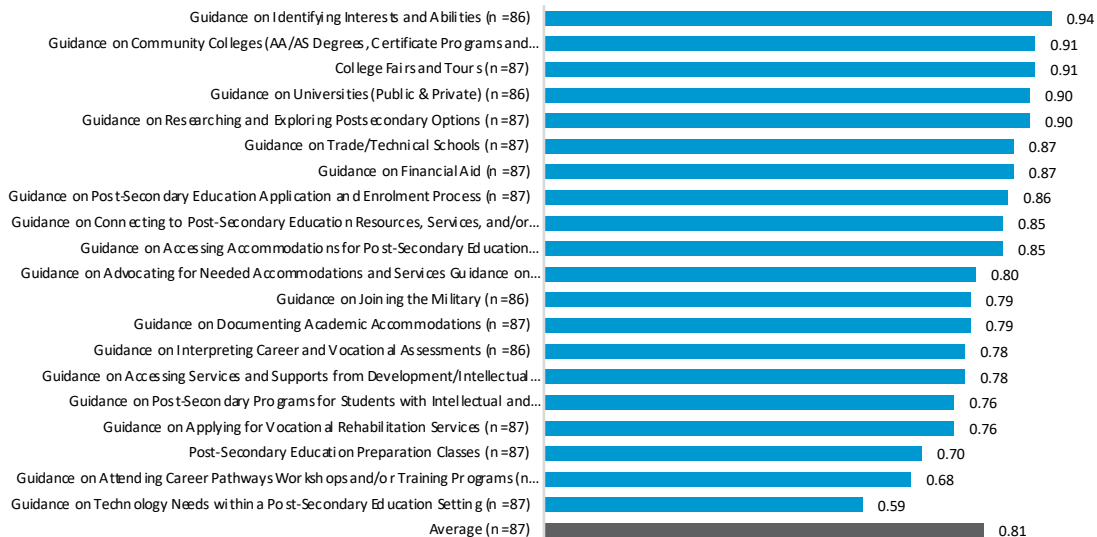
### JOB EXPLORATION



### WORK BASED LEARNING



### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



Combined Indicator

6

Instruction in Self-Advocacy

5

Workplace Readiness Training

4

Counseling on Enrollment Options

3

Work-Based Learning Experiences

2

Job Exploration Counseling

1

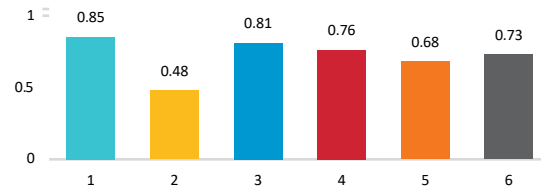


# TRANSITION

## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 2  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

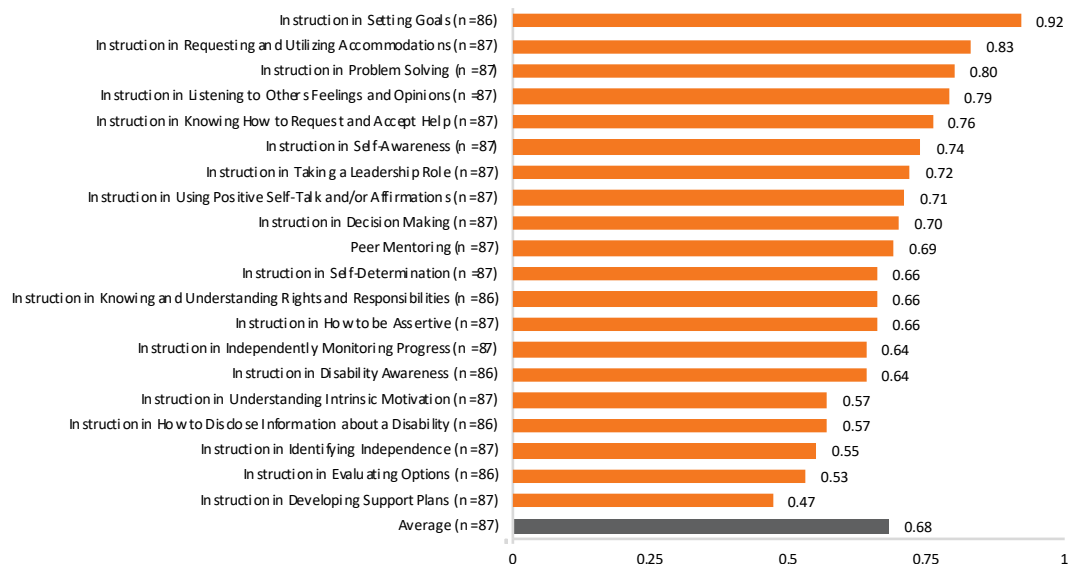
### AVAILABILITY



### WORKPLACE READINESS TRAINING



### INSTRUCTION IN SELF-ADVOCACY



Combined Indicator

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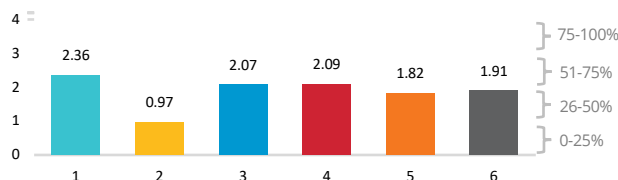


