

Evaluation of School-Based Pre-Employment Transition Services in Washington State: 2021/2022

FINAL REPORT



TRANSITION SERVICES SELF-ASSESSMENT TOOL (TSAT) 2021-2022

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ABSTRACT

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 238 individuals, representing 200 of the 538 (37.2%) public high schools in Washington. Findings show that on average 73% 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 2021/2022 OSPI estimates that report 48,947 potentially eligible students with disabilities in Washington between 10th-12th grade, these findings suggest that on average between 24,474-36,221 students were not accessing each of 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 data suggest schools in Washington continue to provide a wide breadth of school-based transition services that align with one or more of the five pre-employment transition services; however, see the need to increase (1) the extent to which potentially eligible students with disabilities access these services, and (2) educators skills and knowledge to provide high quality transition services. Moreover, results from this evaluation suggest school-based transition services were accessed by fewer students in 2021/2022 than in 2019/2020, and that the quality of the services that were delivered in 2021/2022 was lower than in 2019/2020. Both differences were statistically significant. When corroborated with qualitative findings, it's hypothesized these trends are likely due to the Covid-19 pandemic. This evaluation report 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.
3. Continue to develop and maintaining positive and ongoing partnerships with schools; and streamlining processes, points of contact, and ease of access for students, families, and schools where possible.
4. Address educators' requests to develop more professional skills and knowledge related to school-based transition services that align with one or more of the five pre-employment transition service categories.
5. Build off what know about the specific needs, barriers and strategies that are preventing greater access and coordination of pre-employment transition services to develop improved service delivery models that result in more direct services to students (with an emphasis on work-based learning experiences),
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

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 late-2010's, research provided evidence that students who receive transition services within a coordinated service delivery model experience better post-secondary employment outcomes than those whose transition services are 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 Assessment (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, there have been two prior evaluations estimating the VR service needs of potentially eligible students with disabilities. This evaluation report is the third. The first evaluation was conducted in 2017, shortly after WIOA's rules and regulations were released (Johnson & Poppen, 2017). The 2017 evaluation used an existing school-level measure developed in 2008 to collect key information on the extent to which 140 schools were implementing 66 key indicators of transition planning following five areas outlined in Kohler's Taxonomy for Transition Programming (Kohler, 1996). About one third of these indicators ($n=22$) aligned with one or more of the five required pre-employment transition service areas, and the extent to which the schools sampled were implementing these practices was extrapolated to provide broad estimates of statewide availability and need. The findings from the 2017 evaluation reported there were 49,814 potentially eligible students with disabilities in the state, of whom between 17,500 and 29,500 needed additional pre-employment transition services (Johnson & Poppen, 2017).

The second evaluation estimating the VR service needs of potentially eligible students with disabilities was conducted in 2019/2020 and followed a more methodologically rigorous approach that used a validated measure specifically designed to collect information about the availability, accessibility and coordination of 97 school-based transition services that each align with one of the five required pre-employment transition services (Transition Self-Assessment Tool [TSAT]; Poppen & Alsalamah, 2020). The TSAT was developed and validated in 2016/2017 with funding support from the National Institute of Disability, Independent Living, and Rehabilitation Research (NIDILRR). For the 2019/2020 evaluation in Washington, valid and reliable data were collected from 300 individuals, representing 265 of the 480 (55.2%) public high schools in Washington. Findings showed 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 reported 47,734 potentially eligible students with disabilities in Washington, these findings suggested that between 23,867-35,323 students were not accessing one or more of these school-based transition services. The results from this evaluation also showed that services delivered in coordination with VR occurred between 1-25% of the time. Qualitative analysis from TSAT data also suggested there was a need for school personnel to receive additional supports to improve: (1) their professionals 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 suggested that there was: (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 suggested: (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. The evaluation reports also included six recommendations that Washington Division of Vocational Rehabilitation (WA-DVR) could follow to improve the coordination of services, including:

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.

The present evaluation is an extension of the 2019/2020 study, with updated data collected during the 2021/2022 school year.

Evaluation Purpose and Design

The purpose of this evaluation was to meet the need described above by providing Washington DVR with updated 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 DVR Regional Transition Consultants 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 2021/2022 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. Gratitude should also be given to 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 with the WSU Social and Economic Sciences Research Center. 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 respondent or geographic 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

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 who 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 2020 (OSPI, 2021), 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 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 classify programs, private schools, juvenile justice facilities, and skills centers. The final list of schools included 539 schools (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 able 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 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.

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. The participant recruitment and sampling procedures followed two different phases. The first phase began in Fall 2021 with a targeted approach completed by each of the Regional Transition Consultants. The second phase was a more traditional approach for distributing web-based surveys that was conducted in Spring 2022. Both approaches are discussed in more detail below.

Targeted Approach. The first phase of participant recruitment and sampling began with Regional Transition Consultants in Fall 2021. This was the fall following the Covid-19 pandemic, and schools were still responding to state and local guidance that limited in-person attendance and visitors. Mindful of the challenging circumstances that schools were facing, Regional Transition Consultants at that time were working to maintain and build new relationships with schools in a way that made educators' lives easier by meeting their needs for coordinated transition service delivery. As a part of their work to meet these schools' needs, Regional Transition Consultants were directed by agency leadership (with support from WSU) to identify 10 targeted schools in their region with whom they wanted to engage in more intensive work. This work involved the school completing the TSAT, and the Regional Transition Consultant engaging in an "action planning" process that used the TSAT data to determine immediate needs that could be addressed by the coordinated delivery of pre-employment transition services. Through this process, TSAT data were collected from 129 schools.

Traditional Approach. Preparation for a more traditional approach for distributed web-based surveys was conducted between December 2021 and February 2022 for schools that were not included among the targeted schools identified by Regional Transition Consultants. This included distributing electronic documents providing an overview of the purpose of the initiative, virtual meetings at each of the nine ESD Special Education Directors meetings, and presentations at statewide and regional conferences. 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. Using the complete list of schools and primary contacts, 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. 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. At the time of the initial invitation, most primary contacts (59%) were a contact for a single school ($n = 116$); with 82 individuals (41%) being a primary contact for as many as 15 schools. The initial email was sent out on March 16, 2022, and recipients were asked to complete the survey within two weeks.

Reminder Invitations. Reminder invitations were sent by the evaluator on only one occasion. 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, and recipients were asked to complete the survey within two weeks. Additional reminders were not distributed to address potential concerns related to survey fatigue and uncertain relationships between DVR and schools.

Personal Invitations. The decision was made by the Statewide Transition Manager and WSU to leave the database open throughout the rest of the year to provide schools the opportunities to complete the TSAT through their work with Regional Transition Consultants.

At the end of these activities on June 14, 2022 a response had been collected from 351 individuals representing 239 of the 539 (44%) schools identified on the school list.

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 any readers 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 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 of which that service is delivered in coordination with VR. The survey is organized into eight 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 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 later. 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., 2016; 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 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 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 institutes 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 met the WINTAC definition of professional activities that help individuals learn about their rights and responsibilities, 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 will be operationalized as they relate to the list of services included on the TSAT.

Figure 1.

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				
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)	<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%

Availability. 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 high school settings. 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 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).

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 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 had 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 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 other items in each section.

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 are 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 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.

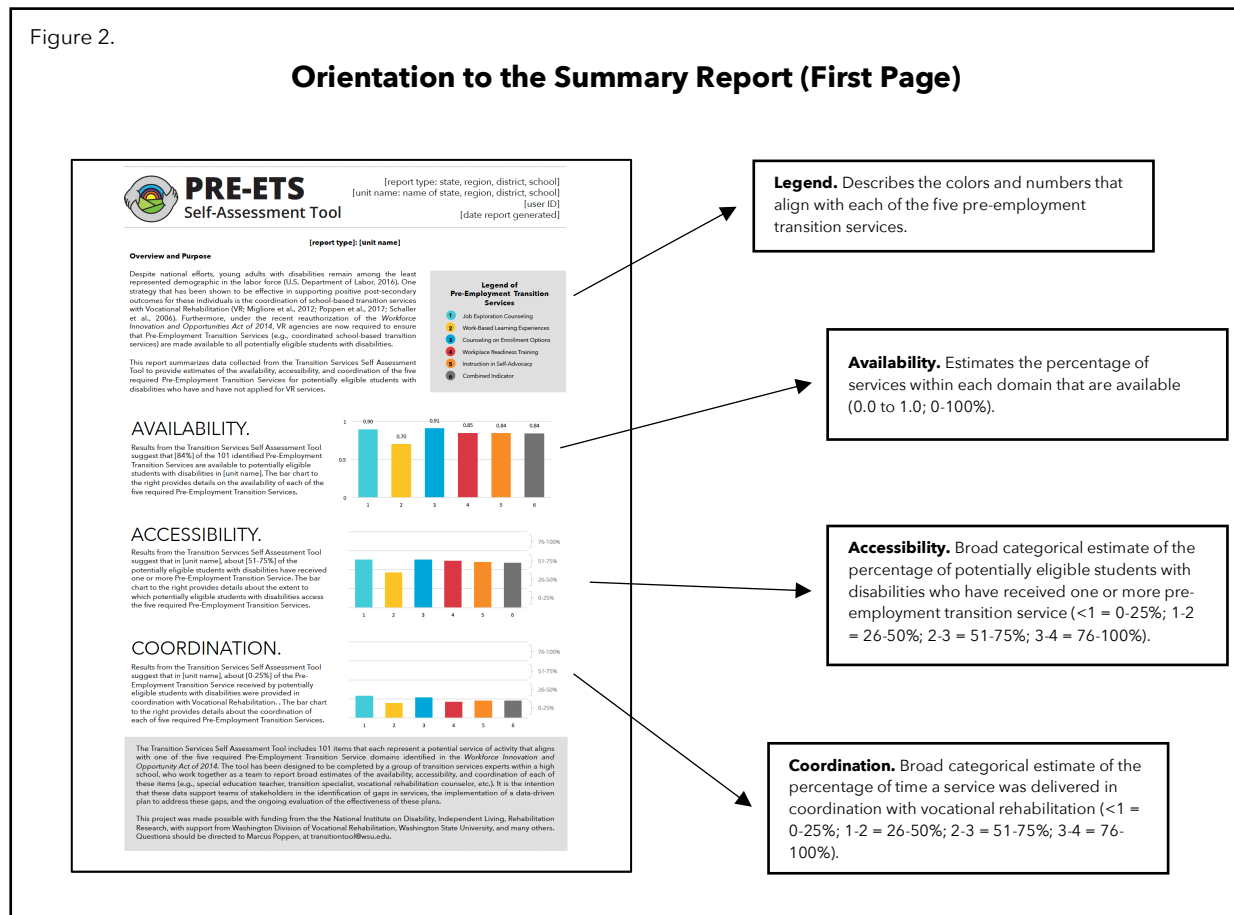
Coordination (Combined Indicator). The combined indicator for coordination is measured similarly to the combined indicator for accessibility and is reported on a scale between 0.00 and 4.00 (0 to 100%). However, this combined indicator is measuring the estimated frequency in which a service is delivered 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 provides 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, Deputy Regional Administrators, 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.

Figure 2 below highlights key elements of the first of seven pages of the summary report.



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 28.0 (2021) 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. Responses 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 (June 14, 2022), a response to the TSAT had been collected from 354 individuals representing 238 of the 539 (44%) 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 steps need to be taken to ensure it is handled appropriately (Allison, 2002). Among the 354 individual responses, 34 did not answer a single question on the survey and were deleted from the sample. From there, the mean and frequency distribution of survey completion rates was explored. Mean scores reported that on average, respondents had completed 83% of the 291 response options (3 questions for each of the 97 services; $SD = 0.29$). The frequency distribution was positively skewed, with small modal increases at the completion percentages that aligned with the end of a module (i.e., 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 a less than an 80% completion rate. This resulted in the removal of an additional 80 responses. In total, 106 responses were removed from the original sample because of missing data. The remaining 238 individual surveys had an average completion rate of 97.5% ($SD = .04$). From this point forward, all missing data were treated using pairwise deletion, and are reported where applicable.

Final Sample

The final sample included 238 individual surveys, representing 200 of the 538 (37%) public high schools in Washington. Of the 238 valid responses, Special Education Teachers were the most common respondents (48.4%; $n = 119$), followed by District Special Education Directors (17.1%; $n = 42$), Other Building Administrators (6.1%, $n = 15$), Transition Specialists (4.5%; $n = 11$), School Psychologists (5.3%; $n = 13$), School Guidance Counselors (3.7%; $n = 9$), General Education Teachers (1.6%; $n = 4$), or one of the other roles described in the remaining 5 categories (10.5%; $n = 25$; Other, Other District Administrator, Building Special Education Director, Career and Technical Education Teacher, or Paraprofessional; see Table 1). Respondents in schools in Region 1 one represented 38.7% ($n = 92$) of the sample, Region 2 had 35.3% of the representation ($n = 84$), and Region 3 had 26.1% percent of the representation ($n = 62$). Respondents also represented each of the nine Educational Service Districts (ESDs) in Washington, with 22.7% of respondents from ESD 121 ($n = 54$), 14.3% from ESD 112 ($n = 34$), 13% from ESD 189 ($n = 31$), 12.2% from ESD 113 ($n = 29$), 9.2% from ESD 105 ($n = 22$), 8.8% from ESD 171 ($n = 21$), 8.0% from ESD 101 ($n = 19$), 7.1% from ESD 123 ($n = 17$), and 2.1% from ESD 114 ($n = 5$). Please see Table 2. For 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	119	50.0%
District Special Education Director	42	17.7%
Building Administrator	15	6.3%
School Psychologist	13	5.5%
Transition Specialist	11	4.6%
School Guidance Counselor	9	3.8%
General Education Teacher	4	1.7%
District Administration (Other)	4	1.7%
Other (CTE Teacher, Paraprofessional, Other)	21	8.8%
Total	238	100%

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 school's provision of each of the five pre-employment transition service categories. Response options were offered on scale from 1 to 5 (1 = not confident, 2 = a little confident, 3 = neutrally confident, 4 = somewhat confident, and 5 = extremely confident). Across the five service categories, respondents indicated that they were neutrally confident in their knowledge about the services that were offered by their school ($M = 3.33$; $SD = 1.02$). 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 June, 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. 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, at $\alpha = .97$ 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 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 200 of the 538 (37.2%) public high schools in Washington, and it can be estimated that the responses collected provide a sampling error of $\pm 5.5\%$ 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 $\pm 5.5\%$. 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 0.67 and 0.75 ($=0.71 \pm [0.71 * .055]$). The actual sampling errors returned were higher than we had anticipated, and we think that some of this had to do with the still emerging relationships between school and VR and the return from the pandemic, which has affected school and teacher participation in research and evaluation activities like these across the board. The sampling error within regions and ESDs is much higher than we would have liked and to be cautious of this we will not be comparing results by ESD.

While sampling error is just one type of error that was addressed in this survey, it provides a good estimate of 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	182	75	41.2%	$\pm 8.7\%$
Region 2	205	71	34.6%	$\pm 9.4\%$
Region 3	142	53	37.3%	$\pm 10.7\%$
Not Affiliated	9	--	--	--
Total	538	200	37.2%	$\pm 5.5\%$

*Notes. Surveys from 238 respondents are included in this analysis 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	71	19	26.8%	±19%
ESD 105	33	19	57.6%	±15%
ESD 112	55	27	49.1%	±14%
ESD 113	53	29	54.7%	±12%
ESD 114	28	4	14.3%	±46%
ESD 123	31	9	29.0%	±28%
ESD 171	38	15	39.5%	±20%
ESD 189	67	26	38.8%	±15%
ESD 121	129	45	34.9%	±12%
Other	33	7	18.2%	±33%
Total	538	200	37.2%	±5.5%

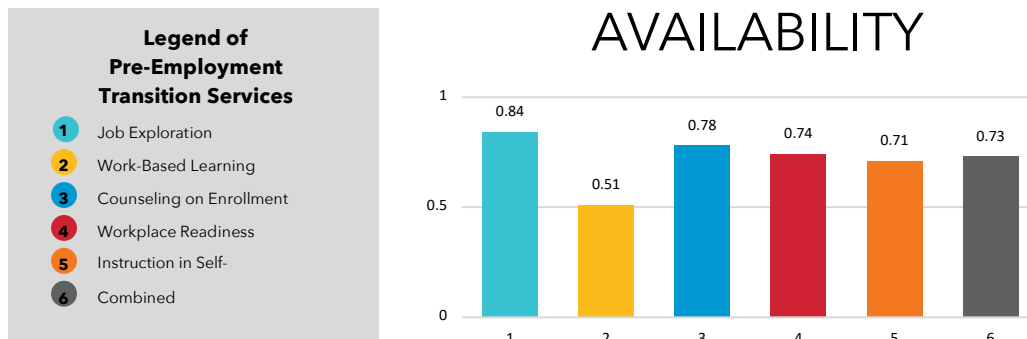
*Note: Surveys from 238 respondents are included in this analysis of school response rates. Sampling error is an indicator of precision and statistical confidence that describes the error that is caused by observing a sample instead of the whole population (Dillman et al., 2014). Sampling error was calculated at a 95% confidence level.

