



DVR & LEA, Pre-ETS and Transition Services, IPEs & IEPs: All Together Now!

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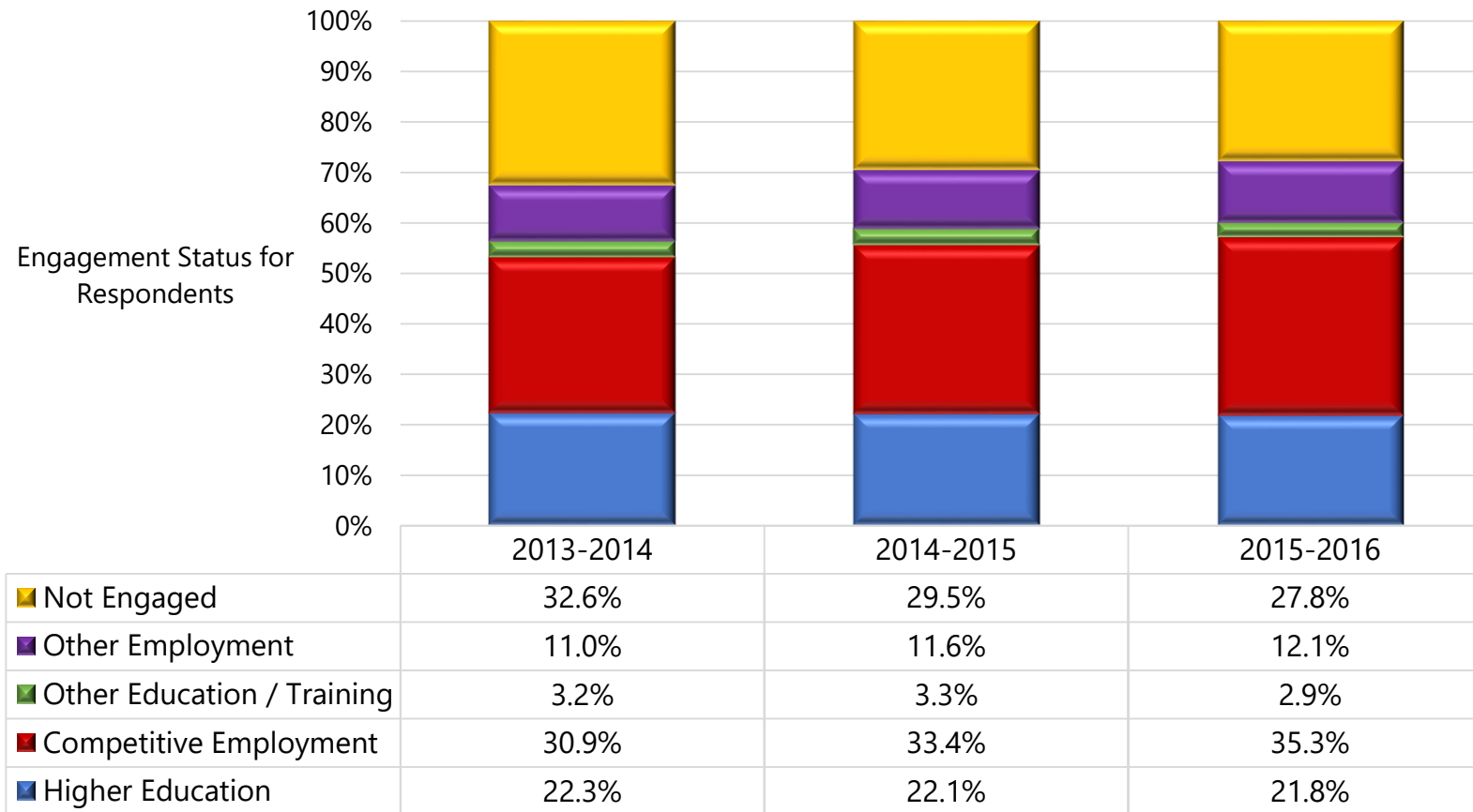
Improving post-school outcomes for students with disabilities in Washington state

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Center for Change in Transition Services, OSPI (1992-present)

- **Improving post-school outcomes for students with disabilities.**
- CCTS provides secondary **transition training** and **technical assistance** to Washington state partnering agencies, Educational Service Districts (ESDs), Local Educational Agencies (LEAs), and public schools that serve high school-age students.
- CCTS has responsibility for **analyzing the district-reported post-school outcome data**, using the data to make informed decisions related to training and technical assistance development needs, and submitting the results of the data analysis to OSPI to be included in the state's Annual Performance Report.