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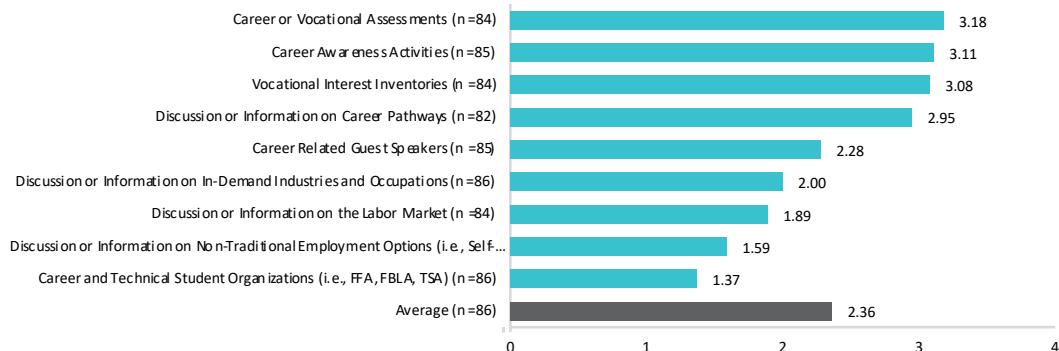
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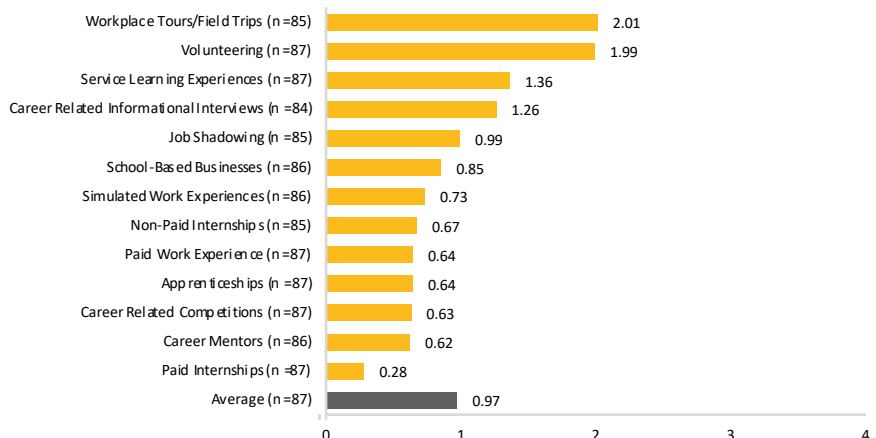
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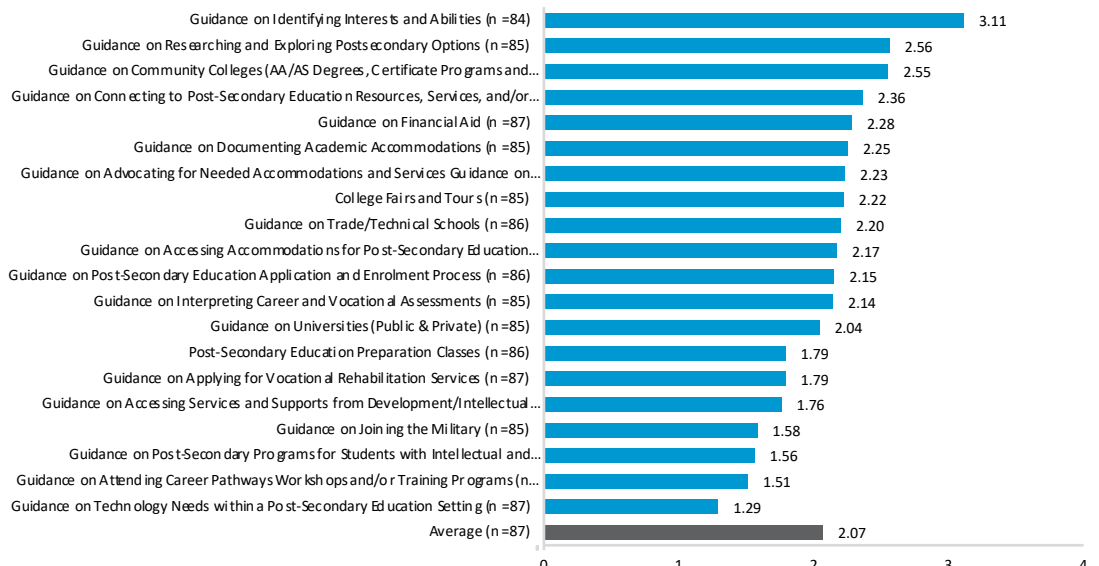
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### WORK BASED LEARNING



### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



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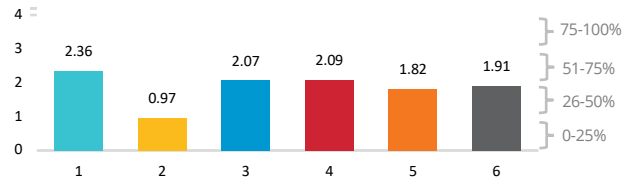
# TRANSITION

## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 2  
2019-20 Fall

Prepared by Marcus Poppen, April 2020

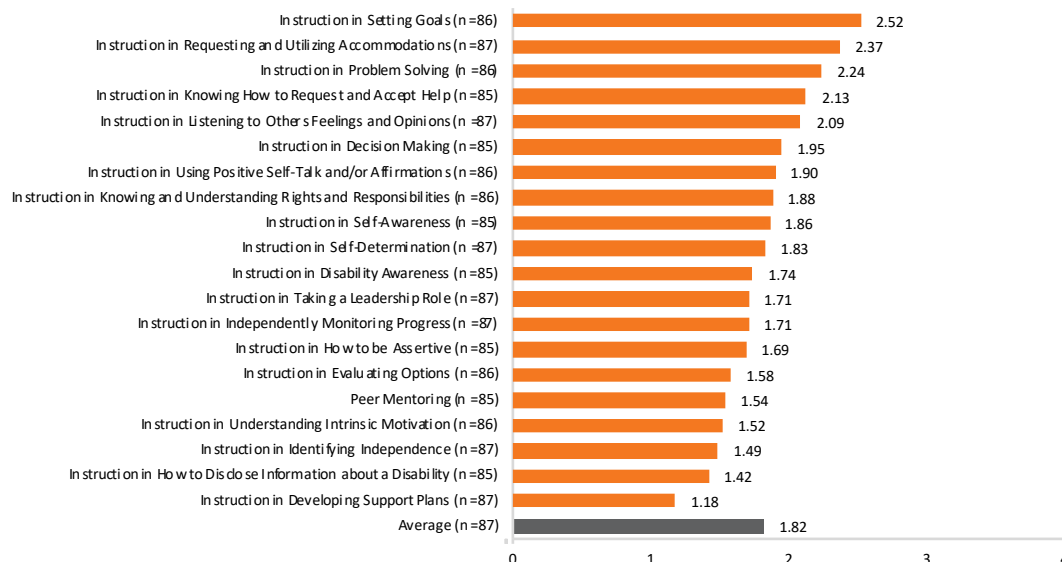
### EXTENT ACCESSED



### WORKPLACE READINESS TRAINING



### INSTRUCTION IN SELF-ADVOCACY



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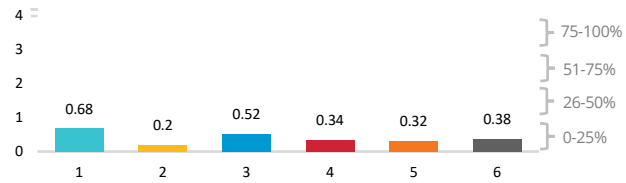