RESULTS

Availability

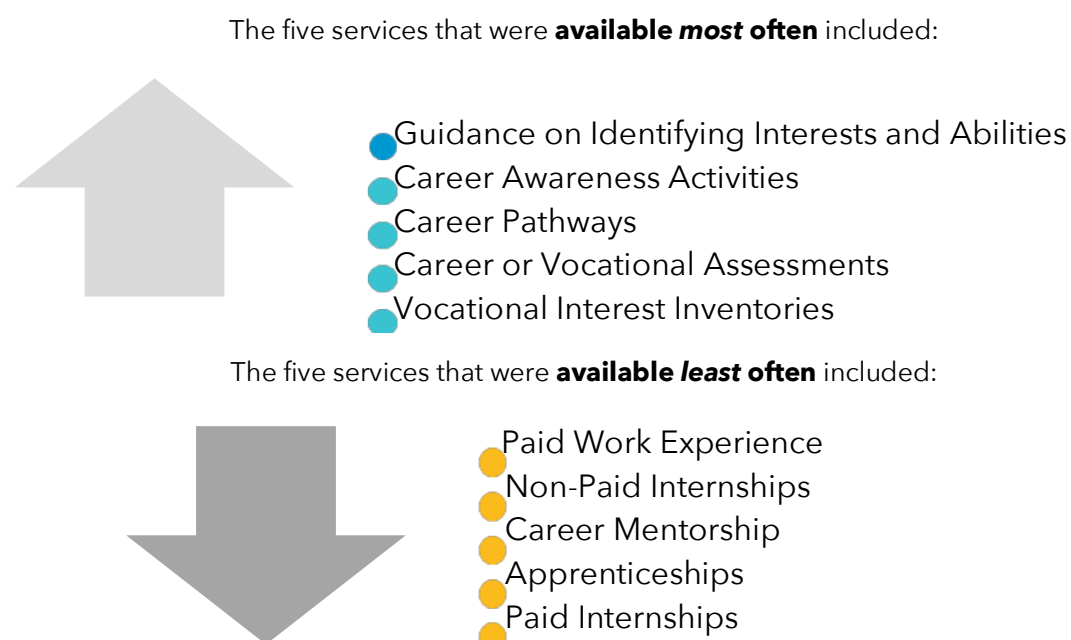
Among the final sample of 238 individual surveys, representing 200 of the 538 (37.2%) public schools in Washington, respondents reported that on average 73% of the 97 transition services listed on the assessment were available in their schools ($M = 0.73$; $SD = 0.22$). Job Exploration and Counseling on Post-Secondary Enrollment Options were the service categories that had the most services available, with 84% and 78% of the services reported as being available on average ($M = 0.84$; $SD = 0.21$; and $M = 0.78$; $SD = 0.33$). Work-Based Learning Experiences was the service category that had the least number of services available on average, and respondents reported on average that about 51% of the services listed are available ($M = 0.51$; $SD = 0.28$). The other two service categories fell in between the other three, with Workplace Readiness Training and Instruction in Self-Advocacy reported as having about 74% and 70% of each of those services available in schools respectively. Please see Figure 4.

Figure 4. Percentage of Services within Each Category Available at each school



The availability of individual services across each of the five categories ranged from being available almost all the time, to being available less than 35% of the time. The five services that were available most often were, with one exception, Job Exploration Services and included Guidance on Identifying Interest and Abilities ($M = 0.96$; $SD = 0.19$), Career Pathways ($M = .96$; $SD = .19$), Career Awareness Activities ($M = 0.95$; $SD = 0.21$), Vocational Assessments ($M = .94$; $SD = .24$), and Vocational Interest Inventories ($M = .94$; $SD = .24$). The five services that were available the least often were all Work-Based Learning Experiences and included Paid Internships ($M = .32$; $SD = .47$), Career Mentorship ($M = .35$; $SD = .48$), Apprenticeships ($M = .38$; $SD = .49$), Non-Paid Internships ($M = .43$; $SD = .49$), and Paid Work Experience ($M = .47$; $SD = .50$). Please see Figure 5. For a complete list of service availability, see the Statewide Summary Report for all schools included as Appendix F.

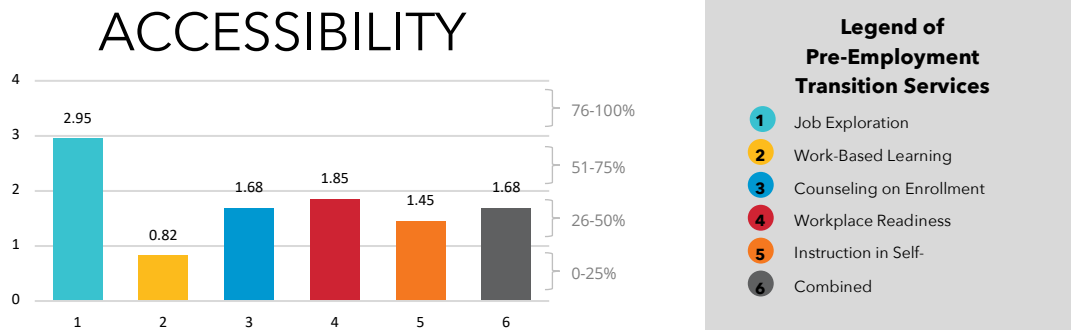
Figure 5. List of Individual Services Most and Least Available in Schools



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 or more of the five pre-employment transition service categories ($M = 1.68$; $SD = 1.16$). 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 Experiences were the services that were accessed the least often ($M = .82$; $SD = 1.15$), indicating that on average fewer than 25% of students are accessing each of the work-based learning services listed on the instrument. In between the most and least accessed by potentially eligible students are Instruction in Self-Advocacy ($M = 1.46$; $SD = 1.21$), Counseling on Enrollment in Post-Secondary Education ($M = 1.68$; $SD = 1.17$), and Workplace Readiness Training ($M = .185$; $SD = 1.41$); each with between 26-50% of potentially eligible students with disabilities accessing the services listed within these categories. Please see Figure 6.

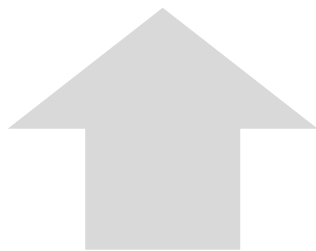
Figure 6. Average Percentage of Potential Eligible Students who Access each type of Service



Among the individual services, there were two services that were reportedly accessed by between 76-100% of potentially eligible students with disabilities. These services included Vocational Interest Inventories ($M = 3.11$; $SD = 1.28$) and Career or Vocational Assessments ($M = 3.11$; $SD = 1.30$). Not surprisingly, the individual services that were accessed the least included Work-Based Learning activities. Of the 97 individual services, ten were reportedly accessed by fewer than 26% of potentially eligible students with disabilities (e.g., $M < 1.0$); all were work-based learning activities. Paid Internships were accessed the least ($M = 0.39$; $SD = 0.80$), Apprenticeships ($M = 0.56$; $SD = 0.99$), Career Mentorship ($M = 0.56$; $SD = 1.05$), Career Competitions ($M = 0.57$; $SD = 0.92$), Non-Paid Internships ($M = 0.64$; $SD = 1.03$), followed by Paid Work Experience ($M = 0.66$; $SD = 0.99$), School-Based Business ($M = 0.67$; $SD = 0.98$), followed by Simulated Work Experience ($M = 0.76$; $SD = 1.03$); followed Job Shadowing ($M = 0.99$; $SD = 1.27$). Please see Figure 7.

Figure 7. List of Individual Services Most and Least Accessed by Students in Schools

The five services that were **accessed most often** included:



- Vocational Interest Inventories
- Career or Vocational Assessments
- Information on Career Pathways
- Guidance on Identifying Interests and Abilities
- Career Awareness Activities

The six services that were **accessed least often** included:



- Paid Work Experience
- Non-Paid Internships
- Career Competitions
- Career Mentorship
- Apprenticeships
- Paid Internships

Coordination

Respondents reported that on average between 1-25% of the school-based transition services provided were delivered in coordination with DVR ($M = 0.29$; $SD = 0.55$). None of the individual services were reportedly coordinated more than 25% of the time (e.g., $M > 1$). Information on Career Pathways, Career Awareness activities, Vocational Interest Inventories, and Vocational Assessments were the services reported coordinated the most often with DVR ($M = 0.71$ to 0.67 ; $SD = 1.0$). See figure 8.

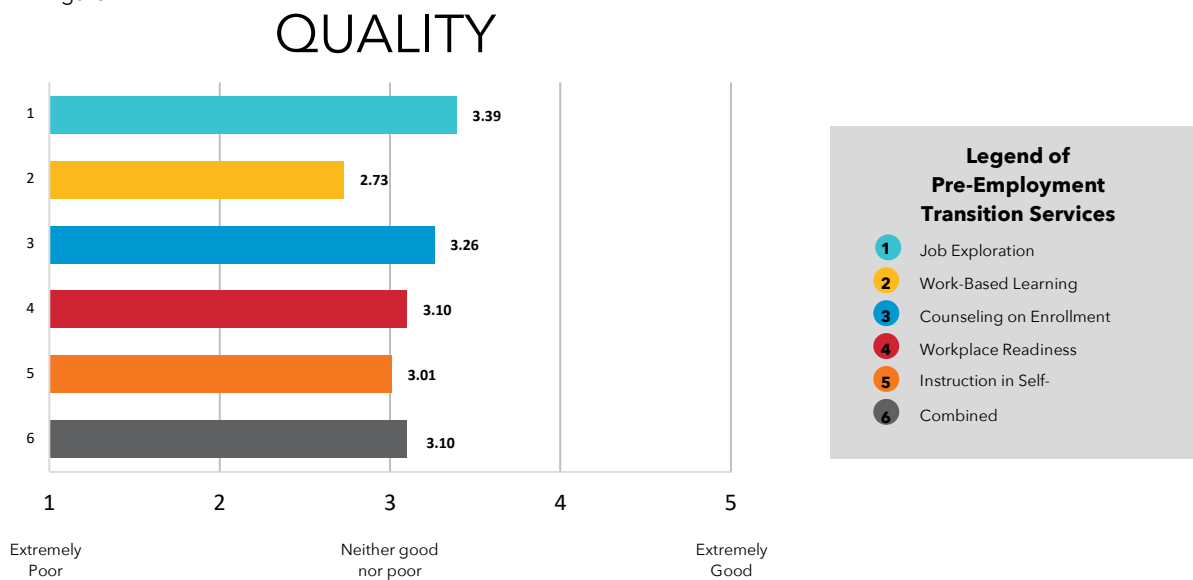
Figure 8.



Quality

Respondents rated the overall quality of their school-based transition services as *neither good nor poor* ($M = 3.10$; $SD = 0.86$). They were most confident in the overall quality of Job Exploration Counseling activities and Counseling on Post-Secondary Enrollment Options ($M = 3.39$; $SD = 1.0$; and $M = 3.26$; $SD = 1.02$). The service categories with the lowest quality ratings including Work-Based Learning activities ($M = 2.73$; $SD = 1.19$), which were rated as poor. Please see figure 9.

Figure 9.



Information and Additional Supports (Qualitative Findings)

At the end of each of the five survey modules (one for each of the five pre-employment transition services categories), TSAT respondents were asked to answer two open ended questions: (1) describe any comments they had about the module; and (2) what, if any, additional information and supports they would like to receive. At least one comment or request for information or additional supports was provided by 200 of the 354 (56.5%) total respondents. In total, almost 1,000 qualitative comments were recorded ($n = 953$). On average, each participant who responded to an open-ended question responded to 5 of the 10 opportunities (30 respondents only responded once, and 10 respondents answered all 10 questions). The open-ended questions at the end of the first module (Job Exploration Counseling) had the most comments ($n= 287$), and the last module on Instruction in Self-Advocacy had the least number of comments ($n =133$).

Each of the qualitative comments were coded for themes that cut across the five pre-employment transition service categories. Of the 953 comments, 48.5% ($n = 462$) included a request for additional information or resources on a topic. We then coded for the top resource requests within each of the five pre-employment transition service categories and created a word cloud for each one that represents the most used words within these requests.

Primary Themes. Seven themes emerged that cut across each of the five service categories (ordered by frequency):

- ⇒ **Descriptions about a school's current activities**
- ⇒ **Requests to increase access to transition services for their students with disabilities**
- ⇒ **Requests to increase their school's coordination with DVR**
- ⇒ **Requests to improve the respondent's professional skills and knowledge**
- ⇒ **Requests to address barriers to implementing pre-employment transition services so they align with a student's course of study (e.g., High School and Beyond Plan), can be delivered in an inclusive environment, and are available during the school day**
- ⇒ **Descriptions about how the Covid 19 pandemic has negatively impacted the availability of these services for potentially eligible students with disabilities in their school**
- ⇒ **Descriptions about the unique barriers to living in a rural area**

Descriptions about their schools' current activities in these areas. Respondents were asked to provide general comments about each of the five pre-employment transition services. Not surprisingly, descriptions about their school's current activities in these areas was one of the most common themes. These services ranged from robust transition assessment and career exploration efforts to school-wide initiatives to support workplace readiness skills and self-determination. These results are consistent with the quantitative findings, which suggest schools have a lot of school-based transition services available but that these services are not widely accessed by potentially eligible students with disabilities.

However, there is also evidence to suggest there are some exciting coordination activities taking place or being planned. For example, one paraprofessional reported, *"We recently started group services through DVR which reach a bigger group of students and we are looking forward to learning more through those opportunities,"* and another respondent (who did not report their role) said, *"We currently are going to have a 12 week DVR class for students"*.

Requests to increase access to transition services for their students with disabilities. The second most prevalent theme that emerged within the comments were requests to DVR to increase the accessibility or pre-employment transition services to their potentially eligible students with disabilities. This is consistent with the quantitative findings from the TSAT, suggesting that while a lot of services are available for their students, the extent to which their potentially eligible students with disabilities access these services is limited.

Many respondents spoke broadly about the need to access these services, such as a special education teacher who said, *"Yes anything would be greatly appreciated."* One school psychologist reported, *"It would be great to have more of these opportunities in our school building,"* and a different special education teacher said, *"I need opportunities for youth and jobs and career learning in my area."*

One special education teacher responded with some specific services they would like to have offered to their students:

"I would be very interested in more job exploration and career counseling activities. It would be great to have students take a survey that identifies areas of interest and then helps break down the types of skill it would be important to attain in order to fulfill that career as well as, potentially the type of schooling that would be required (associates degree, bachelors degree, graduate degree) and even what schools offer those!" - Special Education Teacher

Another special education teacher provided some insight into the differences in services that are available to students with and without disabilities, and highlighted the need for services and opportunities that align with the needs of students receiving special education services in a self-contained setting:

"There is information that is provided for our neuro-typical "General Education" students, but there is not information for our students who have been identified as benefiting from supportive services in a self-contained setting" - Special Education Teacher

Requests to increase access to transition services for potentially eligible students with disabilities was one of the most common responses to the open-ended questions on the TSAT. Again, this is consistent with the quantitative data and provides further evidence that there is a need for coordinated pre-employment transition services throughout Washington State.

Requests to increase their school's coordination with DVR. Another common response was requests to increase their school's coordination with DVR. For example, one building administrator reported that they *"Would love to know how DVR can support and coordinate with us on these activities."* This too is

consistent with the quantitative findings from the TSAT, which suggest the frequency of these services being provided in coordination with DVR is very low.

