Teaming for High School & Beyond Planning and Post-Secondary Transition

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Today’s Discussion:

- Post-School Outcomes
  - Data Collection & Reporting
  - Current Post-School Data
  - Research on Post-School Success

- Graduation Pathways Updates

- HSBP/IEP Transition Planning Resource
Center for Change in Transition Services Overview

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

www.seattleu.edu/ccts
State Needs Project
The Five State Needs Projects

- Center for Change in Transition Services (CCTS)
- eLearning for Educators
- Special Education Support Center (SESC)
- Special Education Technology Center (SETC)
- Washington Sensory Disability Services (WSDS)
Center for Change in Transition Services

• 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 is responsible for analyzing 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.
Online Materials and Resources

Available at www.seattleu.edu/ccts
Center for Change in Transition Services (CCTS)

IMPROVING POST-SCHOOL OUTCOMES FOR STUDENTS WITH DISABILITIES IN WASHINGTON

CCTS is a Washington State Needs Project housed in the College of Education at Seattle University.

Post-School Survey

CCTS Latest News

Post-School Survey is Now Open

June 1 through November 1, schools that have submitted Leaver Verification can make Post-School Survey phone calls.

Jun 13, 2019

Read More »
Professional Development and Training Updates
2019-20: Live Online and On-demand trainings

• Training Format:
  – Smaller, self-paced modules
  – Available to groups or individuals
  – Clock hours through ESDs and eLearning for Educators

• Available soon:
  – Writing Effective Transition Plans
  – Student-Led IEPs
  – Developing Job Shadow Experiences

Visit [CCTS’s Professional Development and Training page](https://www.seattleu.edu/ccts) for details.
Latest Online Tool for Transition: T-Folio

www.cctsTfolio.com
What is T-Folio?

• Free online Transition Portfolio tool.
• Student-centered curriculum, guided by facilitator.
• Interactive exercises result in products for student portfolio.
• Aligns with DVR Pre-Employment Transition Services and IEP transition planning.
• Addresses self-determination skills.
• Complete online and save as PDF, or print and complete by hand.
What is included in T-Folio?

- Facilitator Guide
- Student-Centered Introduction (2 lessons)
- Unit 1: Job Exploration Groundwork (8 lessons)
- Unit 2: Postsecondary Employment & Education Options (7 lessons)
- Unit 3: Work-Based Learning Experiences (6 lessons)
- Unit 4: Workplace Readiness Training (7 lessons)
- Unit 5: Self-Advocacy (6 lessons)
Explore T-Folio

- **T-Folio Website**
- **User Experience Videos**
  - **Jacob Robinson, Teacher at Washington HS** (4 min)
  - **Kari Haugen, former DVR Transition Consultant** (7.5 min)
  - **Nia Alvarado, Student at Washington HS** (1.5 min)
Post-School Survey

Reminders and Resources
Post-School Survey Logistics

• Survey opens June 1-November 1 each year
• Phone surveys are conducted by school/school district representatives
• Surveys are completed by former special education students ("leavers") one year after exiting high school
• Survey data are reviewed, analyzed, and reported by CCTS
Importance of the Post-School Survey

- Reconnect with former students who received special education services
- Gain direct insights into education and employment activities one year after leaving school
- Collect post-school outcome data for program improvement and reporting purposes
State – PSO Bar Chart

Post-School Outcomes, Washington state, 2016-17

- Higher Education: 21.3%
- Competitive Employment: 34.8%
- Other Education/Training: 3.0%
- Other Employment: 13.1%
- No Engagement: 27.8%

(CCTS, 2019)
State – PSO Summary

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Higher Education</th>
<th>Competitive Employment</th>
<th>Other Education</th>
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<tr>
<td>6475</td>
<td>21.3%</td>
<td>34.8%</td>
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What Does the Research Say?

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<th>Predictors of Post-School Success (NTACT, n.d.)</th>
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<tr>
<td><strong>Research-Based</strong></td>
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<td>• Inclusion in General Education</td>
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<td>• Paid Work Experience</td>
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<td>• Self-Care/Independent Living Skills</td>
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<td>• Quality Transition Services</td>
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<td>• Vocational Education</td>
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<td>• Work Study</td>
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<td>• Youth Autonomy</td>
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<td><strong>Promising</strong></td>
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<td>• Career Awareness</td>
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<td>• Community Experiences</td>
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<td>• Interagency Collaboration</td>
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<td>• Parental Involvement</td>
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<td>• Program of Study</td>
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<td>• Self-Advocacy/Self-Determination</td>
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<td>• Social Skills</td>
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<td>• Student Support</td>
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OSPI’s Determination Requirements

- Washington’s criteria for meeting requirements (determination level 1) is a survey response rate of 70% or higher.
- [Learn more about Washington’s criteria for calculating annual Determination Levels for school districts.](#)
Survey Response Rate

• The percentage of former students or designated family members who were contacted and answered the Post-School Survey questions.

• The response rate is not the same as contact rate!

• The higher the response rate, the better the data.
Improving Response Rates

• Explain the survey and collect contact information before the students leave school
  - Post-School Survey Guidance for Students and Families
• Have someone who personally knows the students make the phone calls
• Vary the time of day you attempt to contact former students
• Utilize your community and online resources to locate a former student or update your contact information
CCTS website: Guidance for Students and Families

Guidance for Students and Families page includes:

- Answers to frequently asked questions
- Downloadable materials:
  - Student and Family Guide (PowerPoint and PDF)
  - One-page handout in English and Spanish (Word and PDF)

Use these materials to prepare students for the survey before they leave high school.
CCTS website: Guidance for Educators

**Guidance for Educators page** includes:

• Survey dates

• Important links:
  - TSF2
  - Post-School Survey Training Materials Google Drive folder
  - Upcoming and archived training webinars

• Download Guidance for Students and Families materials

• Download Student Contact Form

• Request Post-School Survey reminder postcards
Accessing Post-School Survey Data

• Post-School Survey data are collected in the Transition Systemic Framework 2.0 (TSF2), CCTS’s online data collection platform.