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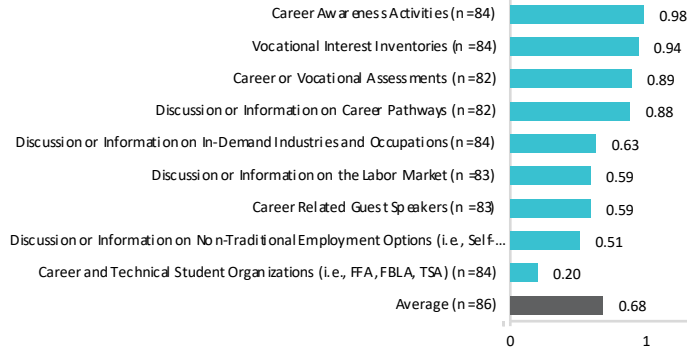
## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 2  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

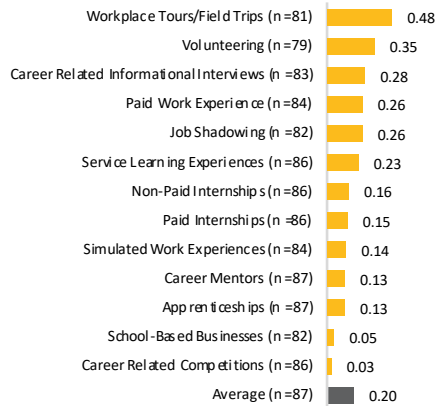
### EXTENT COORDINATED WITH VOCATIONAL REHABILITATION



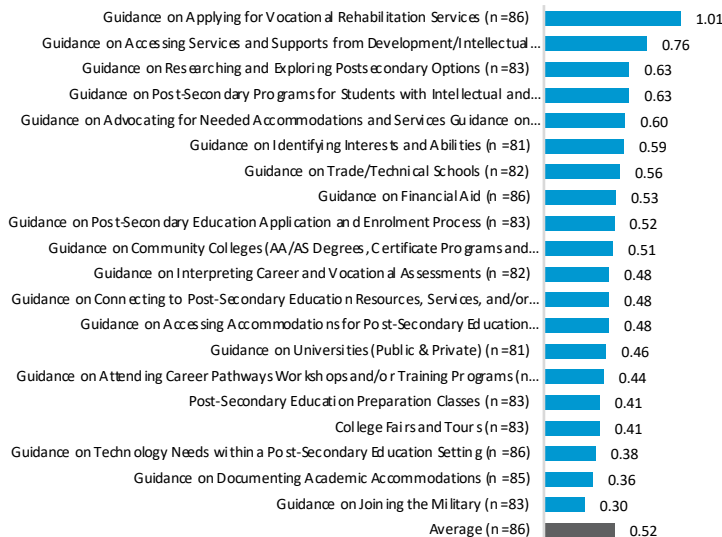
#### JOB EXPLORATION



#### WORK BASED LEARNING



#### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS



Combined Indicator

6

Instruction in Self-Advocacy

5

Workplace Readiness Training

4

Counseling on Enrollment Options

3

Work-Based Learning Experiences

2

Job Exploration Counseling

1

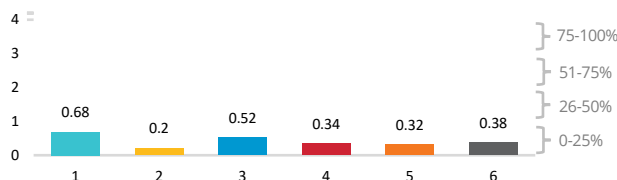


# TRANSITION

## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 2  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

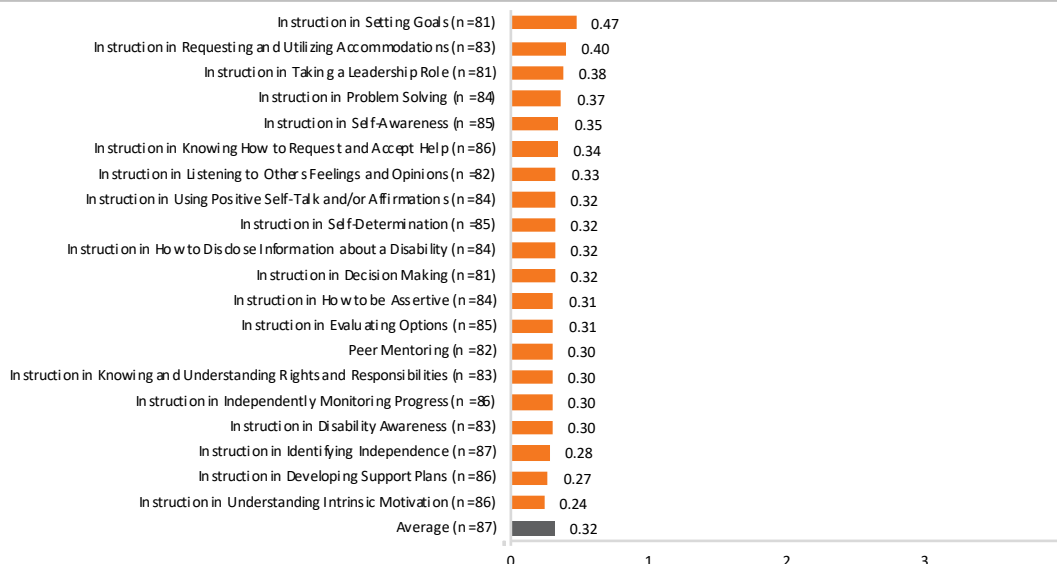
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#### WORKPLACE READINESS TRAINING



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# TRANSITION

## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 3  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

### Overview and Purpose

Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2019). One strategy that has been shown to be effective in supporting positive post-secondary outcomes for these individuals is the coordination of school-based transition services with Vocational Rehabilitation (VR; Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006). Furthermore, under the reauthorization of the *Workforce Innovation and Opportunity Act of 2014*, VR agencies are now required to ensure that Pre-Employment Transition Services (e.g., coordinated school-based transition services) are made available to all potentially eligible students with disabilities.