As one participant put it, however, *"We don't know what we don't know..."*, and perhaps this didn't emerge as the most prevalent theme because participants didn't fully know or understand the requirements of DVR agencies to ensure the coordination and delivery of these services to potentially eligible students with disabilities who need them. One teacher reported, *"I was unaware of any group called Vocational Rehabilitation."*

Within their requests to increase their school's coordination with DVR, respondents raised some questions about how to go about coordinating services with DVR. For example, one respondent wrote, *"I am not sure how to coordinate these activities through DVR."* Other respondents provided calls to action for DVR to *"follow through"* and *"be present and work with us."* Specifically, one respondent wrote, *"I guess I would like to know what you could do in the schools because I refer people to DVR but either haven't had anyone follow through,"* and another said *"[I want] DVR to be present and work with us as it relates to the wide variety of special education students we serve."*

Lastly, participants also raised some additional frustrations with DVR, such as the following quote from a special education director in one of the schools:

"It is my earnest hope that by spending time filling out this survey we are going to see more job exploration opportunities directly impact our student population, rather than another survey we completed for DVR." - Building Special Education Director

Requests to address barriers to implementing pre-employment transition services so they align with a student's course of study (e.g., High School and Beyond Plan), can be delivered in an inclusive environment, and are available during the school day. Respondents to the survey reported several barriers to providing school-based transition services to potentially eligible students with disabilities and established some requests to address these barriers.

One of the comments that came up several times was a desire for the coordinated services that are provided to potentially eligible students with disabilities to align with the High School and Beyond Plan. For example, one special education director wrote, *"Coordinating with High School and Beyond Plan would be valuable"* and another said, *"There is an effort and desire to combine Transitional services in the school with broader access to career and school-based experiences."* Two other interesting and related comments include:

"I would like to see our Career Counseling Center be a robust, vibrant place that is constantly busy with guest speakers, special presentations, students working on their HSBP and working with the staff on individual career counseling. I'd like to see it be a place of variety and opportunity, including the walls and set up of the entire space. Instead of college being the primary focus, I'd like to see post-secondary options of all kinds be the focus." - Building Administrator

"The opportunities are there via our HSBP and advisory activities. However, a large percentage of teachers do not participate [or] present the information with confidence to students and it is

not differentiated for students unless they have been specifically placed in an advisory with their case managers or other SPED staff.” - Role not reported

Other respondents wrote about the barriers associated with student graduation requirements and educator time. Including this one statement from a special education teacher, *“Meeting graduation requirements does not leave a lot of time for work-based learning opportunities.”* The following statement from a Transition Specialist suggests how valuable it would be if pre-employment transition services could be providing during the school day, *“It would be a great benefit to have DVR support this area during the school day. Currently they will only support outside the school day. This creates equity and access issues.”*

Requests to improve the respondents’ professional skills and knowledge. The next most common theme included respondents’ interest in improving their professional skills and knowledge related to providing school-based transition services that align with one or more of the five required pre-employment transition services. One special education teacher responded by saying:

“Our teachers are not adequately prepared or given enough time to help students explore career options and have meaningful interactions with people of a variety of careers.” - Special Education Teacher

Other educators also responded with requests for more information and knowledge of DVR (such as was presented in a prior theme). For example, another teacher reported, *“I don’t know much about the Vocational Rehabilitation program.”*

Other issues emerged as well. An educator spoke to the high turnover of people who are working in the field of secondary special education and transition and wrote, *“As my first year at high school wraps up, I realize I know very little and need a lot more information.”*

These responses all provide evidence for the importance of the need for additional professional development and training within these areas. Perhaps this can be a focus for DVR in the future.

Descriptions about how the Covid 19 pandemic has negatively impacted the availability of these services for potentially eligible students with disabilities in their school. Another common area of information was related to the Covid-19 pandemic. The survey was conducted during the winter and spring of 2021 and 2022. Most, if not all, schools were back in person, though were still reacting to the events of the prior two years. Students and families were experiencing greater challenges, staff were working very hard and giving their all on empty fuel tanks, administrators and school leaders were just trying to keep things moving forward, and local communities, employers and organizations were still adjusting. Here are a few comments that respondents wrote related to the Covid-19 pandemic and its impact on school-based transition services:

“Activities such as job fairs, career days and guest speakers have slowed or stopped since COVID.” - Special Education Teacher

“COVID has impacted the ability to reach a wider audience of students re. job exploration and career counseling.” - Special Education Teacher

"Because of COVID we have gotten away from some things we did prior to the disruption in the schools. We in the past have participated in pre-employment activities on a weekly basis." - Special Education Teacher

"Over the past two years, support from DVR has provided a larger group of our students the ability to access information regarding potential post-secondary career opportunities. Covid has negatively impacted the opportunities available to students, but we still have more students participating than we did in the past." - Special Education Director

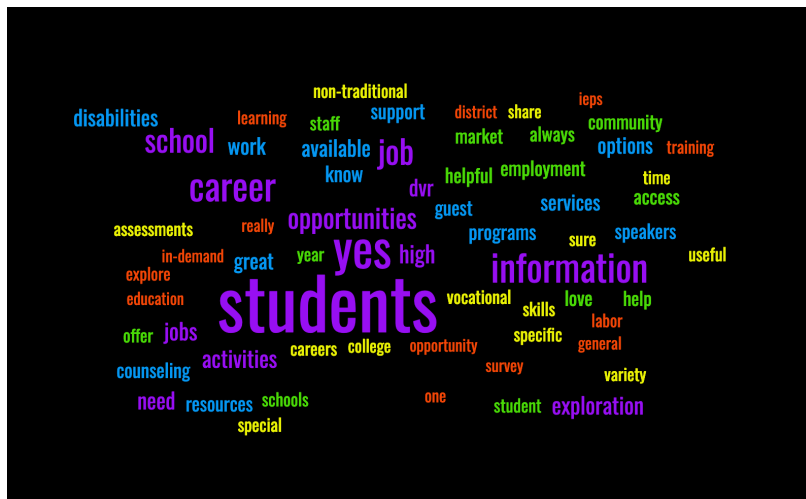
"We work really hard to expose our students to different opportunities and because we are very inclusive of our students with disabilities they are given the same opportunities as the rest of our populations. Some years we do better with DVR and I only rate us low due to pandemic levels of activities we have done with them." - School Guidance Counselor

Descriptions about the unique barriers to living in a rural area. Lastly, a fairly common theme emerged within the qualitative responses suggesting the unique barriers that schools in rural areas are facing. The comments were repeated enough that we have decided to include it as its own theme. A few specific comments include this one from a special education teacher, "Our district is very, very rural. The closest city is over an hour away from us and the opportunity for outside exploration is very slim," and another, "This is difficult in a very small rural school. I use items online, but it is not the same as visiting job sites or having a person to answer questions." Others included complaints about staffing in a rural area, such as this special education teacher who reported, "due to staffing levels and the lack of a career counselor at our school, paid opportunities are difficult to arrange".

Top Resource Requests and Word Clouds. We also coded for the top resource requests within each of the five pre-employment transition service categories, and created a word cloud for each one that represents the topmost used words within these requests.

Job exploration: Top resource requests and word cloud. The top request for information and additional supports related to job exploration and counseling activities included resources to share with students about the current labor market (including national and state information about in-demand jobs), with options that include non-traditional jobs and those that don't require attending a four-year university. Other top requests included training, curriculum and materials to support transition assessments and career awareness and job exploration activities. Respondents also requested help from DVR in organizing and running school-based career awareness events, including job fairs and guest speakers.

Figure 10. Job Exploration Resource Request Word Cloud



Work-based learning: Top resource requests and word cloud. The top requests for work-based learning resources included professional development and help with coordinating work-based learning experiences for their students. Specific topics for professional development and training included working with and identifying local employers and setting up work-based learning opportunities (e.g., job shadows, internships, paid-work experience). Beyond professional

Figure 11. Work-Based Learning Resource Request Word Cloud



development and training, respondents also asked for help coordinating these kinds of activities for their students, including with apprenticeships and job coaching. This was one of the areas where the response “anything!” was most common.

Counseling on post-secondary enrollment options: Top resource requests and word cloud. Respondents resource requests in the area of counseling on post-secondary enrollment options included information and training on opportunities for post-secondary options that don’t require students to earn a bachelor’s degree, including apprenticeship programs, vocational and technical schools, community colleges, and post-secondary education programs for students with intellectual and developmental disabilities. Additional requests included support and training for staff and students on supporting a successful transition from high school to college/training, in areas such as accessing accommodations and other disability support services and access to funding to support attendance.

Figure 12. Instruction in Post-Secondary Education Resource Request Word Cloud



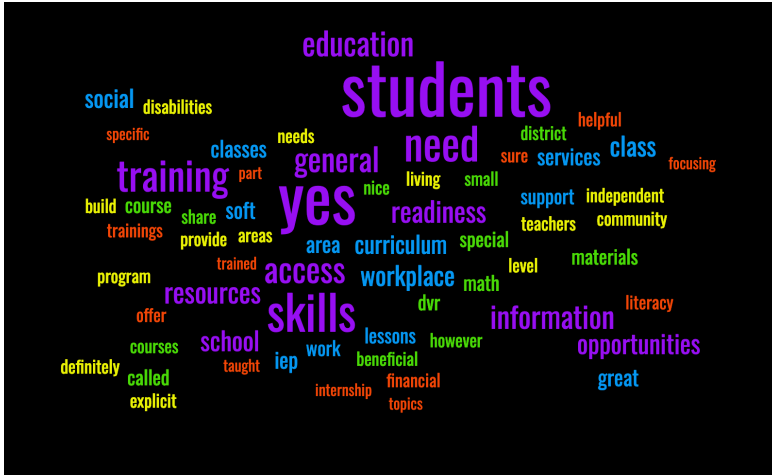
Work readiness training: Top resource requests and word cloud. The top requests for work readiness training again included professional development and training materials on the topic and more related resources and experiences for their students. Several respondents reported never receiving any formal training in this area, and that they would be interested in this. Other respondents indicated that their students would benefit from more support and training in this area. Respondents suggested training and support on soft skills would be helpful, along with hard skills including financial literacy and money management.

Figure 13. Work Readiness Training Information and Additional Support Word Cloud



Instruction in self-advocacy: Top resource requests and word cloud. Many respondents discussed the importance of additional support for them and their students in this area. Respondents suggested this is an area of instruction that is embedded across the curriculum, but more explicit resources and supports targeting students with disabilities would be helpful. They indicated they would like more focused supports on how to development meaningful relationships with students and learn to promote their advocacy and motivation. These results are consistent with the quantitative findings, which suggest this is the second least accessed school-based transition service for their students.

Figure 14. Instruction in Self-Advocacy Information and Additional Support Word Cloud

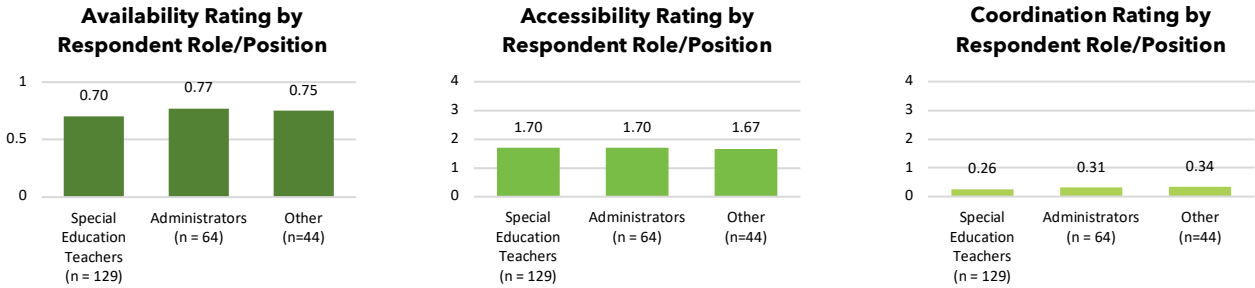


Differences by Role and Geography

The third evaluation question examines how respondent or geographic characteristics account for differences in the availability, accessibility, and coordination of school-based transition services that 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 of respondent role/position 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 = 129); (2) Building and District Administrators (n = 64); and (3) Other (n = 44). Descriptive statistics (see Figure 15) suggest only small variations in the ways that people from these different perspectives reported on the availability, accessibility and coordination of these services. Within these small variations, it’s interesting to note that when compared to administrators and others, special education teachers generally noted fewer services were available, and lower levels of coordination. However, ANOVA did not indicate any of these differences were statistically significant.

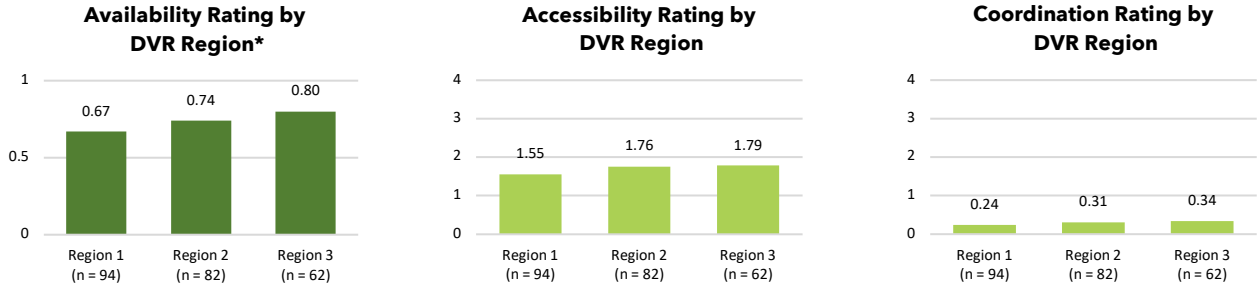
Figure 15.



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

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 16) suggest small variations in the ways that people from these different regions reported on the availability, accessibility and coordination of these services. The difference in availability between regions was statistically significant and suggest that respondents from schools in Region 3 reported having more services available in their schools than did respondents from other regions. Please see Figure 16.

Figure 16.



Note. * indicates a statistically significant difference.

DISCUSSION

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 outcomes for these students. WIOA (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, WIOA 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. This evaluation builds off prior statewide evaluations of pre-employment transition services in Washington (Johnson & Poppen, 2019; Poppen & Alsalamah, 2020) and contributes new information about the pattern of services during the 2021 and 2022 school year.

For this evaluation, valid and reliable data were collected from 238 individuals, representing 200 of the 538 (37%) public high schools in Washington. Findings show that on average 73% 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 analyses suggest schools in Washington continue to provide a lot of school-based transition services that align with one or more of the five pre-employment transition services. However, these data suggest respondents do not feel that all of their potentially eligible students with disabilities are accessing these services and would like to coordinate more with the DVR to increase the extent to which their students access these services. Consistent with the quantitative findings, respondents' qualitative responses indicate the areas of biggest need exist in the area of work-based learning. The qualitative data also indicate respondents would like to receive more professional development on how to deliver high quality school-based transition services, and be provided with the resources (e.g., curriculum, materials, guides, etc.) they need to deliver these services. Moreover, as educators are learning more about opportunities for their students to access pre-employment transition services from DVR, they are seeking guidance and support in addressing barriers to their implementation, including, how to align these services with a student's course of study, deliver services in an inclusive environment, and provide services during the school day. Lastly, qualitative data also suggest the Covid-19 pandemic has negatively impacted the availability of school-based transition services for their potentially eligible students with disabilities and that schools in rural communities continue to face unique barriers to delivering meaningful transition services for their students.

The quantitative findings from this evaluation are similar to those reported in the 2019/2020 statewide evaluation (see Poppen & Alsalamah, 2020); however, there are some small and notable variations in the patterns of school-based transition services that emerged in the 2021/2022 school year. Most notably, the quantitative TSAT data suggest fewer students accessed school-based transition services

during the 2021/2022 school year ($M = 1.68$; $SD = 1.16$) than during the 2019/2020 school year ($M = 1.97$; $SD = 0.99$). This difference in the extent to which potentially eligible students with disabilities accessed services is statistically significant, $t(536) = 3.13$, $p < .01$. Additionally, the perceived quality of the services that were accessed by students was lower during 2021/2022 ($M=3.10$; $SD = 0.86$) than during the 2019/2020 school year ($M = 3.36$; $SD = 0.85$). This difference in respondents perceived quality of services is also statistically significant, $t(536) = 2.83$, $p < .01$. When corroborated with qualitative data, it's likely these trends are related to the impact of Covid-19. These trends may highlight an opportunity for DVR to increase the extent to which coordinate and deliver pre-employment transition services for potentially eligible students with disabilities.