Washington State: Three Year Overview Post-School Outcomes for Students with Disabilities



Transition Services (IDEA)

- The term `transition services' means a coordinated set of activities for a child with a disability that--

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests "

Pre-Employment Transition Services (WIOA)

- The definition of Pre-Employment Transition Services consists of the five required activities identified in 34 CFR § 361.48(a)(2), which include:
 - (a) job exploration counseling;
 - (b) work-based learning experiences;
 - (c) counseling on postsecondary education options;
 - (d) workplace readiness training; and
 - (e) instruction in self-advocacy.

Some History of a Building a Partnership



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Collaboration with DVR (2015)

- Seattle University's **Center for Change in Transition Services (CCTS)** proposes to support the Division of Vocational Rehabilitation (DVR) to improve the transition outcomes of students with disabilities from school to postsecondary education or employment.
- In collaboration with DVR, CCTS will facilitate partnerships with the Educational Service Districts (ESDs) and the Local Education Agencies (LEAs; i.e., school districts) to provide activities that address the *authorized activities* as outlined in Title IV of the Workforce Innovation and Opportunity Act (WIOA) as well as to support and enhance the *required activities* listed in the WIOA Scope of Work.

Timelines

- September, 2015: Proposal was submitted
- February, 2016: Contract was in initial stages
- October-November 2016: Contract in place with LEAs
- November 2017: Interagency Transition Networks, communication and collaboration with stakeholders began
- January 2017: Transition Learning Communities formed and work began in earnest with pilot sites
- June 2018: Look what's been accomplished!

Goals

- To increase post-school outcomes for students with disabilities in employment and postsecondary education/training programs
- To provide a coordinated set of services between LEAs, ESDs and DVR agencies

Services Provided: Deliverables

- Develop and implement strategies to [increase collaboration and communication](#) between ESDs, LEAs and DVR
- [Disseminate and coordinate information](#) to improve postsecondary engagement in employment and education
- Provide statewide, regional, and local [trainings and technical assistance](#) for ESDs, LEAs, DVR, and local agencies with input from DVR
- Identify, train, and support [Transition Learning Communities](#) (TLCs) with pilot districts to implement Pre-employment Transition Services in collaboration with DVR
- Develop, implement, and evaluate statewide regional “[Interagency Transition Networks](#)” (ITNs)
- Develop and implement a secure online [Transition Portfolio](#) for DVR counselors and educators (T-Folio)