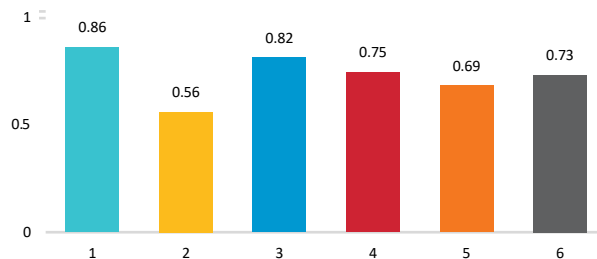
This report summarizes data collected from the Transition Services Self Assessment Tool to provide estimates of the availability, accessibility, and coordination of school based services that align with the five required Pre-Employment Transition Services.

#### Legend of Pre-Employment Transition Services

- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Workplace Readiness Training
- 5 Instruction in Self-Advocacy
- 6 Combined Indicator

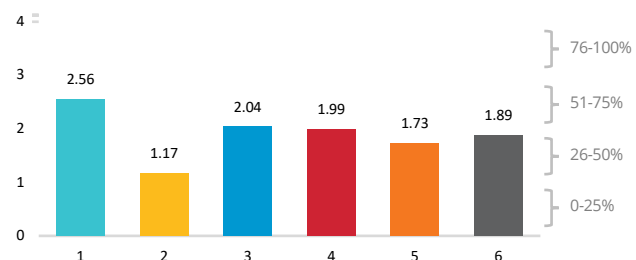
## AVAILABILITY.

Results from the Transition Services Self Assessment Tool suggest that on average, 77% of the 97 transition services on the assessment are available in the sampled schools.



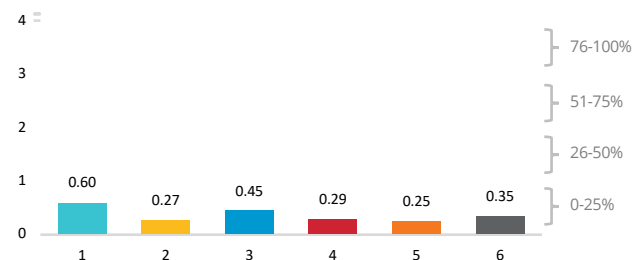
## ACCESSIBILITY.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 26-50% of all potentially eligible students with disabilities participated in these school-based transition services.



## COORDINATION.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 1-25% of the school-based transition services delivered were done so in coordination with VR.



The Transition Services Self Assessment Tool includes 97 items that each represent a potential service or activity that aligns with one of the five required Pre-Employment Transition Service domains identified in the *Workforce Innovation and Opportunity Act of 2014*. The tool has been designed to be completed by a group of transition services experts within a high school, who work together as a team to report broad estimates of the availability, accessibility, and coordination of each of these items (e.g., special education teacher, transition specialist, vocational rehabilitation counselor, etc.). It is the intention that these data support teams of stakeholders in the identification of gaps in services, the implementation of a data-driven plan to address these gaps, and the ongoing evaluation of the effectiveness of these plans.

This project was made possible with support from Washington Division of Vocational Rehabilitation, the the National Institute on Disability, Independent Living, Rehabilitation Research, Washington State University, and many others. Questions should be directed to Dr. Marcus Poppen, at [transitiontool@wsu.edu](mailto:transitiontool@wsu.edu).

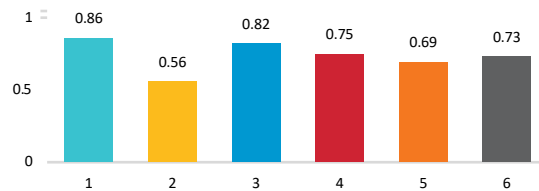


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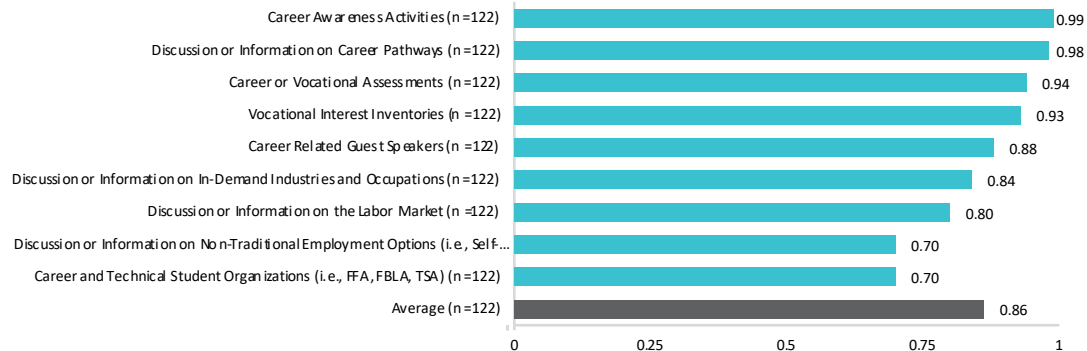
## Services Self-Assessment Tool

Region level report  
Washington, DVR Region 3  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