When comparing the qualitative findings from the 2021/2022 school year to the 2019/2020 school year, the comments were more constructive and favorable towards DVR. While respondents from 2019/2020 were open to collaboration, more respondents in 2021/2022 highlighted the coordinated pre-employment transition services they were planning on implementing in their schools. This speaks to the hard work that DVR leadership and staff have put in to developing relationships with schools. Additional differences between the 2021/2022 and 2019/2020 qualitative evaluation data include the impact of Covid-19 on the availability of school-based transition services that schools could provide to potentially eligible students with disabilities. When corroborated with quantitative data, it is clear schools were able to provide fewer services to their students throughout the pandemic. Through the delivery and coordination of pre-employment transition services, perhaps DVR can continue to help address some of these gaps moving forward.

Similar to the 2019/2020 evaluation, this evaluation builds on several important factors about the availability, accessibility, coordination and quality of pre-employment transition services in Washington State. Perhaps most salient continues to be 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 continue to be a strength throughout the state, data suggest there are fewer opportunities for students to access work-based learning experiences, instruction in self-advocacy, counseling on enrollment in post-secondary education, and workplace readiness skills – all areas that have strong empirical support for improving positive post-secondary outcomes of students with disabilities (Test et al., 2011; Mazzotti et al., 2016). Continuing to offer a breadth of services in the areas of job exploration counseling should be a priority for the state, while also working to address the gaps in services within each of the other four domains.

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 2021/2022 OSPI estimates that report 48,947 potentially eligible students with disabilities in Washington (grades 10th-12th grade), these findings suggest that between 24,474-36,221 students were not accessing these school-based transition services. This once again 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. Access to these services should not decrease, but additional efforts should be made to increase the extent to which students have

access to all these services, with a strong emphasis on work-based learning experiences.

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 requirements of WIOA, the state must also continue to work to improve the extent to which a coordinated effort is taken in the delivery of school-based transition services. 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 limitation 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 evaluators 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.
3. Continue to develop and maintaining positive and ongoing partnerships with schools; and streamlining processes, points of contact, and ease of access for students, families, and schools where possible.
4. Address educators' requests to develop more professional skills and knowledge related to school-based transition services that align with one or more of the five pre-employment transition service categories.
5. Build off what know about the specific needs, barriers and strategies that are preventing greater access and coordination of pre-employment transition services to develop improved service delivery models that result in more direct services to students (with an emphasis on work-based learning experiences),
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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
A G West Black Hills High School	ESD 113	Region 3	Yes
A-3 Multiagency Adolescent Prog	ESD 101	Region 1	No
Aces High School	ESD 189	Region 2	No
Adna Middle/High School	ESD 113	Region 3	Yes
Aim High School	ESD 189	Region 2	No
Almira Coulee Hartline High School	ESD 171	Region 1	No
Alternative School (Methow Valley)	ESD 171	Region 1	No
Anacortes High School	ESD 189	Region 2	Yes
Arlington High School	ESD 189	Region 2	No
Asotin Senior High	ESD 123	Region 1	No
Auburn Mountainview High School	ESD 121	Region 2	No
Auburn Riverside High School	ESD 121	Region 2	No
Auburn Senior High School	ESD 121	Region 2	No
Avanti High School	ESD 113	Region 3	No
Bainbridge High School	ESD 121	Region 2	No
Ballard High School	ESD 121	Region 2	Yes
Barker Creek Community School	ESD 114	Region 3	No
Battle Ground High School	ESD 112	Region 3	No
Bellevue Big Picture School	ESD 121	Region 2	Yes
Bellevue High School	ESD 121	Region 2	Yes
Bellingham High School	ESD 189	Region 2	Yes
Bethel High School	ESD 121	Region 2	Yes
Bethel Transition Lab	ESD 121	Region 2	Yes
Bickleton Elementary & High School	ESD 105	Region 1	No
Big Picture School	ESD 121	Region 2	Yes
Blaine High School	ESD 189	Region 2	No
Bonney Lake High School	ESD 121	Region 2	No
Bothell High School	ESD 121	Region 2	No
Bremerton High School	ESD 114	Region 3	No
Brewster Alternative School	ESD 171	Region 1	No
Brewster High School	ESD 171	Region 1	Yes
Bridgeport Aurora High School	ESD 171	Region 1	Yes
Bridgeport High School	ESD 171	Region 1	Yes
Bridges Transition	ESD 121	Region 2	Yes
Bryant Center	ESD 101	Region 1	No
Burlington Edison High School	ESD 189	Region 2	No
Burlington-Edison Alternative School	ESD 189	Region 2	No
Butch the Cougar Middle School	ESD 101	Region 1	No
Cam Academy	ESD 112	Region 3	No
Camas High School	ESD 112	Region 3	Yes
Canyon View Community Facility	Other	Region 2	Yes
Cap Sante High School	ESD 189	Region 2	No
Capital High School	ESD 113	Region 3	No
Career Link	ESD 121	Region 2	No
Cascade High School (Cascade)	ESD 171	Region 1	No
Cascade High School (Everett)	ESD 189	Region 2	No

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Cascade Parent Partnership Program	ESD 121	Region 2	No
Cashmere High School	ESD 171	Region 1	No
Castle Rock High School	ESD 112	Region 3	No
Cavelero Mid High School	ESD 189	Region 2	Yes
Cedarcrest High School	ESD 121	Region 2	Yes
Central Educational Services	ESD 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	ESD 121	Region 2	No
Charles Francis Adams High School	ESD 123	Region 1	No
Chelan High School	ESD 171	Region 1	No
Chelan School Of Innovation	ESD 171	Region 1	No
Cheney High School	ESD 101	Region 1	Yes
Chiawana High School	ESD 123	Region 1	Yes
Chief Kitsap Academy	OSPI	Other	No
Chief Leschi School	OSPI	Other	No
Chief Sealth International High School	ESD 121	Region 2	No
Chimacum Junior/Senior High School	ESD 114	Region 3	No
Choice Academy (Highline)	ESD 121	Region 2	No
Choice Academy (Riverview)	ESD 121	Region 2	Yes
Choice Middle and High School	ESD 113	Region 3	No
Clallam Bay High & Elementary	ESD 114	Region 3	No
Cle Elum Roslyn High School	ESD 105	Region 1	No
Clip	ESD 121	Region 2	Yes
Clover Park High School	ESD 121	Region 2	Yes
Colfax High School	ESD 101	Region 1	No
College Place High School	ESD 123	Region 1	No
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	No
Columbia High School (White Salmon)	ESD 112	Region 3	No
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
Community Transition Program (Peninsula)	ESD 121	Region 2	No
Computer Academy Toppenish High School	ESD 105	Region 1	Yes
Concrete High School	ESD 189	Region 2	Yes
Connell High School	ESD 123	Region 1	No
Contract Learning Center	ESD 105	Region 1	No
Contractual Schools	ESD 121	Region 2	Yes
Coupeville High School	ESD 189	Region 2	No
Cowlitz Prairie Academy	ESD 113	Region 3	Yes
Crescent School	ESD 114	Region 3	No
Creston Jr-Sr High School	ESD 101	Region 1	No
Crossroads Community School	ESD 114	Region 3	No
Crossroads High School	ESD 189	Region 2	Yes

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Curlew Elem & High School	ESD 101	Region 1	No
Curtis Senior High	ESD 121	Region 2	No
Cusick Jr Sr High School	ESD 101	Region 1	Yes
Darrington Sr High School	ESD 189	Region 2	No
Davenport Senior High School	ESD 101	Region 1	No
Davis High School	ESD 105	Region 1	Yes
Dayton High School	ESD 123	Region 1	No
Decatur High School	ESD 121	Region 2	Yes
Deer Park High School	ESD 101	Region 1	Yes
Desert Oasis High School	ESD 123	Region 1	No
Discovery (South Kitsap)	ESD 114	Region 3	No
Discovery High School (Camas)	ESD 112	Region 3	No
Discovery High School (Longview)	ESD 112	Region 3	No
Discovery High School-Achieve (Longview)	ESD 112	Region 3	No
Dishman Hills High School	ESD 101	Region 1	No
Eagle Harbor High School	ESD 121	Region 2	No
East Grays Harbor High School	ESD 113	Region 3	No
East Valley High School (Spokane)	ESD 101	Region 1	No
East Valley High School (Yakima)	ESD 105	Region 1	Yes
Eastlake High School	ESD 121	Region 2	No
Eastmont Senior High	ESD 171	Region 1	Yes
Easton School	ESD 105	Region 1	No
Easton Secondary School	ESD 105	Region 1	No
Eatonville High School	ESD 121	Region 2	No
Echo Glen Children's Center	Other	Region 3	No
Edmonds Heights K-12	ESD 189	Region 2	No
Edmonds Woodway High School	ESD 189	Region 2	No
Eisenhower High School	ESD 105	Region 1	Yes
Ellensburg High School	ESD 105	Region 1	Yes
Elma High School	ESD 113	Region 3	No
Emerald Ridge High School	ESD 121	Region 2	No
Emerson High School	ESD 121	Region 2	No
Emerson K-12	ESD 121	Region 2	No
Entiat Middle And High School	ESD 171	Region 1	Yes
Enumclaw Sr High School	ESD 121	Region 2	No
Ephrata High School	ESD 171	Region 1	Yes
Everett High School	ESD 189	Region 2	No
Evergreen High School (Seattle)	ESD 121	Region 2	No
Evergreen High School (Vancouver)	ESD 112	Region 3	No
Evergreen Transition Program	ESD 121	Region 2	Yes
Excelsior Youth Center School	ESD 101	Region 1	No
Federal Way High School	ESD 121	Region 2	Yes
Federal Way Public Academy	ESD 121	Region 2	No
Ferndale High School	ESD 189	Region 2	No
Ferris High School	ESD 101	Region 1	No
Fife High School	ESD 121	Region 2	No
Firwood	ESD 121	Region 2	No
Forks Alternative School	ESD 114	Region 3	No

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Forks Junior-Senior High School	ESD 114	Region 3	No
Fort Vancouver High School	ESD 112	Region 3	Yes
Foss	ESD 121	Region 2	Yes
Foster Senior High School	ESD 121	Region 2	Yes
Franklin High School	ESD 121	Region 2	No
Franklin Pierce High School	ESD 121	Region 2	No
Freeman High School	ESD 101	Region 1	Yes
Friday Harbor High School	ESD 189	Region 2	No
Futures School	ESD 121	Region 2	No
Futurus High School	ESD 113	Region 3	Yes
Garfield At Palouse High School	ESD 101	Region 1	No
Garfield High School	ESD 121	Region 2	No
Garfield-Palouse High School	ESD 101	Region 1	No
Gates Secondary School	ESD 121	Region 2	No
Gersh Academy Cougar Mountain	Private	Region 2	No
Gibson Ek High School	ESD 121	Region 2	Yes
Gig Harbor High	ESD 121	Region 2	No
Glacier Peak High School	ESD 189	Region 2	No
Glenwood Secondary	ESD 112	Region 3	No
Goldendale High School	ESD 105	Region 1	Yes
Goldendale Middle School	ESD 105	Region 1	Yes
Graham Kapowsin High School	ESD 121	Region 2	Yes
Grandview High School	ESD 105	Region 1	No
Granger High School	ESD 105	Region 1	Yes
Granite Falls High School	ESD 189	Region 2	Yes
Green Hill Academic School	Other	Region 3	No
Griffin Bay School	ESD 189	Region 2	No
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	ESD 121	Region 2	No
Hayes Freedom High School	ESD 112	Region 3	No
Hazen Senior High School	ESD 121	Region 2	Yes
HeLa High School	ESD 112	Region 3	Yes
Henderson Bay Alt High School	ESD 121	Region 2	No
Henry M. Jackson High School	ESD 189	Region 2	Yes
Heritage High School (Evergreen)	ESD 112	Region 3	Yes
Heritage School (Marysville)	ESD 189	Region 2	Yes
Highland High School	ESD 105	Region 1	Yes
Highlands High School (Omak)	ESD 171	Region 1	No
Highline High School	ESD 121	Region 2	No
Hockinson High School	ESD 112	Region 3	Yes
Hollingsworth Academy	ESD 112	Region 3	No
Homelink River	ESD 112	Region 3	No
Hoquiam High School	ESD 113	Region 3	No
Hudson'S Bay High School	ESD 112	Region 3	Yes
Ilwaco High School	ESD 112	Region 3	No

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Inchelium High School	ESD 101	Region 1	No
Inglemoor Hs	ESD 121	Region 2	Yes
Ingraham High School	ESD 121	Region 2	No
Innovation Lab High School	ESD 121	Region 2	Yes
Insight School of Washington	ESD 114	Region 3	Yes
Interlake Senior High School	ESD 121	Region 2	No
International Community School (Lake Washington)	ESD 121	Region 2	No
International School (Bellevue)	ESD 121	Region 2	No
Issaquah High School	ESD 121	Region 2	No
J M Weatherwax High School	ESD 113	Region 3	Yes
James A. Taylor High School	ESD 114	Region 3	No
Jenkins Junior/Senior High	ESD 101	Region 1	Yes
Jim Tangeman Center	ESD 112	Region 3	Yes
Juanita High	ESD 121	Region 2	Yes
K-12 Ellensburg Learning Center	ESD 105	Region 1	No
Kahlotus Elem & High	ESD 123	Region 1	No
Kalama High School	ESD 112	Region 3	No
Kalles Junior High	ESD 121	Region 2	No
Kamiak High School	ESD 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	No
Kent Mountain View Academy	ESD 121	Region 2	No
Kent Phoenix Academy	ESD 121	Region 2	No
Kent-Meridian High School	ESD 121	Region 2	No
Kentlake High School	ESD 121	Region 2	No
Kentridge High School	ESD 121	Region 2	No
Kentwood High School	ESD 121	Region 2	No
Kettle Falls High School	ESD 101	Region 1	No
Kingston High School	ESD 114	Region 3	No
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	No
La Conner High School	ESD 189	Region 2	Yes
Lacrosse High School	ESD 101	Region 1	No
Lake Quinault High School	ESD 113	Region 3	No
Lake Roosevelt Alternative School	ESD 171	Region 1	No
Lake Roosevelt Jr/Sr High School	ESD 171	Region 1	No
Lake Stevens Sr High School	ESD 189	Region 2	Yes
Lake Washington High	ESD 121	Region 2	No
Lakes High School	ESD 121	Region 2	Yes
Lakeside High School	ESD 101	Region 1	No
Lakewood High School	ESD 189	Region 2	Yes
Legacy High School (Evergreen)	ESD 112	Region 3	Yes
Legacy High School (Kennewick)	ESD 123	Region 1	Yes