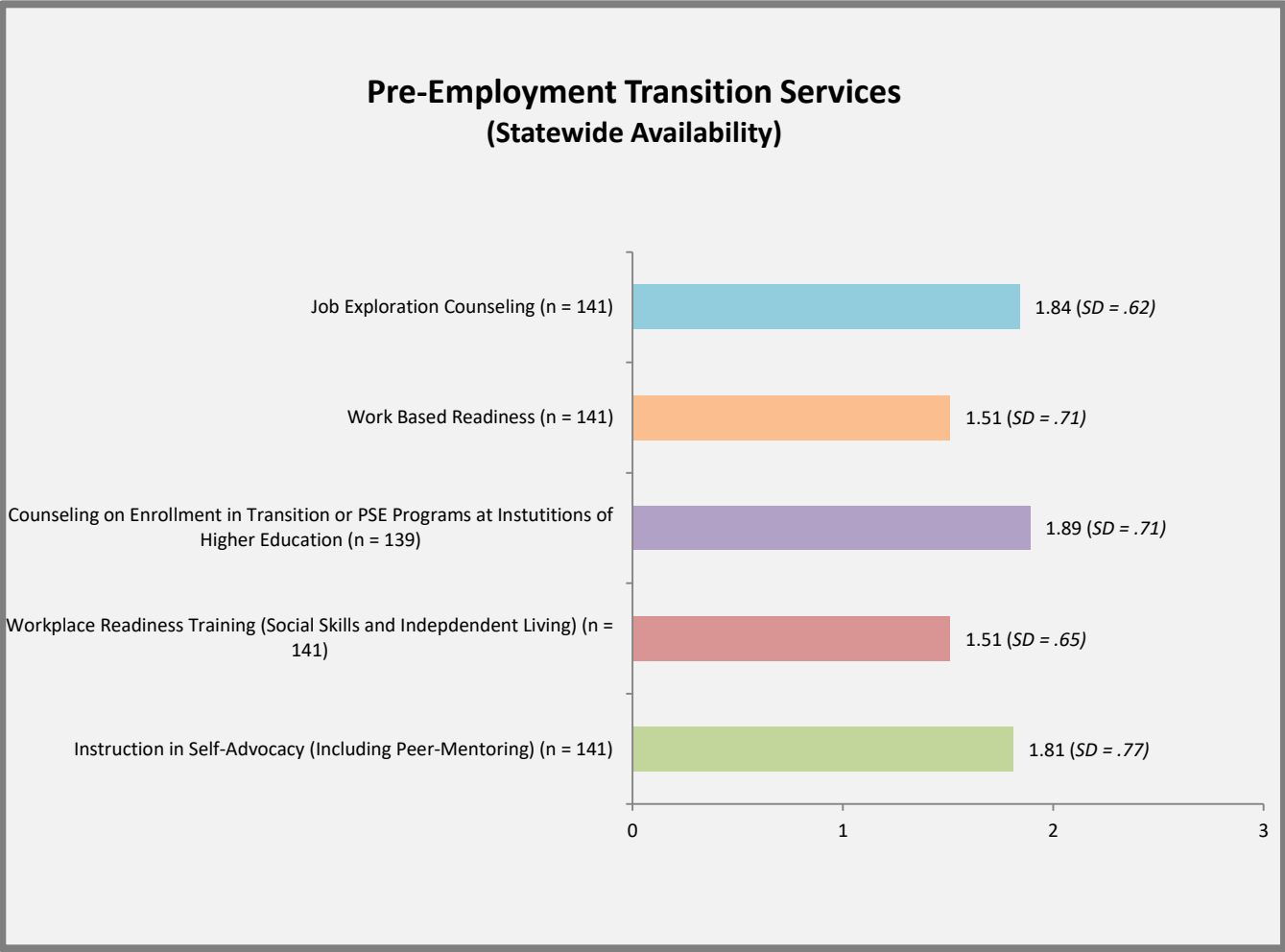


Figure 1. Note: 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time]. (Johnson, C. & Poppen, M. Assessment of the VR Service Needs of Students with Disabilities, June 2017).

Highlights

- State, regional and local level school and DVR personnel learned about services to students with disabilities, similarities and contrasts
- Relationships were built between DVR and LEA staff particularly with the support of the DVR Consultants and the CCTS Specialists
- Teams capitalized on what they did best with activities both school-based and community-based.

Highlights

- Communication and sharing of best practices, resources, “learnings” and inspiration between CCTS, DVR & ESDs
 - Basecamp
 - First Thursday Zoom Meetings
 - Workshops, planning meetings
 - CCTS Specialists and DVR Consultants in the field, in schools and collaborating on projects

Highlights

- Teams working together accomplished opportunities for potentially eligible students to receive:
 - Job exploration through workshops, site visits, job fairs
 - Increased knowledge about interests, preferences, strengths and areas to improve
 - Self-determination and self-advocacy skills
 - Development of individual Transition Portfolios (T-folio)

Challenges

- Communication – systems, terms, processes
 - Entitlement versus Eligibility and all that entails
 - Terms and Acronyms (IPE versus IEP, transition services, ESD versus ESD, and many more!)
- Building relationships and trust
- Time and schedules
- Technology

Next Steps

- Basecamp
- Website
- Zoom training opportunities
- T-Folio
- Events
- Disseminating best practices
- Collaboration and Communication
- Technical Assistance

CCTS Contact

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