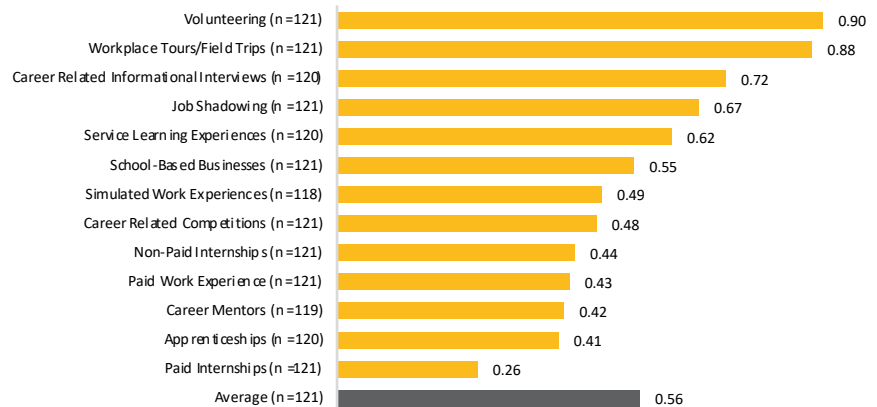
### AVAILABILITY



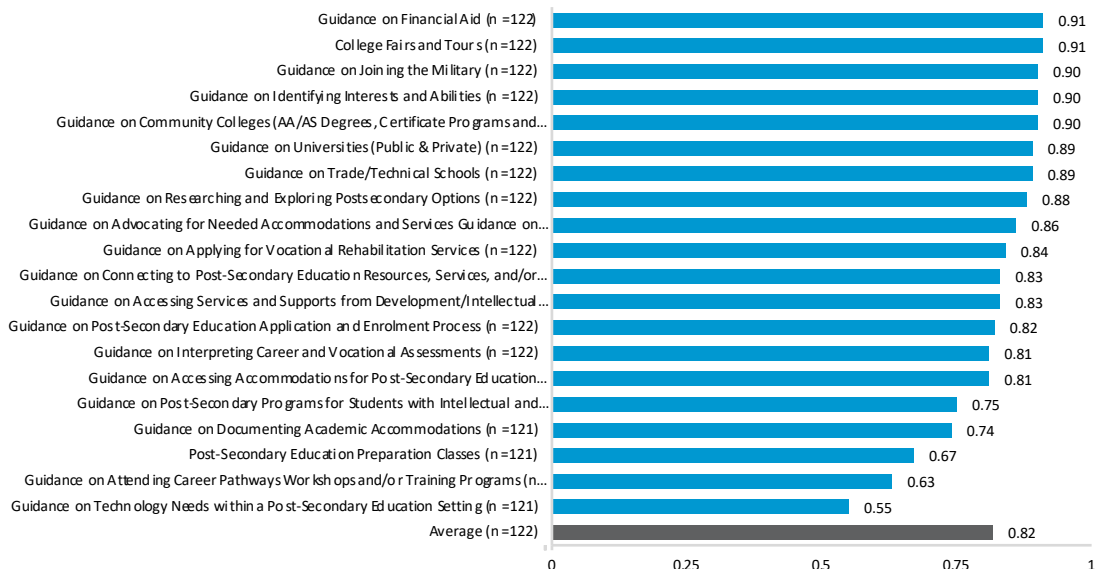
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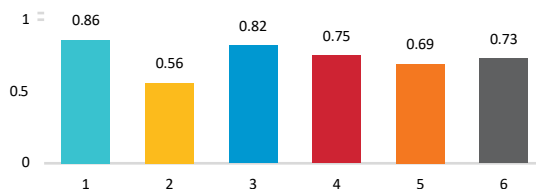


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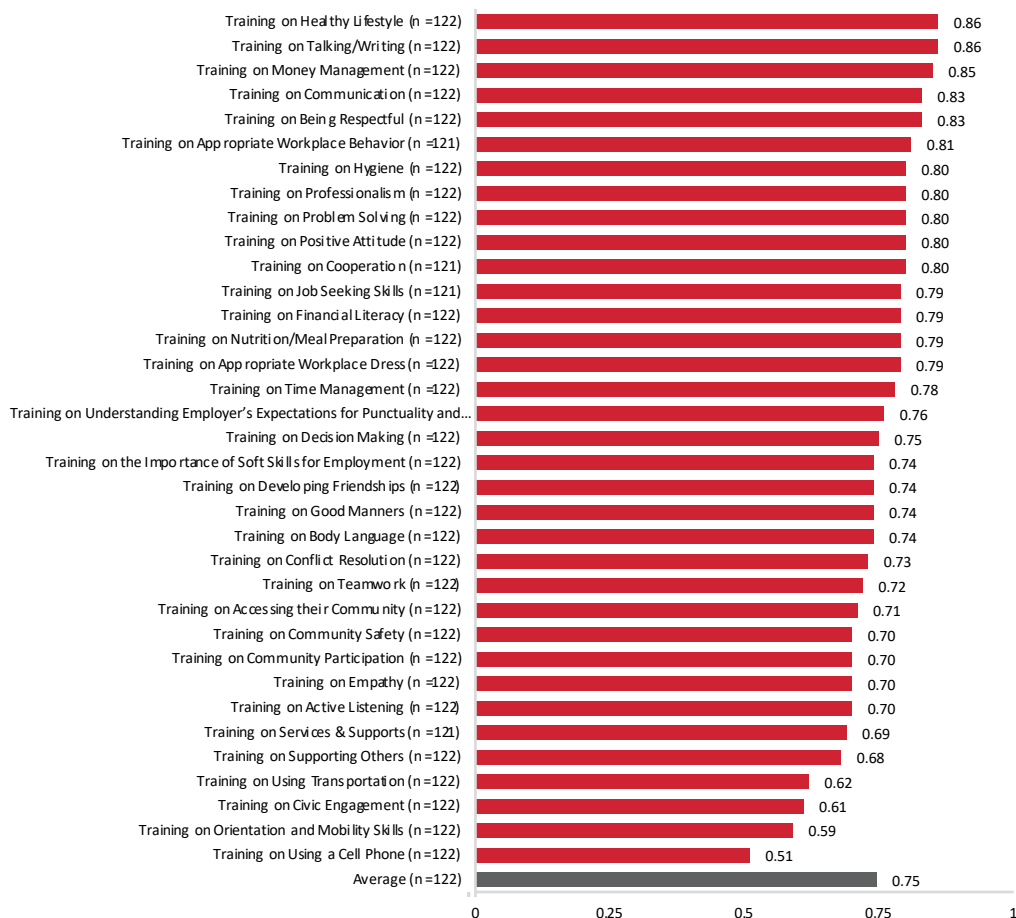
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Region level report  
Washington, DVR Region 3  
2019-20 Fall  
Prepared by Marcus Poppen, April 2020