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Legacy High School (Marysville)	ESD 189	Region 2	Yes
Lewis & Clark High School (Spokane)	ESD 101	Region 1	No
Lewis and Clark High School (Vancouver)	ESD 112	Region 3	Yes
Lewis County Alternative School	ESD 113	Region 3	No
Lewis River Academy	ESD 112	Region 3	No
Liberty Bell Jr Sr High (Methow)	ESD 171	Region 1	No
Liberty High School (Liberty)	ESD 101	Region 1	No
Liberty Sr High School (Issaquah)	ESD 121	Region 2	Yes
Lincoln High School (Port Angeles)	ESD 114	Region 3	No
Lincoln High School (Seattle)	ESD 121	Region 2	No
Lincoln High School (Tacoma)	ESD 121	Region 2	Yes
Lincoln High School (Walla Walla)	ESD 123	Region 1	No
Lincoln Hill High School	ESD 189	Region 2	No
Lind-Ritzville High School	ESD 101	Region 1	No
Lindbergh Senior High School	ESD 121	Region 2	No
Loowit High School	ESD 112	Region 3	No
Lopez Middle High School	ESD 189	Region 2	No
Lumen High School	Charter	Region 1	No
Lummi Nation School	OSPI	Other	No
Lyle High School	ESD 112	Region 3	No
Lynden Academy	ESD 189	Region 2	No
Lynden High School	ESD 189	Region 2	No
Lynnwood High School	ESD 189	Region 2	No
Mabton Jr. Sr. High	ESD 105	Region 1	Yes
Mansfield Elem And High School	ESD 171	Region 1	No
Manson High School	ESD 171	Region 1	No
Mariner High School	ESD 189	Region 2	No
Maritime High School	ESD 121	Region 2	No
Mark Morris High School	ESD 112	Region 3	Yes
Mary M. Knight School	ESD 113	Region 3	Yes
Mary Walker Alternative High Schl	ESD 101	Region 1	No
Mary Walker High School	ESD 101	Region 1	Yes
Marysville Getchell High School	ESD 189	Region 2	Yes
Marysville Pilchuck High School	ESD 189	Region 2	Yes
Mead Senior High School	ESD 101	Region 1	Yes
Meadowdale High School	ESD 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	ESD 121	Region 2	Yes
Meridian High School	ESD 189	Region 2	Yes
Mica Peak High School	ESD 101	Region 1	Yes
Monroe High School	ESD 189	Region 2	Yes
Montesano Jr-Sr High	ESD 113	Region 3	No
Morton Junior-Senior High	ESD 113	Region 3	Yes
Moses Lake High School	ESD 171	Region 1	Yes
Mossyrock Academy	ESD 113	Region 3	Yes
Mossyrock Jr./Sr. High School	ESD 113	Region 3	Yes
Mount Baker Senior High	ESD 189	Region 2	No

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Mount Rainier High School	ESD 121	Region 2	Yes
Mount Si High School	ESD 121	Region 2	Yes
Mount Vernon High School	ESD 189	Region 2	Yes
Mountain View High School	ESD 112	Region 3	Yes
Mountlake Terrace High School	ESD 189	Region 2	No
Mt Spokane High School	ESD 101	Region 1	No
Mt Tahoma High School	ESD 121	Region 2	Yes
Muckleshoot Tribal School	OSPI	Other	No
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	Yes
Naselle Youth Camp	Other	Region 1	Yes
Nathan Hale High School	ESD 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	ESD 121	Region 2	Yes
Newport High School (Newport)	ESD 101	Region 1	No
Newport Senior High School (Bellevue)	ESD 121	Region 2	Yes
Nooksack Valley High School	ESD 189	Region 2	No
North Beach Senior High School	ESD 113	Region 3	No
North Central High School	ESD 101	Region 1	No
North Creek High School	ESD 121	Region 2	No
North Kitsap High School	ESD 114	Region 3	No
North Mason Senior High School	ESD 114	Region 3	No
North River School	ESD 113	Region 3	No
North Thurston High School	ESD 113	Region 3	Yes
Northport High School	ESD 101	Region 1	No
Nova High School	ESD 121	Region 2	Yes
Nw Allprep	ESD 105	Region 1	Yes
Oak Harbor High School	ESD 189	Region 2	Yes
Oakesdale High School	ESD 101	Region 1	No
Oakland High School (Tacoma)	ESD 121	Region 2	Yes
Oakridge Community Facility	Other	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	Yes
Odessa High School	ESD 101	Region 1	Yes
Okanogan Alternative High School	ESD 171	Region 1	No
Okanogan High School	ESD 171	Region 1	Yes
Okanogan Outreach Alternative School	ESD 171	Region 1	No
Olympia High School	ESD 113	Region 3	No
Olympia Regional Learning Academy	ESD 113	Region 3	No
Olympic High School	ESD 114	Region 3	No
Olympic Peninsula Academy	ESD 114	Region 3	No
Omak High School	ESD 171	Region 1	Yes
On Track Academy	ESD 101	Region 1	No

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Onalaska High School	ESD 113	Region 3	Yes
Open Doors Vancouver	ESD 112	Region 3	No
Options High School	ESD 189	Region 2	Yes
Orcas Island High School	ESD 189	Region 2	No
Oroville Middle-High School	ESD 171	Region 1	Yes
Orting High School	ESD 121	Region 2	No
Othello High School	ESD 123	Region 1	Yes
Pace Alternative High School	ESD 105	Region 1	No
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	No
Panorama School	ESD 101	Region 1	No
Parade	ESD 121	Region 2	No
Parke Creek Community Facility	Other	Region 2	Yes
Pasco Senior High School	ESD 123	Region 1	No
Pateros High School	ESD 171	Region 1	No
Pe Ell School	ESD 113	Region 3	Yes
Pend Oreille River School	ESD 101	Region 1	No
Peninsula High School	ESD 121	Region 2	No
Phoenix High School	ESD 123	Region 1	No
Pinnacles Prep	Charter	Region 1	No
Pomeroy Jr Sr High School	ESD 123	Region 1	No
Port Angeles High School	ESD 114	Region 3	No
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	No
Pride Schools	Charter	Region 1	Yes
Prosser High School	ESD 123	Region 1	Yes
PSD U Grad Academy	ESD 123	Region 1	No
Puget Sound High School	ESD 121	Region 2	No
Pullman High School	ESD 101	Region 1	Yes
Puyallup High School	ESD 121	Region 2	No
Quartzite Learning	ESD 101	Region 1	No
Quilcene High And Elementary	ESD 114	Region 3	No
Quileute Tribal School	OSPI	Other	No
Quincy High School	ESD 171	Region 1	Yes
Quincy Innovation Academy	ESD 171	Region 1	No
R A Long High School	ESD 112	Region 3	Yes
Rainier Beach High School	ESD 121	Region 2	Yes
Rainier Prep	Charter	Region 2	No
Rainier Senior High School	ESD 113	Region 3	No
Rainier Valley Leadership Academy High School	Charter	Region 2	No
Raisbeck Aviation High School	ESD 121	Region 2	No
Raymond Jr Sr High School	ESD 113	Region 3	No
Reardan Middle-Senior High School	ESD 101	Region 1	No
Redmond High	ESD 121	Region 2	Yes
Renaissance Alternative High School	ESD 114	Region 3	Yes

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Renton Academy	ESD 121	Region 2	No
Renton Senior High School	ESD 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
Ridgeview Community Facility	Other	Region 2	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	Private	Region 1	No
Riverside High School	ESD 101	Region 1	Yes
Rochester High School	ESD 113	Region 3	No
Rogers High School (Puyallup)	ESD 121	Region 2	No
Rogers High School (Spokane)	ESD 101	Region 1	No
Roosevelt High School	ESD 121	Region 2	No
Rosalia Elementary & Secondary School	ESD 101	Region 1	No
Royal High School	ESD 105	Region 1	No
Sammamish Senior High	ESD 121	Region 2	No
Saratoga School	ESD 189	Region 2	No
Satellite High School	ESD 121	Region 2	No
Scriber Lake High School	ESD 189	Region 2	No
Seattle World School	ESD 121	Region 2	No
Sedro Woolley Senior High School	ESD 189	Region 2	Yes
Sehome High School	ESD 189	Region 2	No
Selah High School	ESD 105	Region 1	Yes
Selkirk High School	ESD 101	Region 1	No
Sentinel Tech Alt School	ESD 105	Region 1	Yes
Sequim Senior High	ESD 114	Region 3	Yes
Sequoia High School	ESD 189	Region 2	No
Shadle Park High School	ESD 101	Region 1	No
Shelton High School	ESD 113	Region 3	No
Shorecrest High School	ESD 121	Region 2	Yes
Shoreline-Monroe High School	ESD 189	Region 2	No
Shorewood High School	ESD 121	Region 2	Yes
Silas High School	ESD 121	Region 2	Yes
Skagit Academy	ESD 189	Region 2	No
Sky Valley Education Center (Monroe)	ESD 189	Region 2	No
Sky Valley Options (Sultan)	ESD 189	Region 2	Yes
Skykomish High School	ESD 121	Region 2	No
Skyline High School	ESD 121	Region 2	No
Skyview High School	ESD 112	Region 3	Yes
Snohomish High School	ESD 189	Region 2	Yes
Snoqualmie Access	ESD 121	Region 2	No
Soap Lake Middle & High School	ESD 171	Region 1	No
South Bend High School	ESD 113	Region 3	No
South Kitsap High School	ESD 114	Region 3	No
South Lake High School	ESD 121	Region 2	No
South Sound High School	ESD 113	Region 3	No

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
South Whidbey Academy	ESD 189	Region 2	Yes
South Whidbey High School	ESD 189	Region 2	Yes
Southridge High School	ESD 123	Region 1	Yes
Spanaway Lake High School	ESD 121	Region 2	No
Spokane International Academy	Charter	Region 1	No
Spokane Valley High School	ESD 101	Region 1	No
Spokane Valley Transition School	ESD 101	Region 1	No
Sprague High School	ESD 101	Region 1	No
Squalicum High School	ESD 189	Region 2	No
St John/Endicott High	ESD 101	Region 1	Yes
Stadium High School	ESD 121	Region 2	Yes
Stanwood High School	ESD 189	Region 2	No
State Street High School	ESD 189	Region 2	No
Steilacoom High	ESD 121	Region 2	No
Steilacoom PRIDE Academy	ESD 121	Region 2	No
Stevenson High School	ESD 112	Region 3	Yes
Sultan Senior High School	ESD 189	Region 2	Yes
Summit Public School: Atlas	Charter	Region 3	No
Summit Public School: Olympus	Charter	Region 3	Yes
Summit Public School: Sierra	Charter	Region 3	No
Summit View High School	ESD 112	Region 3	Yes
Sumner High School	ESD 121	Region 2	No
Sunnyside High School	ESD 105	Region 1	No
Sunrise Community Facility	Other	Region 1	No
Support School	ESD 121	Region 2	No
Swiftwater Learning Center	ESD 105	Region 1	No
Taholah High School	ESD 113	Region 3	Yes
Tahoma Senior High School	ESD 121	Region 2	No
Talley High School	ESD 121	Region 2	No
Team High School	ESD 112	Region 3	No
Tekoa High School	ESD 101	Region 1	No
Tenino High School	ESD 113	Region 3	Yes
Tesla Stem High School	ESD 121	Region 2	Yes
The Community School	ESD 101	Region 1	No
Thomas Jefferson High School	ESD 121	Region 2	No
Thorp Elem & Jr Sr High	ESD 105	Region 1	No
Three Springs High School	ESD 101	Region 1	No
Timberline High School	ESD 113	Region 3	Yes
Todd Beamer High School	ESD 121	Region 2	No
Toledo High School	ESD 113	Region 3	Yes
Tonasket Choice High School	ESD 171	Region 1	No
Tonasket High School	ESD 171	Region 1	No
Toppenish High School	ESD 105	Region 1	Yes
Touchet Elem & High School	ESD 123	Region 1	No
Touchstone Community Facility	Other	Region 2	No
Toutle Lake High School	ESD 112	Region 3	Yes
Trojan Alternative School	ESD 113	Region 3	Yes
Trout Lake School	ESD 112	Region 3	No

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
Tumwater High School	ESD 113	Region 3	Yes
Twin Cedars High School	ESD 189	Region 2	No
Twin Rivers Community Facility	Other	Region 1	No
Two Rivers School	ESD 121	Region 2	No
Tyee High School	ESD 121	Region 2	Yes
Union High School	ESD 112	Region 3	Yes
University High School	ESD 101	Region 1	Yes
Vancouver Home Connection	ESD 112	Region 3	No
Vancouver Itech Preparatory	ESD 112	Region 3	Yes
Vancouver School Of Arts And Academics	ESD 112	Region 3	No
Vancouver Virtual Learning Academy	ESD 112	Region 3	No
Vashon Island High School	ESD 121	Region 2	No
W F West High School	ESD 113	Region 3	Yes
Wahkiakum High School	ESD 112	Region 3	Yes
Wahluke High School	ESD 105	Region 1	Yes
Waitsburg High School	ESD 123	Region 1	No
Walker High School	ESD 121	Region 2	No
Walla Walla High School	ESD 123	Region 1	No
Wapato High School	ESD 105	Region 1	No
Warden High School	ESD 171	Region 1	Yes
Washington High School	ESD 121	Region 2	No
Washington Network For Innovative Careers	ESD 121	Region 2	Yes
Washington State School For The Blind	OSPI	Other	No
Washington State School For The Deaf	OSPI	Other	No
Washington Virtual Academy Omak High School	ESD 171	Region 1	Yes
Washougal High School	ESD 112	Region 3	Yes
Washtucna Elementary/High School	ESD 101	Region 1	Yes
Waterville High School	ESD 171	Region 1	Yes
Wellpinit Fort Simcoe Sea	ESD 101	Region 1	No
Wellpinit High School	ESD 101	Region 1	No
Wenatchee High School	ESD 171	Region 1	Yes
Wenatchee Valley Technical Skills Center	ESD 171	Region 1	No
West Auburn Senior High School	ESD 121	Region 2	No
West Seattle High School	ESD 121	Region 2	No
West Valley High School (Spokane)	ESD 101	Region 1	No
West Valley High School (Yakima)	ESD 105	Region 1	Yes
Weston High School	ESD 189	Region 2	No
Westside High School	ESD 171	Region 1	No
Whatcom Intergenerational High School	Charter	Region 1	No
Whatcom Middle School	ESD 189	Region 2	Yes
White Pass Jr. Sr. High School	ESD 113	Region 3	Yes
White River High School	ESD 121	Region 2	Yes
White Salmon Academy	ESD 112	Region 3	No
White Swan High School	ESD 105	Region 1	Yes
Why Not You Academy	Charter	Region 2	No
Wilbur-Creston Secondary School	ESD 101	Region 1	Yes
Willapa Valley Middle-High	ESD 113	Region 3	No
Wilson Creek High	ESD 171	Region 1	No

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

School (Sorted Alphabetically)	ESD	DVR Region	TSAT (>80%)
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	No
Wishram High And Elementary Schl	ESD 112	Region 3	No
Woodinville Community Facility	Other	Region 2	No
Woodinville Hs	ESD 121	Region 2	Yes
Woodland High School	ESD 112	Region 3	Yes
Yakama Nation Tribal School	OSPI	Other	No
Yelm Extension School	ESD 113	Region 3	Yes
Yelm High School 12	ESD 113	Region 3	Yes
Zillah High School	ESD 105	Region 1	No

APPENDIX B: RECRUITMENT MATERIALS



TRANSITION

Self-Assessment Tool

The Washington Division of Vocational Rehabilitation (DVR) in partnership with the Office of Superintendent of Public Instruction (OSPI) and Washington State University (WSU) is excited to announce an opportunity for you to participate in the Transition Self-Assessment Tool (TSAT).

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

The TSAT is a school-level, web-based survey that takes 20-30 minutes to complete. It has been purposely designed to provide information about the local, regional, and statewide availability and coordination of pre-employment transition services.

Who should complete the TSAT?

The TSAT 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.

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, and increased access to services. Here are examples of a [statewide summary report](#) and [detailed technical report](#) from 2019/2020.

Upon completing the survey, respondents will be given a summary report of their responses, and a capacity building guide that can help school teams use these data to identify and address transition service gaps.

Once data collection efforts are complete, final summary reports will be available that summarizes statewide, regional, district, and building-level availability, accessibility, and coordination of school-based pre-employment transition services.

Timeline

The data collection efforts are now open and will extend through the end of February, 2022.

The Ask

Here is a link to the TSAT. We invite you to provide your valuable feedback, or forward this communication to the transition expert in your school/ district that has information and insight they would like to share.

[Start Tool](#)

Questions

For additional information please contact:

Tammie Doyle
Secondary Transition Manager,
Division Vocational Rehabilitation
tammie.doyle@dshs.wa.gov

Tania May, Ed.D.
Director of Special Education,
Office of Superintendent of Public Instruction
tania.may@k12.wa.us

Marcus Poppen, Ph.D.
Assistant Professor,
Washington State University
marcus.poppen@wsu.edu

Thank you in advance for your partnership!



TRANSITION

Self-Assessment Tool

December 15, 2021

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. Thank you for all that you do!

The purpose of this letter is to:

- (1) Inform you of a statewide data collection initiative designed to help build a stronger transition system for students with disabilities in Washington that is being implemented;
- (2) Give an overview 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 winter – 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 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.

Timeline

The data collection will begin in December 2021 and extend through the end of February 2022. The data collection efforts will be coordinated by DVR, who will be sending an invitation and survey link to the contact person they have for each school

The Ask

We would like to ask for your assistance in encouraging a transition services expert in the buildings you support to participate in the TSAT and provide their valuable insight.