• Anyone conducting the Post-School Survey or accessing survey data must have their own account in the TSF2.
  - To request TSF2 access, contact your LEA’s data manager or special education office.
  - For further assistance, email ccts@seattleu.edu.
Summary
CCTS Web Links

CCTS Website: www.seattleu.edu/ccts
- Professional Development and Training
- Tools
- Post-School Survey Guidance for Students and Families
- Post-School Survey Guidance for Educators

T-Folio: www.cctstfolio.com

TSF 2.0: www.cctstsf.com or www.cctstsf.org
CCTS Contact

CCTS General Information

ccts@seattleu.edu
206-296-6494
www.seattleu.edu/ccts

@WACCTS on Facebook, Twitter, and Pinterest
References

OSPI Priorities: Improving Outcomes for Students with Disabilities

- Leadership
- Growth Mindset
- Evidence-Based Practices
- Professional Development
- Resource Allocation
- Recruitment & Retention

Source: OSPI Priorities for Improving Outcomes for Students with Disabilities, Office of Superintendent of Public Instruction
Multiple Pathways to Graduation

All students prepared for postsecondary pathways, careers, and civic engagement.
Brief Summary of HB 1599

- Discontinues the:
  - Certificate of Academic Achievement (CAA), effective with class of 2020;
  - Certificate of Individual Achievement (CIA), effective with class of 2022.

- Extends appeals process to waive certain graduation requirements for qualifying students in the graduating class of 2019 and 2020.

- NOTE: Pathways are available based on the student’s 4-year cohort, and NOT the year they may graduate.
What counts as a Pathway?

- Smarter Balanced Assessment

- High School transition courses (e.g., “Bridge to College”)

- Dual Credit courses
  - College coursework
  - AP / IB / Cambridge courses
What counts as a Pathway?

- ACT or SAT
- Armed Services Vocational Aptitude Battery
- Sequence of Career Technical (CTE) courses
- WA-AIM (for students with significant cognitive disabilities taking the alternate state assessment)
Class of 2020 – What to know

All pathways, including SBA, are available to all students

Waiver continues to be available for students not able to complete a pathway
Graduation Requirements

- High School and Beyond Plan
  - Developed in a similar manner, with similar staffing as all other students

- Satisfy SBE and LEA graduation requirements
  - Career and College Ready graduation requirement

- Satisfy graduation credit requirements

- Meet requirements of at least one graduation pathway
Graduation Requirements

- **Certificate of Attendance** – HB 1599 updates RCW 28A.155.170, that a student with an IEP who will continue to receive services between ages 18 to 21 must receive a certificate of attendance and be permitted to participate in the graduation ceremony.

- **Student Learning Plans** – required for eighth grade students not successful on any or all of the content areas of the state assessment during the previous school year or who are not on track to graduate due to credit deficiencies or absences.
Considerations for Students with Disabilities

• Certificate of Individual Achievement (CIA) available through class of 2021.

• Graduation pathways continue to be available to all students, including students with disabilities.

• For students with significant cognitive disabilities, the alternate assessment (WA-AIM) is still available.
Stay Informed!

- State Board of Education Pathways Workgroup
- Statewide Survey – starting in August 2019
  - Data collection – supports, barriers, and pathways accessed (disaggregated by student groups)
  - Additional pathways – recommendations from the field
- Bookmark the Multiple Pathways to Graduation site!
Planning for Next Steps

- **Teaming for HSBP** – must be developed in a similar manner and with similar staffing *as all other students* (counselors, advisors, etc.).

- **(t)ransitions** – continue to partner closely with elementary and middle school teams around transitions across all grade levels (P-12), schools, and for HSBP planning.

- **Access to core** – opportunities for core instruction in general education settings across grade levels.
Managing Complex Change

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Action Plan

- Strategy
- Collaboration
- Objective

CHECK ✅

IMPROVEMENT ✅

IMPLEMENTATION

SCHEDULE

ACT ← →
### All Students

- At least annually, update the student's four-year course-taking plan, ensuring that it fulfills state and local graduation requirements, considers dual credit options, and aligns with the student’s career and educational goals and individualized Personalized Pathway Requirement. (HSBP requirement)

- Match career interests and skills with Career and Technical Education (CTE) course work and community work experiences. Students’ preparation, including coursework, in high school supports their postsecondary and career goals.

- Student explores different types of careers that match their needs, interests, preferences, skills, and strengths.

- Participate in work-based learning opportunity (e.g., job shadow, internship) to develop self-advocacy and other employability skills.

### Students with Disabilities

- All items listed under “All Students”.

- Determine graduation date.

- Apply for a Washington State driver’s license, or other form of identification (e.g., Washington State ID Card) (age 15-16).

- School staff has conversations with students/provides educational services about self-advocacy, including the importance of it especially after high school. Include self-advocacy and self-determination goals in the IEP, as appropriate.

- Identify community support services and programs (e.g., Division of Vocational Rehabilitation, county services, centers for independent living, etc.).

- Explore legal status regarding decision-making prior to age of majority (wills, guardianship, special needs trusts, etc.).
3. Practices currently in place in your school(s).

2. Promising practices not yet implemented.

1. Item you commit to exploring further.
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