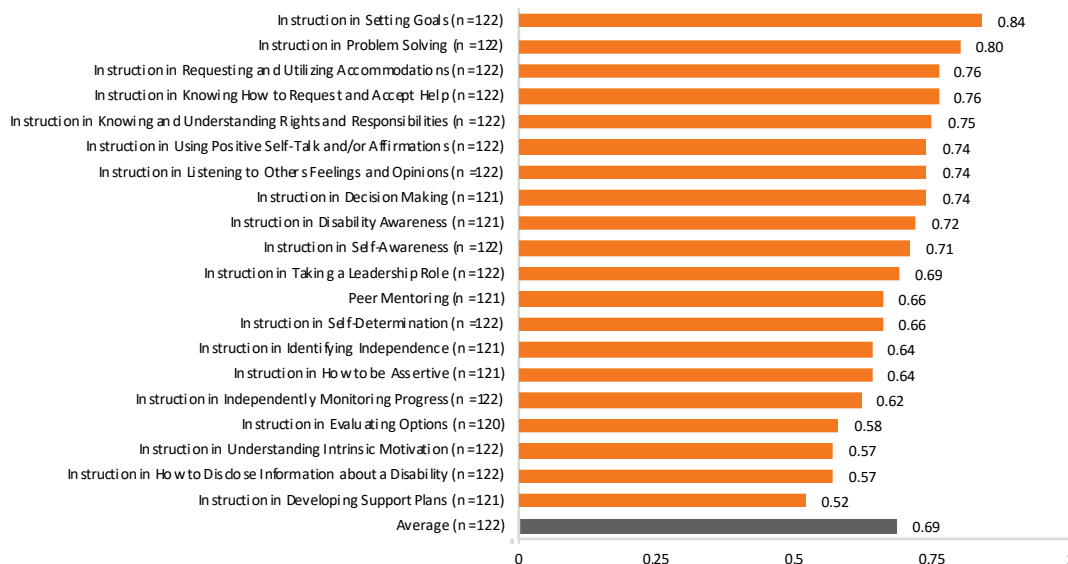
### AVAILABILITY



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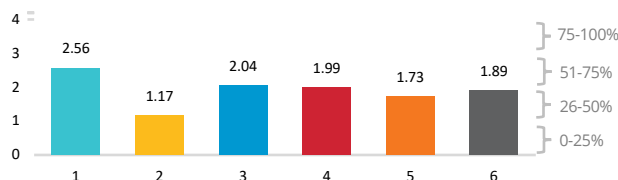


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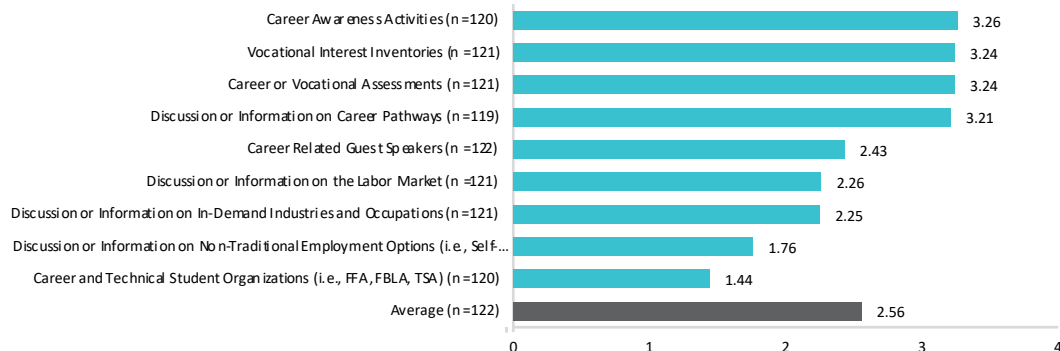
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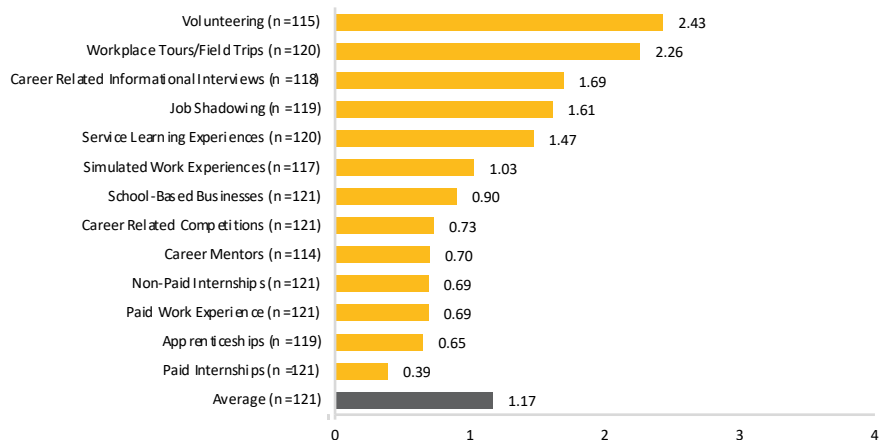
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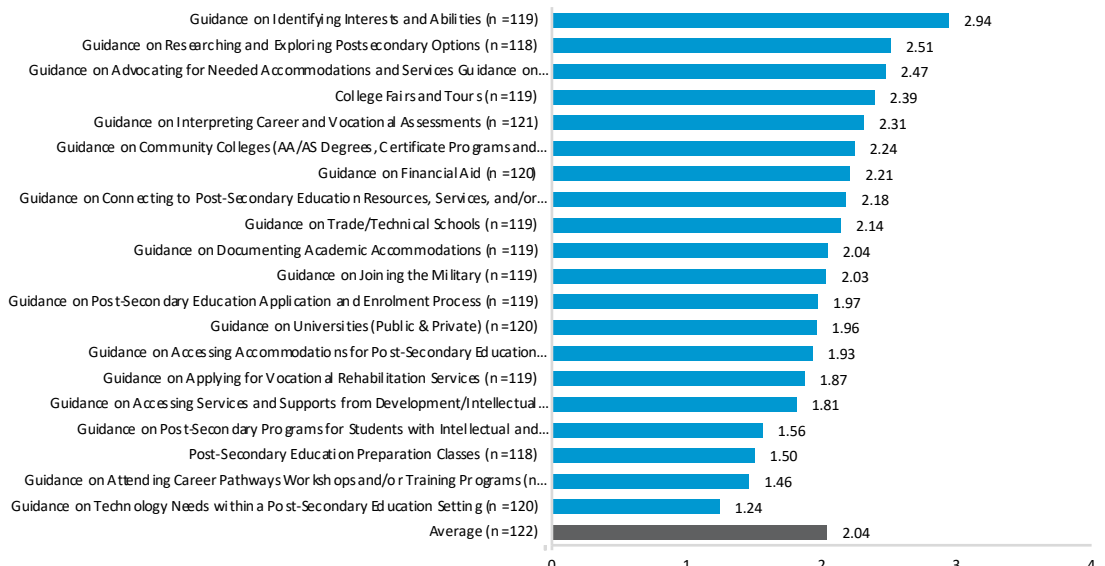
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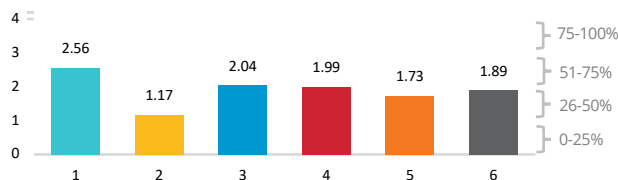