Here is a link to the TSAT if you are interested in participating, or would like to share with your staff. Thank you in advance for your partnership:

[Start Tool](#)

Here are examples of a [statewide summary report](#) and [detailed technical report](#) from data collection efforts in 2019/2020.

For additional information please contact:

Sincerely,

Tammie Doyle
Secondary Transition Manager,
Division Vocational Rehabilitation
tammie.doyle@dshs.wa.gov

Tania May, Ed.D.
Director of Special Education,
Office of Superintendent of Public Instruction
Tania.may@k12.wa.us

Marcus Poppen, Ph.D.
Assistant Professor,
Washington State University
marcus.poppen@wsu.edu



TRANSITION

Self-Assessment Tool

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.

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. Here are examples of a [statewide summary report](#) and [detailed technical report](#) from 2019/2020.



TRANSITION

Self-Assessment Tool

[Date]

Dear Transition Services Expert,

You have been identified by state or district personnel as the *transition services expert* in your school, and we would like to **request your input in completing a web-based self-assessment tool** that will help us to build a stronger transition system for students with disabilities in Washington. We want your input!

Specifically, we are asking for 20-30 minutes of your time to complete a survey on the availability and accessibility of school-based transition services that align with one or more of the pre-employment transition services that can be provided to potentially eligible students with disabilities by the Division of Vocational Rehabilitation (DVR). The information that is collected in this assessment will be used to identify gaps in services that can be addressed by DVR. Upon your completion of the survey, you will be provided with an instant summary report of your responses that you could use to share with your colleagues and promote discussion, as well as few other resources.

We have defined a *transition services expert* as a person within a school who has global and informed knowledge about the various transition services that are available to students with disabilities (students on an IEP or 504 plan). **If you do not fit this description, please notify the individual who sent you this message and do not complete the tool.** If you have been identified as the expert for *multiple schools*, we ask that you please complete a separate tool entry for each school that you are assigned.

To complete the tool, please navigate your web-browser to the link below:

Start Tool

We ask that you please complete your entry for each school within two weeks of receiving this message.

This invitation is part of a larger initiative to improve 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: transitiontool@wsu.edu, doylet@dshs.wa.gov, or tania.may@k12.wa.us.

Sincerely,

Tammie Doyle
Secondary Transition Manager,
Division Vocational Rehabilitation
tammiedoyle@dshs.wa.gov

Tania May, Ed.D.
Director of Special Education,
Office of Superintendent of Public Instruction
tania.may@k12.wa.us

Marcus Poppen, Ph.D.
Assistant Professor,
Washington State University
marcus.poppen@wsu.edu

Dear [Name],

We (WA-DVR and WSU) are reaching out to request your participation in the **Transition Self-Assessment Tool (TSAT)**!

We are finishing up our data collection initiative for 2021/2022 and there are still one or more schools in your district that haven't yet completed the assessment. Regional Transition Consultants (RTCs) have been working individually with many schools throughout the state but we wanted to make sure all schools, including yours, have the opportunity to share information with the Washington Division of Vocational Rehabilitation (DVR) about their current transition services and needs. We're very interested to learn more about what's going on in your area and what needs you have. The information collected from each school will be used to inform important decisions about school and DVR collaboration and services to students.

The following list of schools in your area have not yet completed the TSAT:

- School1...
- School 15

We invite you share the following invitation with the **“transition services expert(s)”** in each of these schools:

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

Please see [this invitation](#) for your participation in a statewide initiative to understand the availability of transition services for students with disabilities in your school. Washington Division of Vocational Rehabilitation is using these data to further identify and gaps in services.

This is a good opportunity for us to provide input about what is happening in our area, and tell them what we need. They're interested in your honest opinions and your responses will not be used to evaluate your job performance (there are no right or wrong answers). See [this](#) and [this](#) for more information and an FAQ.

Please complete the 20-30 minute self-assessment tool within two weeks of receiving this email. All individuals who complete the assessment will receive an automatically generated and downloadable summary report of their responses.

Here is the link to the assessment:

<https://pssso.wsu.edu/TSAT/washington/default.aspx?t=03003602f03303002f03203003203204105902003203003203102d032030032032>

Thank you,

Thank you for help in this initiative. For questions or additional information please reply to the email or contact: transitiontool@wsu.edu, or tammie.doyle@dshs.wa.gov.

If you'd like to see reports that were generated from our 2019/2020 TSAT data collection initiative, they can be found [here](#) and [here](#). For more information about Washington DVR's High School Transition

Services, please visit <https://www.dshs.wa.gov/dvr/high-school-transition>. We appreciate you and value this collaboration.

Kind regards,

Marcus Poppen, Ph.D.
Assistant Professor, Special Education
Washington State University

APPENDIX C: TSAT AND PSSO SCREEN SHOTS



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.

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) ----- Select school -----
Your Position (required) ----- Select position -----
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					
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					
Apprenticeships	<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 Mentorships	<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 Competitions	<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 Informational Interviews	<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%
Job Shadowing	<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%
Paid Work Experience	<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%
Paid Internships	<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%
Non-Paid Internships	<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%
School-Based Businesses	<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%
Service Learning Experiences	<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%
Simulated Workplace Experiences	<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%
Volunteering	<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%
Workplace Tours/Field Trips	<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 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.



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

Previous section

Next section



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					
	Yes	No	None	1-25%	26-50%	51-75%	76-100%	None	1-25%	26-50%	51-75%	76-100%
Training on Active Listening	<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"/>
Training on Being Respectful	<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"/>
Training on Body Language	<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"/>
Training on Communication	<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"/>
Training on Conflict Resolution	<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"/>
Training on Cooperation	<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"/>
Training on 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"/>
Training on Empathy	<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"/>
Training on Good Manners	<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"/>
Training on Positive Attitude	<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"/>
Training on 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"/>
Training on Professionalism	<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"/>
Training on Supporting Others	<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"/>
Training on Talking/Writing	<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"/>
Training on Teamwork	<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"/>
Training on Accessing their Community	<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"/>
Training on Appropriate Workplace Dress	<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"/>
Training on Appropriate Workplace Behavior	<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"/>
Training on Civic Engagement	<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"/>
Training on Community Participation	<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"/>
Training on Community Safety	<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"/>
Training on Developing Friendships	<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"/>
Training on Healthy Lifestyle	<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"/>
Training on Good Hygiene	<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"/>
Training on Money Management	<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"/>
Training on Nutrition/Meal Preparation	<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"/>
Training on Services & Supports	<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"/>
Training on Time Management	<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"/>
Training on Using a Cell Phone	<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"/>
Training on Using Transportation	<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"/>
Training on Financial Literacy	<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"/>
Training on Job Seeking Skills	<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"/>
Training on the Importance of Soft Skills for Employment	<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"/>
Training on Orientation and Mobility Skills	<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"/>
Training on Understanding Employer's Expectations for Punctuality and Performance	<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 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 Neutrally 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.



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://pssso.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 screenshot shows a PDF report with the following content:

- Header:** TRANSITION Services Self-Assessment Tool. Metadata: School level report, Other, 2019-20 fall, Created April 29, 2020.
- Section: 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-
- Section: 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



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](#)



System **Education**

DASHBOARD PERSONNEL

Data collection period **2019-20 fall** Refresh report

Report level **School**

Region **All**

District **All**


School **Other** Download data

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

Report type **Summary**

Assessment's statuses: Started Submitted

1 of 7 Automatic 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

Service Category	Service
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

Service Category	Service
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/Meal Preparation
Workplace Readiness Skills	Training on Services & Supports

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

Service Category	Service
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

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 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

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 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 numbers that align with each of the five pre-employment transition services.

Availability. Estimates the percentage of services within each domain that are available (0.0 to 1.0; 0-100%).

Accessibility. Broad categorical estimate of the percentage of potentially eligible students with disabilities who have received one or more pre-employment transition service (<1 = 0-25%; 1-2 = 26-50%; 2-3 = 51-75%; 3-4 = 76-100%).

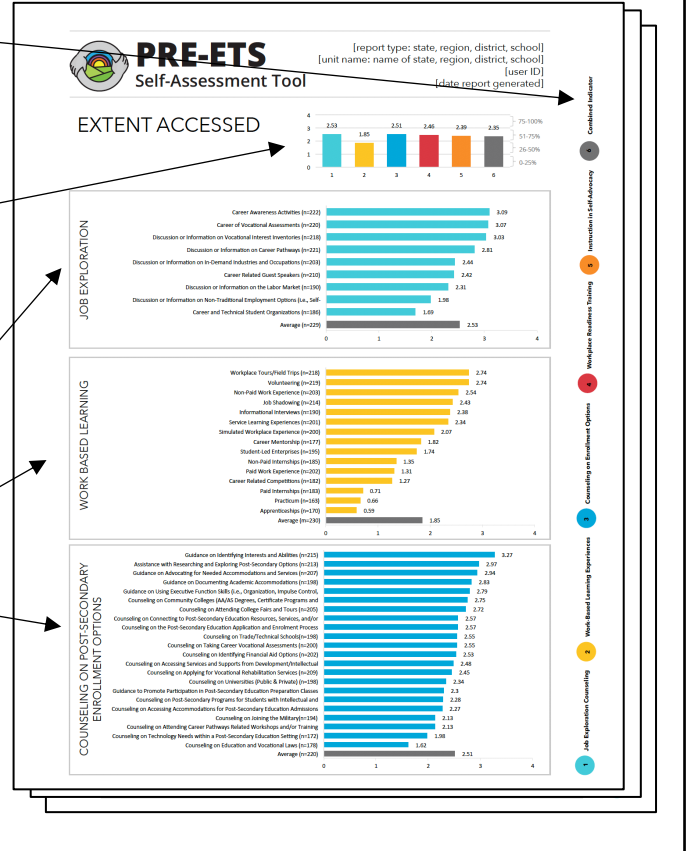
Coordination. Broad categorical estimate of the percentage of time a service was delivered in coordination with vocational rehabilitation (<1 = 0-25%; 1-2 = 26-50%; 2-3 = 51-75%; 3-4 = 76-100%).

Orientation to the Summary Report (Pages 2-7)

Legend. Describes the colors and numbers that align with each of the five pre-employment transition services.

Summary Table. Summary of availability, accessibility, or coordination averages by pre-employment transition service domain

Service Domain. Items within these boxes represent different domains of pre-employment transition services. For items that have a range of 0.0 to 1.0 (availability), the value represents whether or not a service is available (0 = no, 1 = yes). For items that have a range of 0.0 to 4.0, a value: less than 1 = 0-25%, between 1-2 = 26-50%, between 2-3 = 51-75%, and 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.

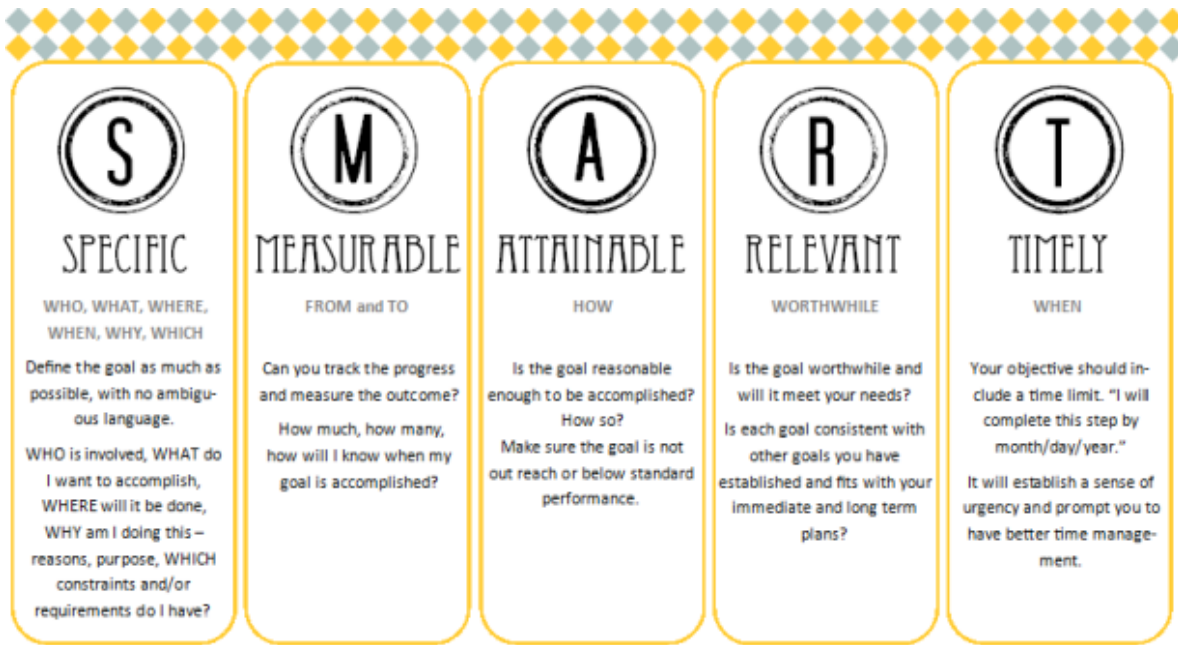


photo credit: simplynourishingblog.wordpress.com

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 Members and Roles:		Team Lead:
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.

Appendix A:

Sample Observations from Guiding Questions



TRANSITION

Services Self-Assessment Tool

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

Date:		
District:	School:	Team Lead:
Team Members:		
The Gap in Services that Needs to Be Addressed through this Action Plan:		
Goal to Address Gap:		
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:	
Additional Stakeholders Needed (if needed):	Additional Supports Needed:	



TRANSITION

Services Self-Assessment Tool

Transition Self-Assessment Tool (TSAT) Action Plan

Date:		
District:	School:	Team Lead:
Team Members: <i>Team Lead, Sped Teacher, CTE Teacher, School Counselor, Administrator</i>		
The Gap in Services that Needs to Be Addressed through this Action Plan: <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>		
SMART Goal to Address Gap: <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 documented disability (IEP or 504 plan) during the months of January, February, March, April, and May.</i>		
Tasks to Achieve Goals:	Person(s) Responsible:	Date(s) for Completion:
<ul style="list-style-type: none"> • <i>Informal Career Interest Survey of all students ages 16-21 with a documented disability (IEP or 504 plan)</i> • <i>Using data from the Informal Career Interest Inventory, draft and send an informational letter inviting business participation</i> • <i>Identify Dates, Times, Locations within the school for lunch sessions</i> • <i>Send out confirmation emails to business to confirm participations, and times</i> • <i>Draft and distribute invitation to students and families</i> • <i>Draft agenda and talking points for the businesses</i> • <i>Draft questions for students to ask business partners</i> • <i>Remind business partners two weeks prior to their visit</i> • <i>Identify a teacher to facilitate and supervise students during the informational interview</i> • <i>Host informational interview</i> 	<ul style="list-style-type: none"> • <i>Sped Teacher</i> • <i>CTE Teacher</i> • <i>Administrator</i> • <i>CTE Teacher</i> • <i>School Counselor</i> • <i>School Counselor</i> • <i>Sped Teacher</i> • <i>CTE Teacher</i> • <i>Team Lead</i> • <i>ALL</i> 	<ul style="list-style-type: none"> • <i>October</i> • <i>November</i> • <i>November & December</i> • <i>December</i> • <i>December</i> • <i>December</i> • <i>December</i> • <i>Two weeks before visits</i> • <i>December-May</i> • <i>December-May</i>
Possible Roadblocks:	Strategies to Overcome Roadblocks:	

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

APPENDIX F: STATEWIDE SUMMARY REPORT



TRANSITION

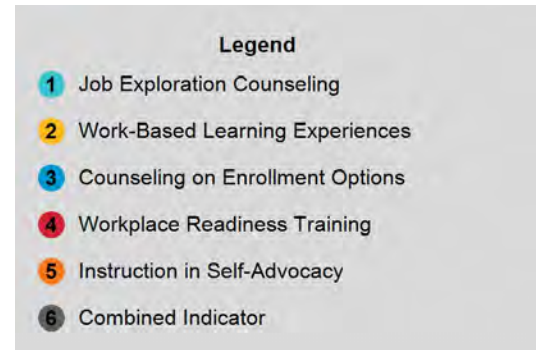
Services Self-Assessment Tool

State level report
Washington
AY 2021-2022
Created Fall 2022

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.