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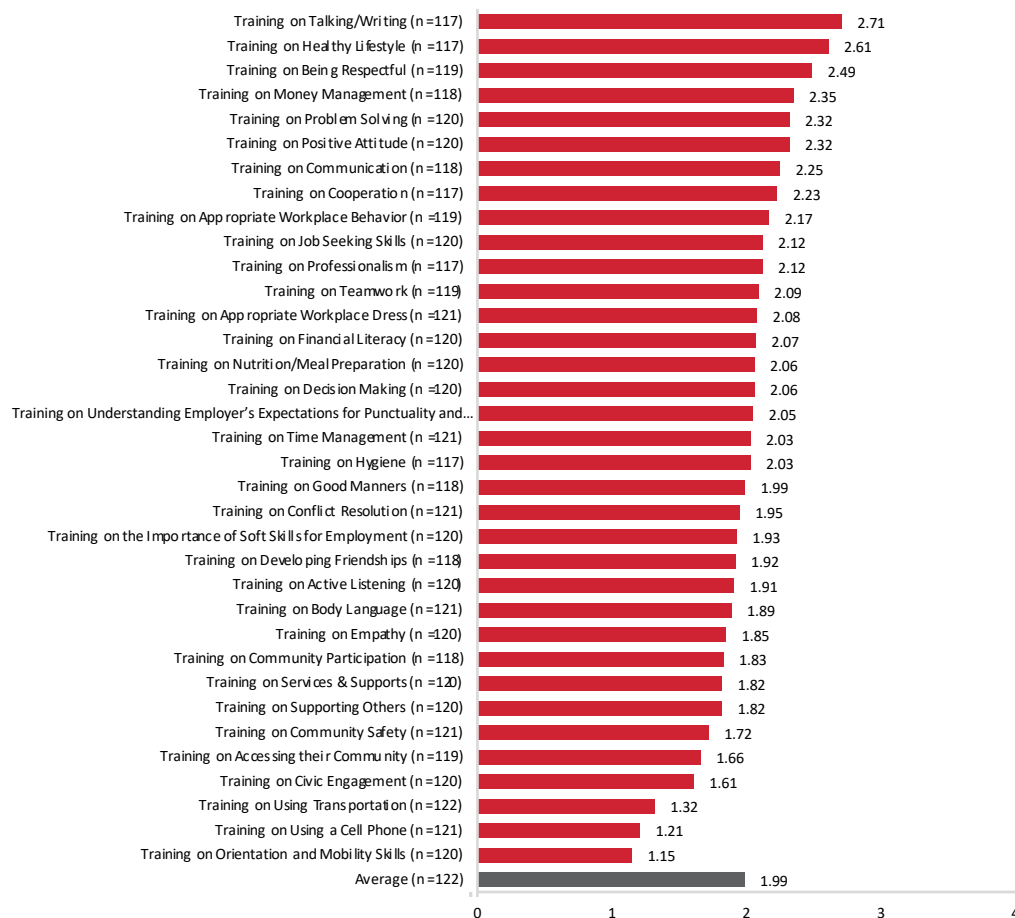
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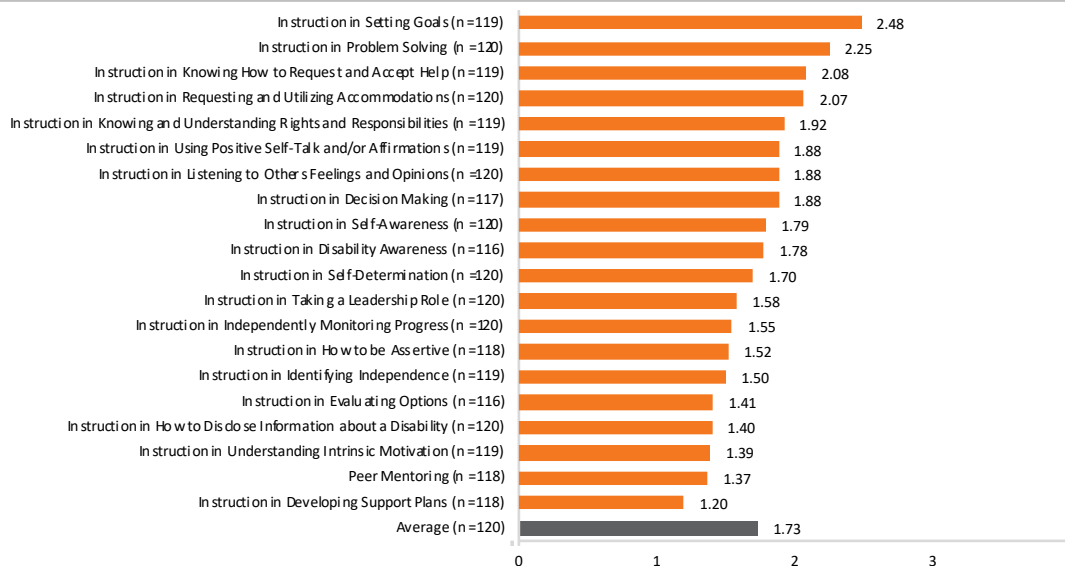
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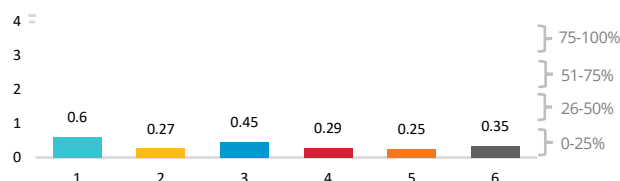