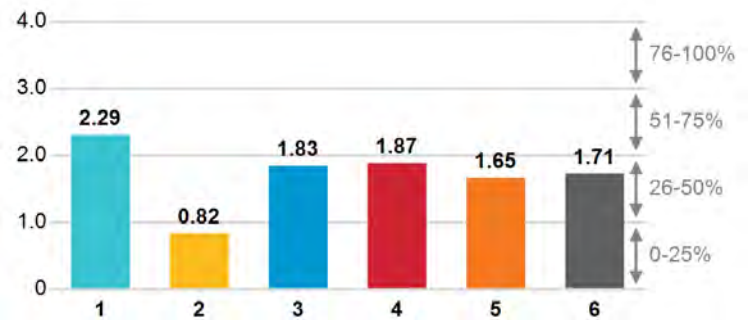
AVAILABILITY

Results from the Transition Services Self Assessment Tool suggest that 73% of the 97 transition services on this assessment are available to potentially eligible students with disabilities in Washington (AY 2021-2022).



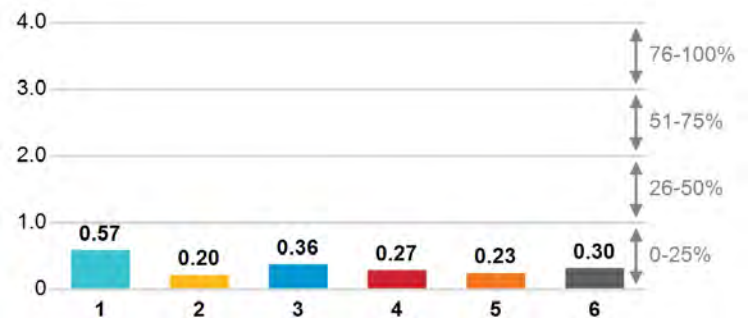
ACCESSIBILITY

Results from the Transition Services Self Assessment Tool suggest that in Washington (AY 2021-2022), about 26-50% of the potentially eligible students with disabilities have received one or more school-based transition service that aligns with one of WIOA's five required Pre-Employment Transition Services.



COORDINATION

Results from the Transition Services Self Assessment Tool suggest that in Washington (AY 2021-2022), about 0-25% of the school-based transition services that align with one of WIOA's five required Pre-Employment Transition Services were delivered in coordination with Vocational Rehabilitation.



The Transition Services Self Assessment Tool includes 101 items that each represent a potential service of 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 funding from the the National Institute on Disability, Independent Living, Rehabilitation Research, with support from Washington Division of Vocational Rehabilitation, Washington State University, and many others. Questions should be directed to Marcus Poppen, at transitiontool@wsu.edu.

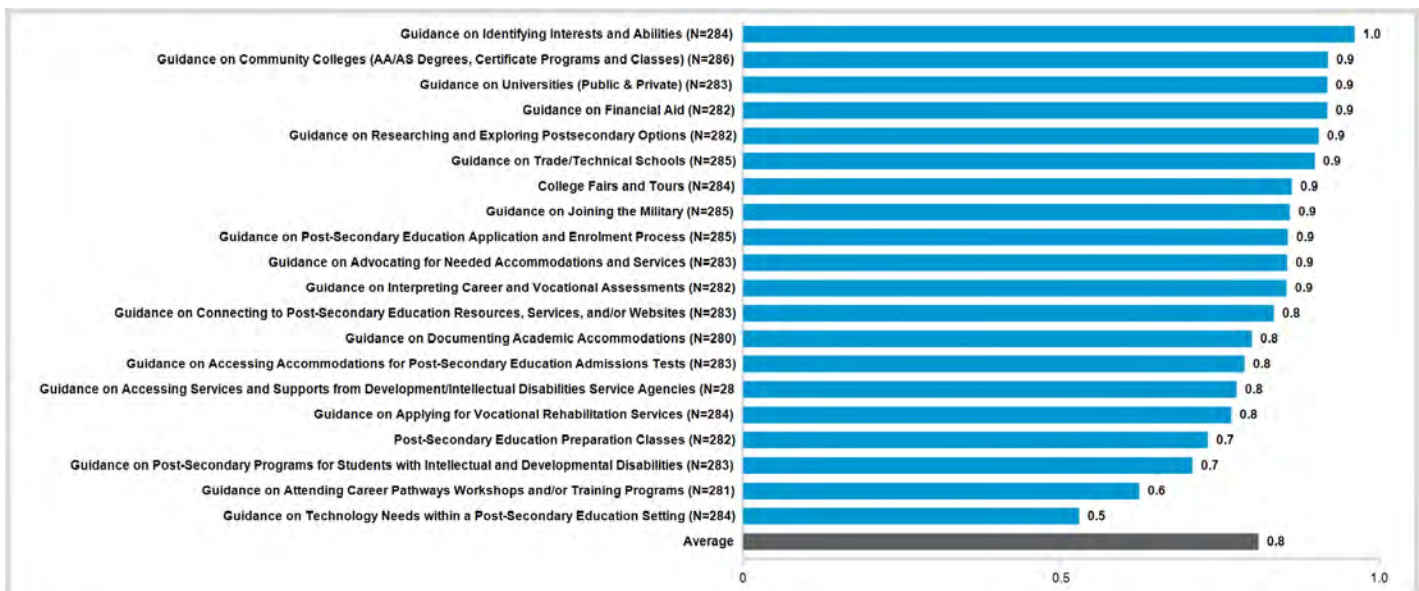
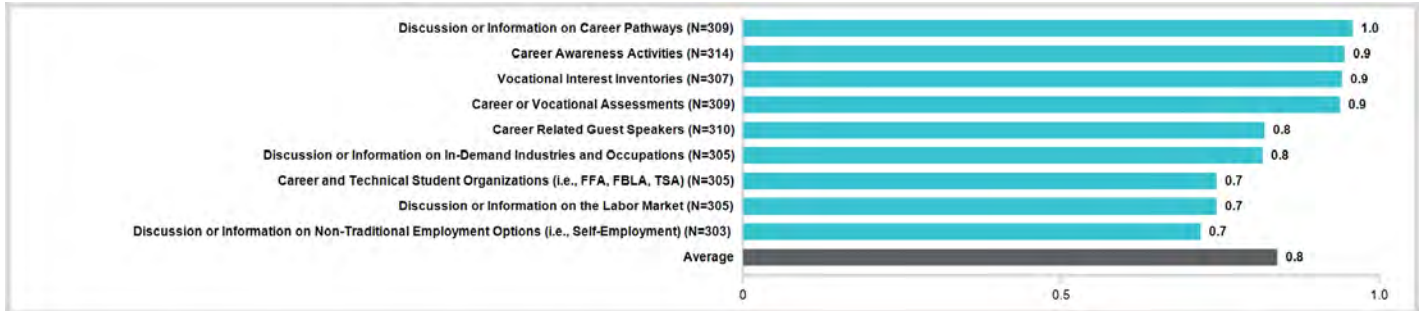
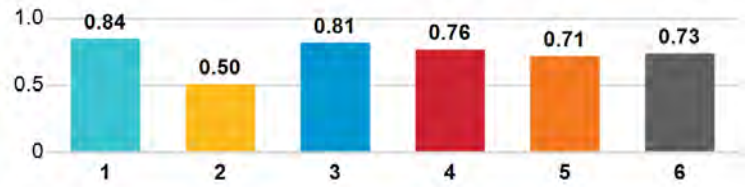


TRANSITION

Services Self-Assessment Tool

State level report
Washington
AY 2021-2022
Created Fall 2022

AVAILABILITY



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

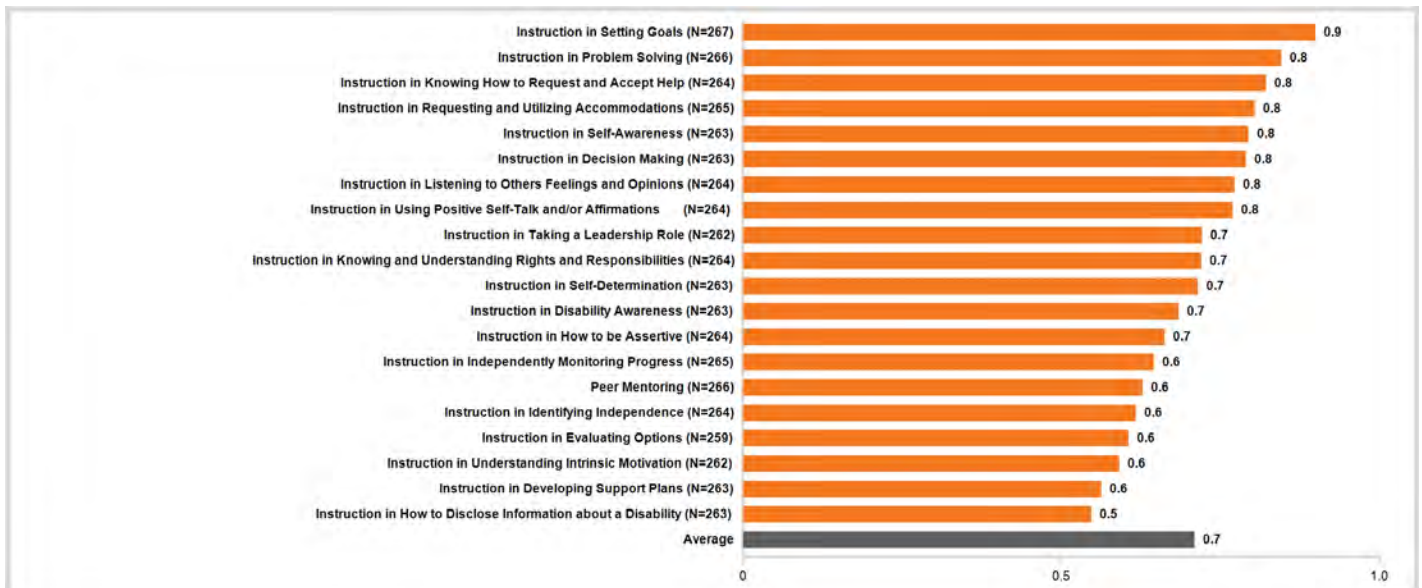
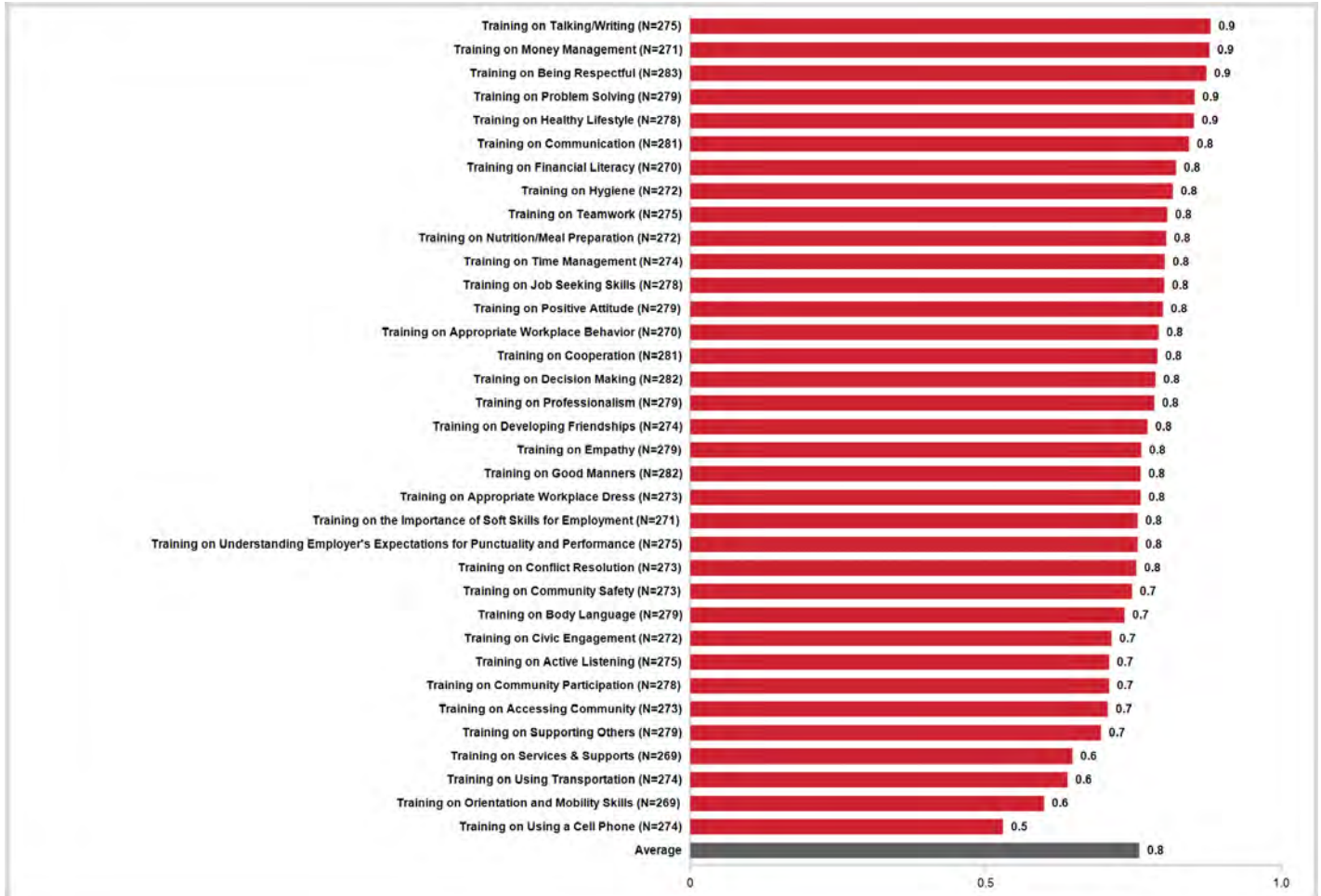
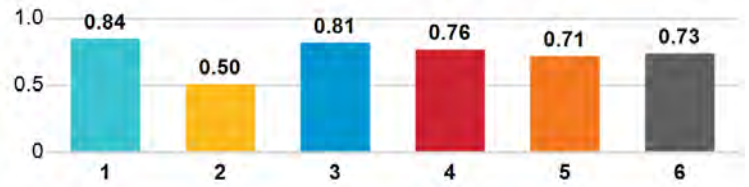


TRANSITION

Services Self-Assessment Tool

State level report
Washington
AY 2021-2022
Created Fall 2022

AVAILABILITY



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

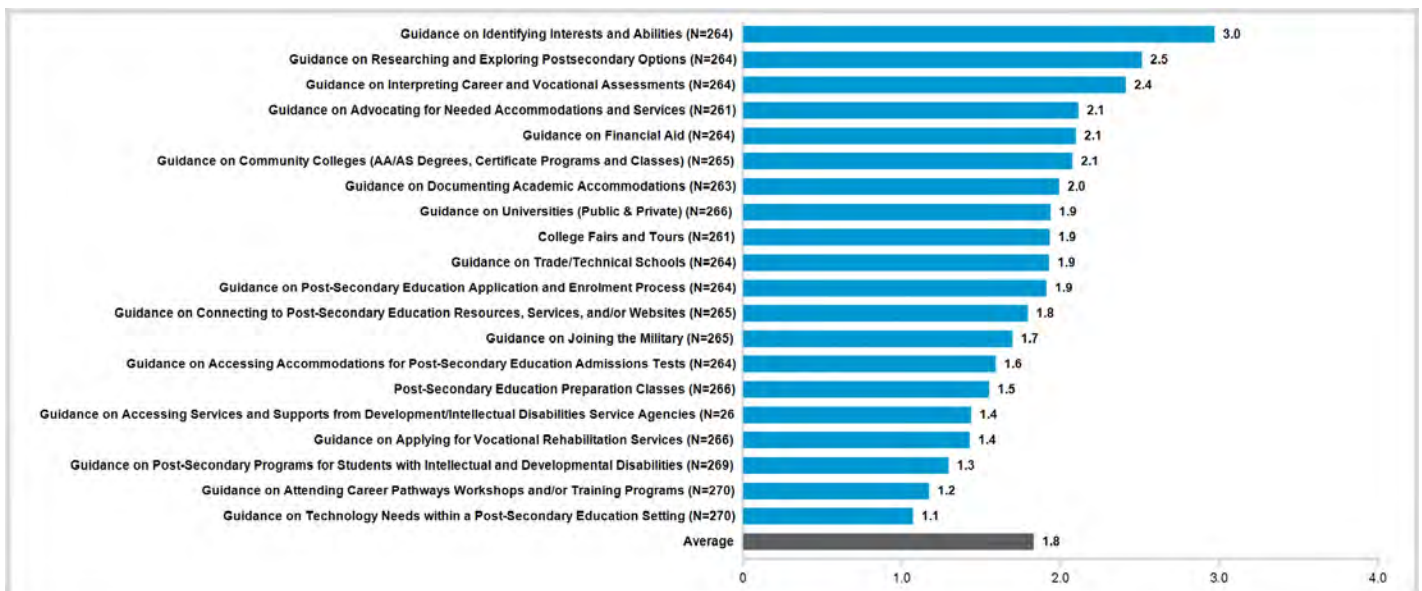
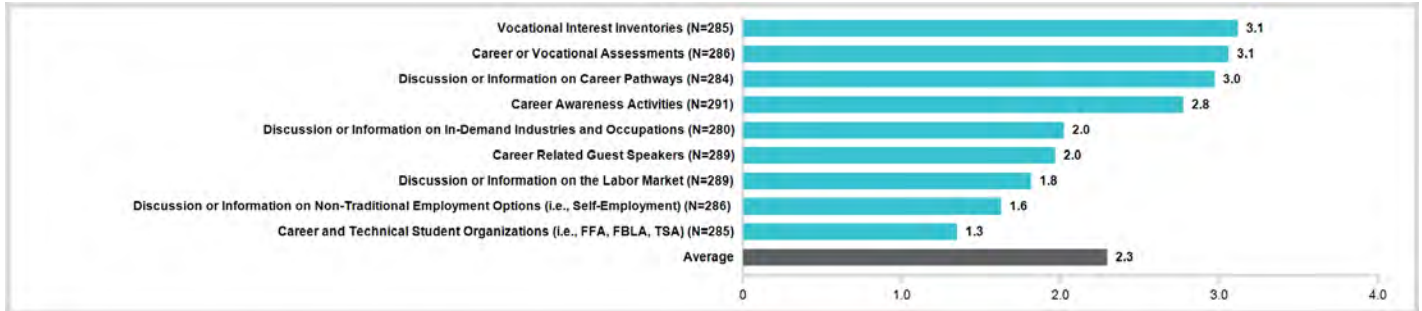
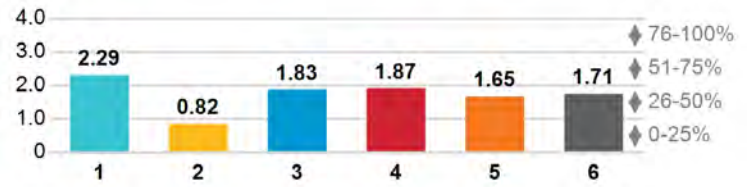


TRANSITION

Services Self-Assessment Tool

State level report
Washington
AY 2021-2022
Created Fall 2022

ACCESSIBILITY



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

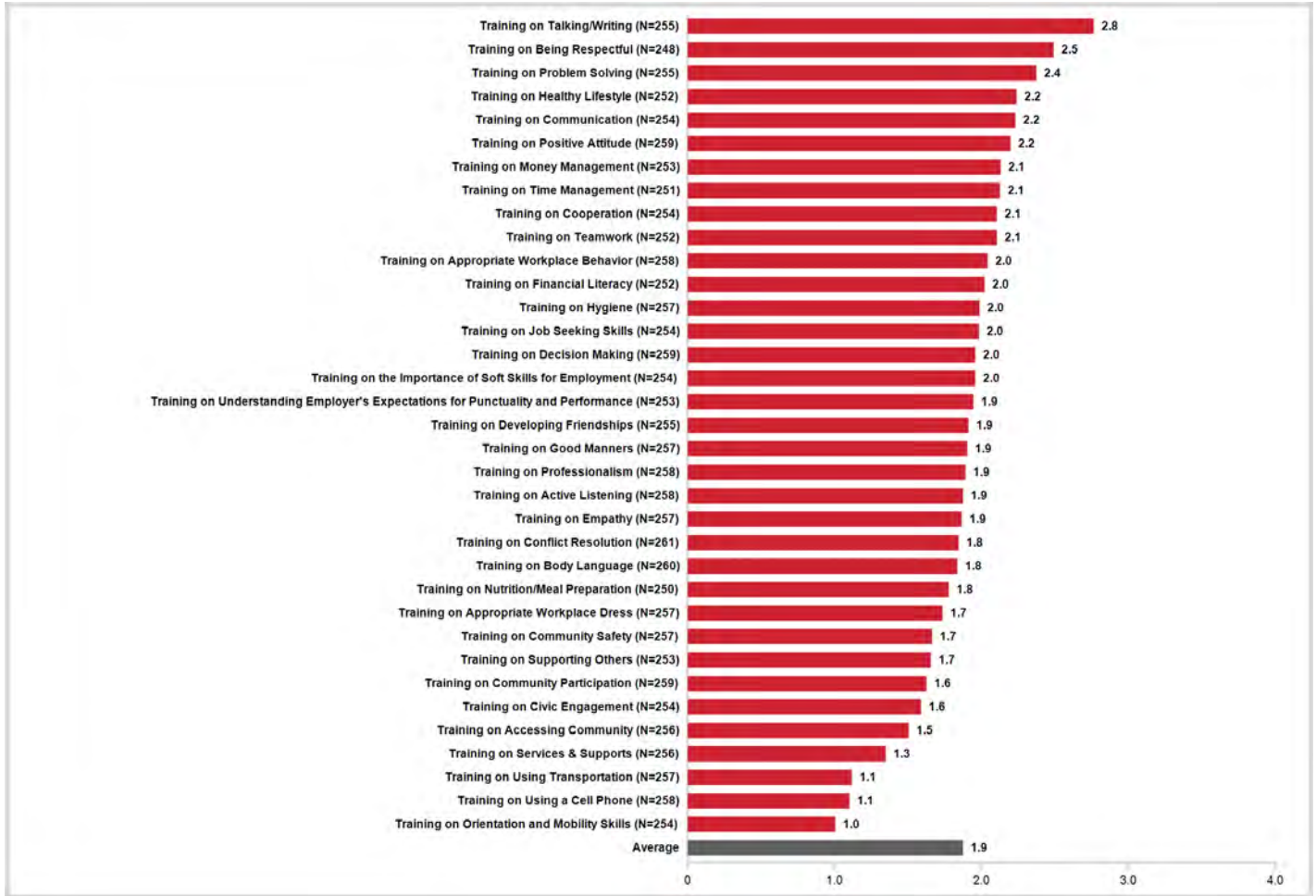
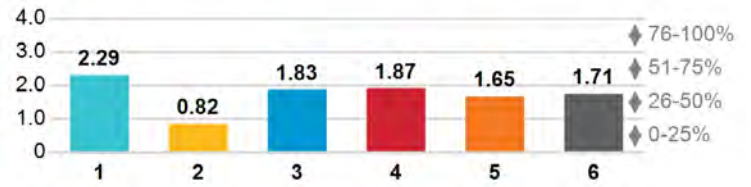


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ACCESSIBILITY



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

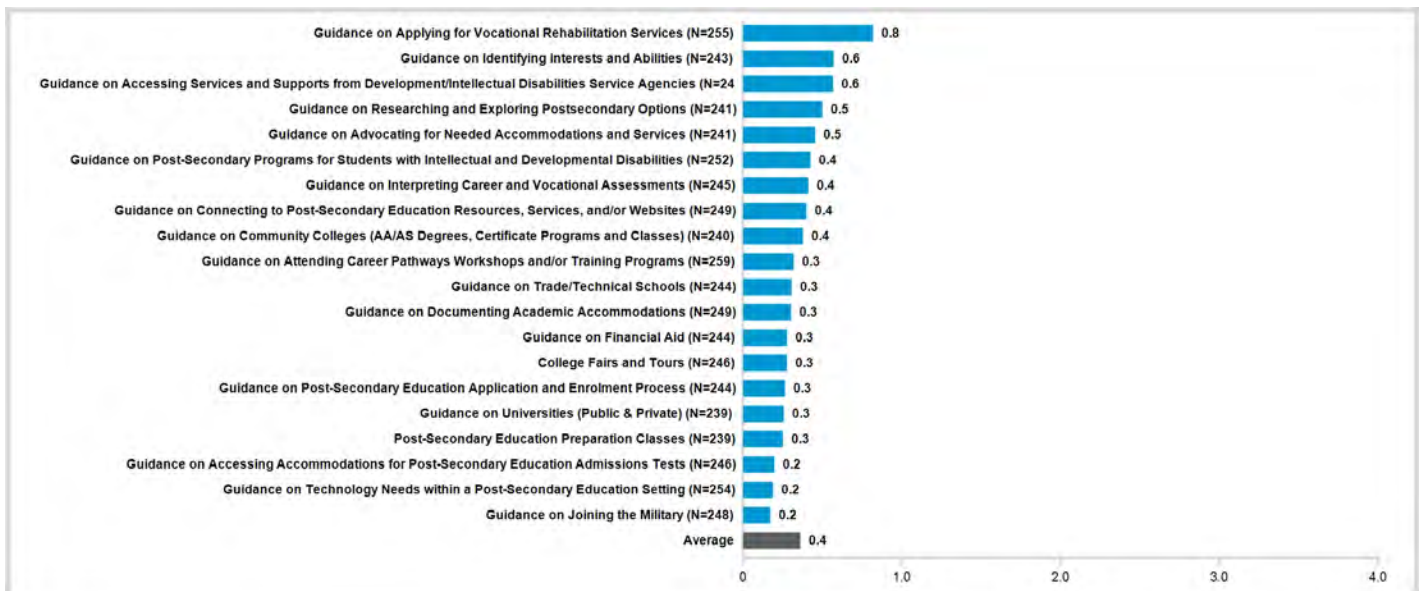
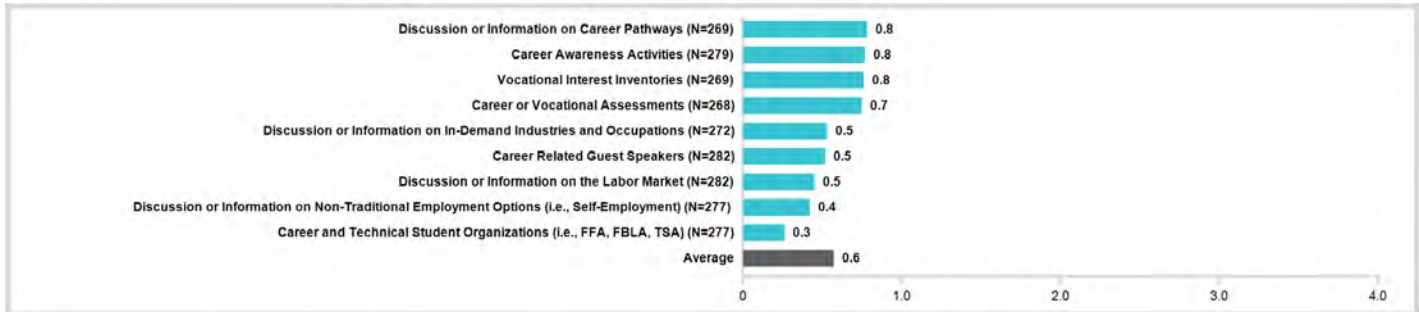
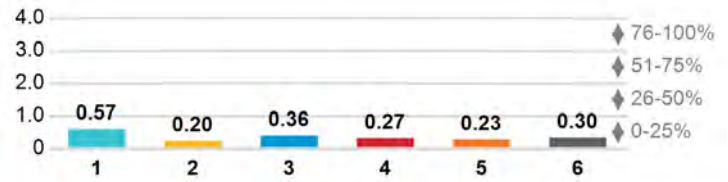


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EXTENT COORDINATED WITH VOCATIONAL REHABILITATION



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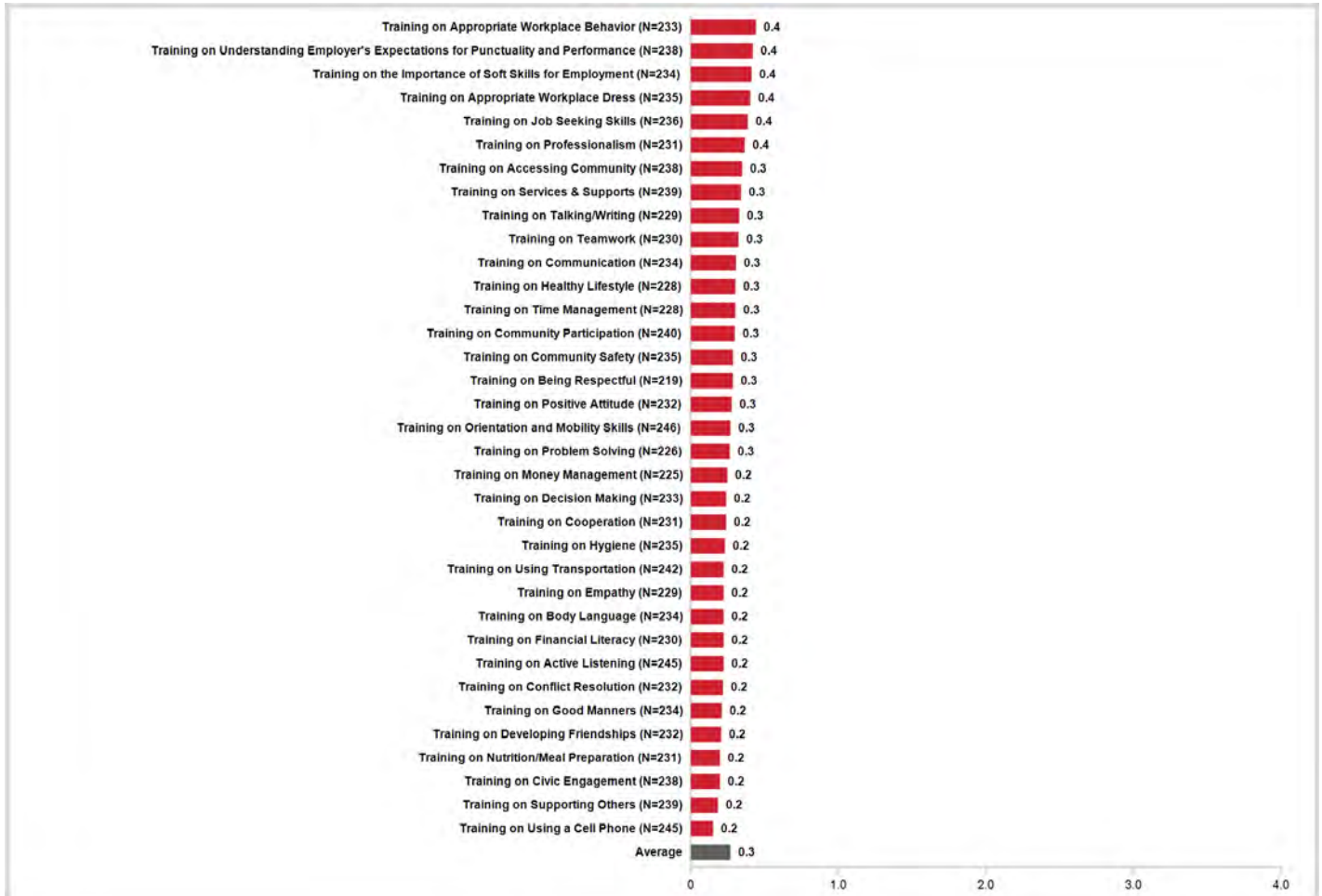
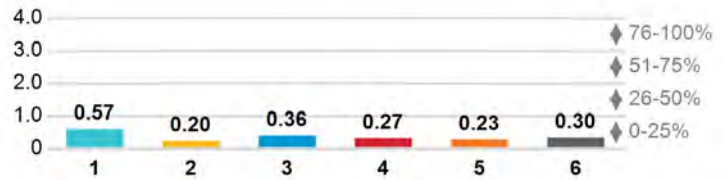


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