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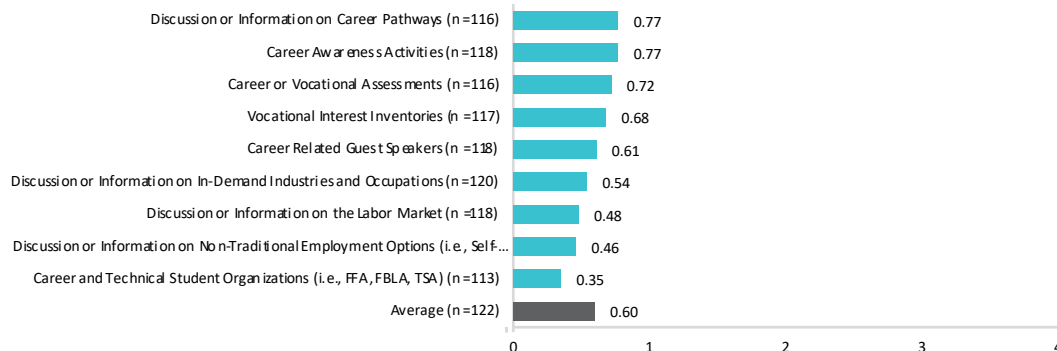
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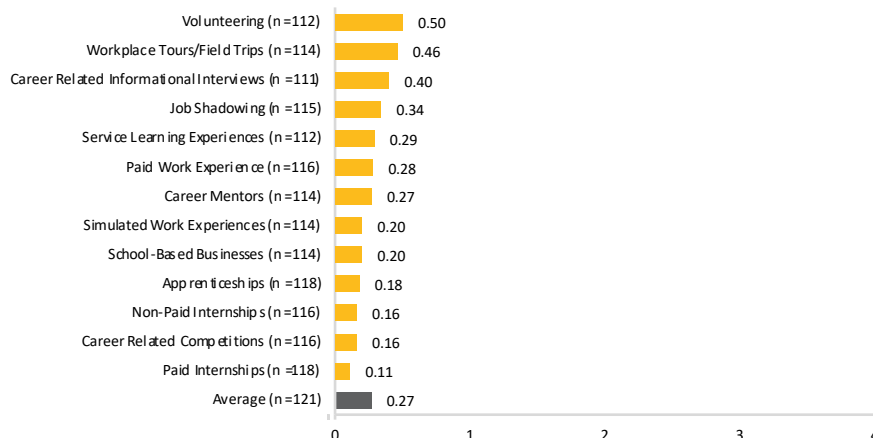
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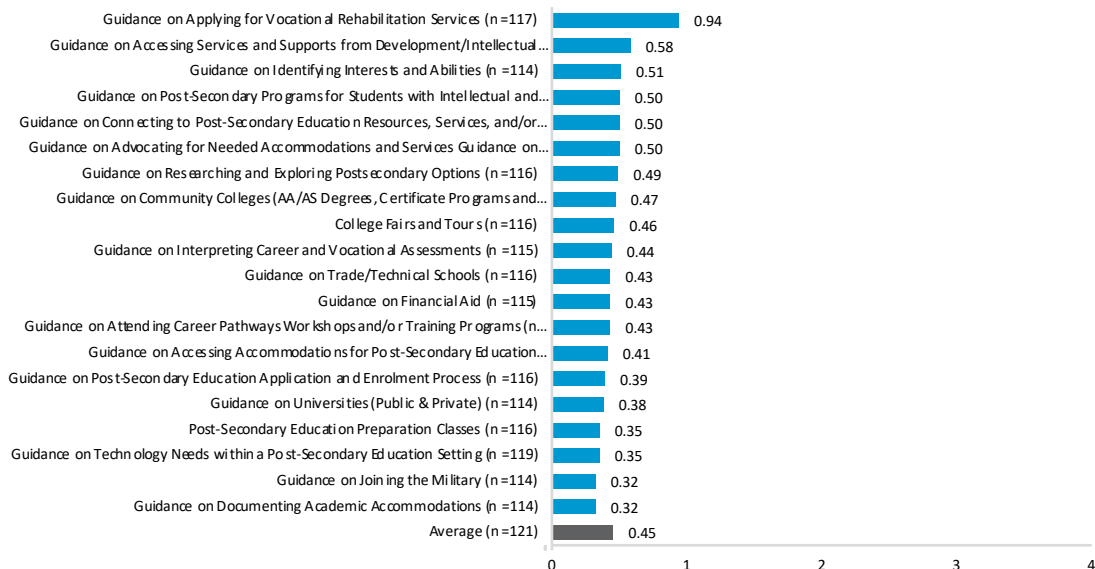
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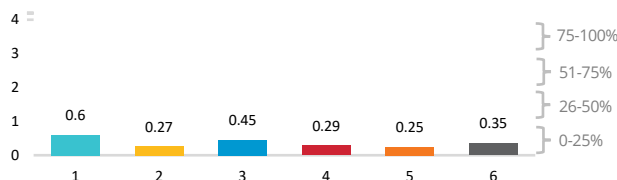


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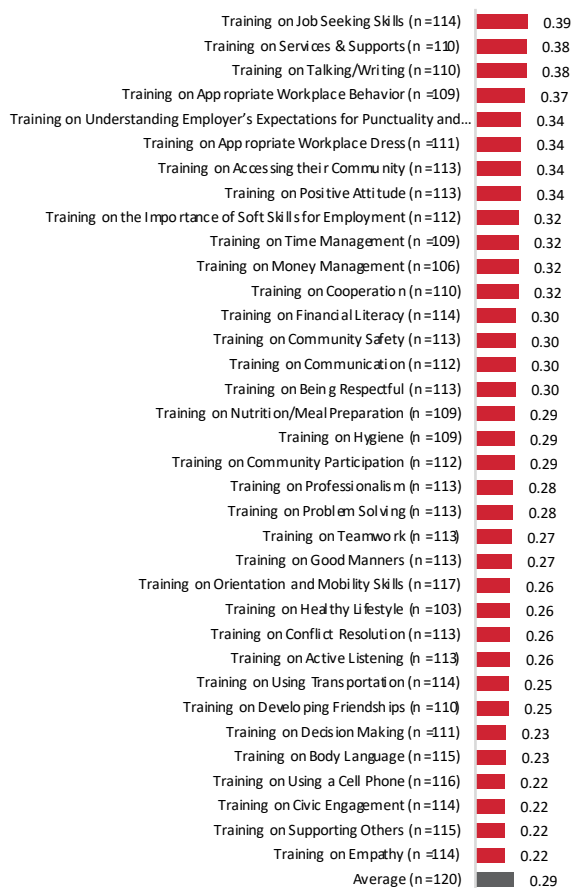
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