

Special Education State Needs Projects



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Our Services

OSPI Special Education funds six state-needs projects (SNP) with IDEA state-level discretionary dollars. These projects collectively provide:

- Professional development at little to no cost to districts, schools, parents and families (clock hours/credit hours available).
- Technical assistance with IEP development, compliance, evaluation, planning, learning interventions, assistive technology, and assessment for students with disabilities.
- Consultation and training for parents, families, and educators.



The Projects

- [Center for Change in Transition Services \(CCTS\)](#)
- [eLearning for Educators](#)
- [Enhancing Capacity for Special Education Leadership \(ECSEL\)](#)
- [Special Education Support Center \(SESC\)](#)
- [Special Education Technology Center \(SETC\)](#)
- [Washington Sensory Disabilities Services \(WSDS\)](#)

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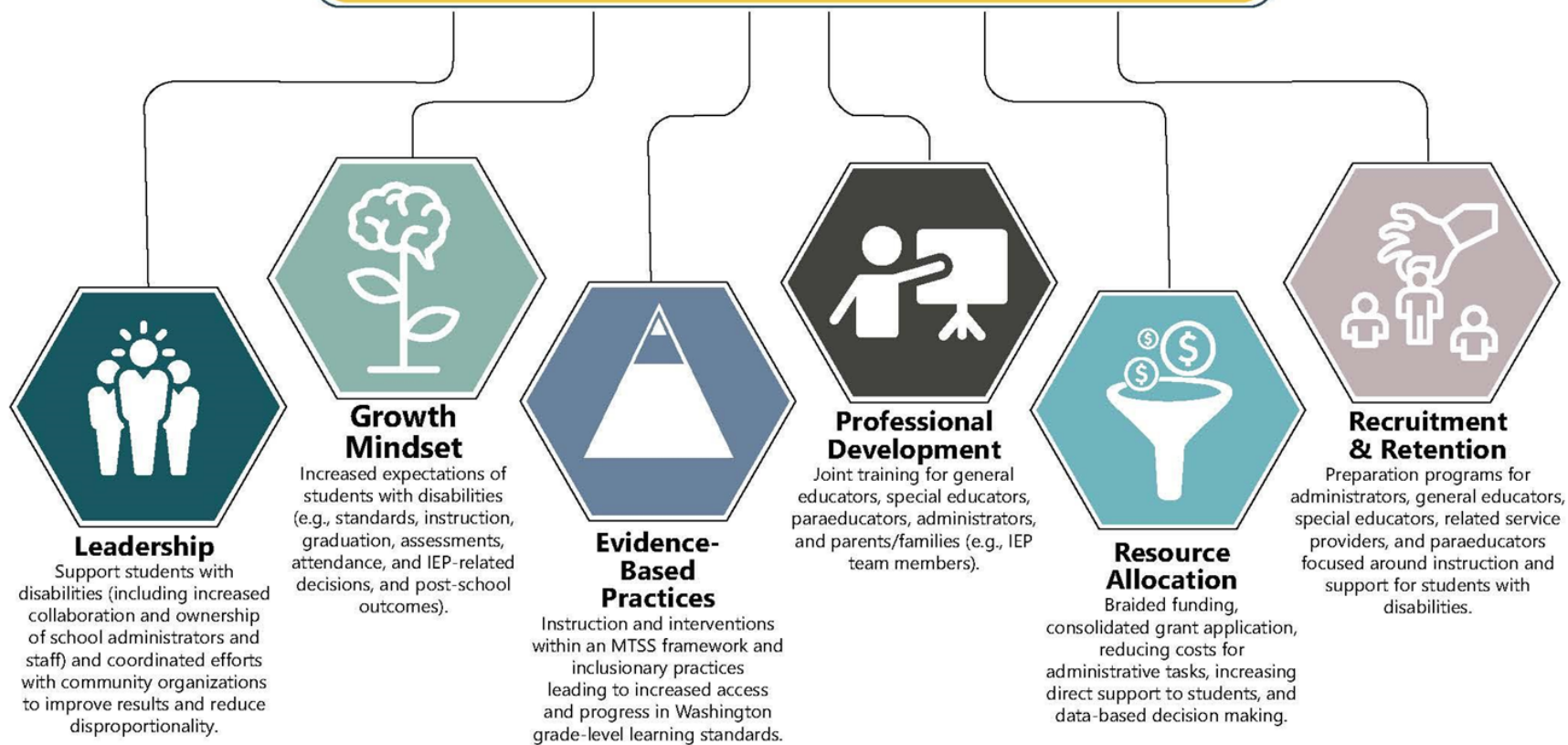


SNP Partners

- Open Doors for Multicultural Families (Open Doors or ODMF)
- Partnerships for Action, Voices for Empowerment (PAVE)

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OSPI's Priorities for Improving Outcomes for Students with Disabilities



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Center for Change in Transition Services (CCTS)

- **Mission:** Empowering educators to improve transition services for youth with disabilities through partnerships, research, and training
- Provides reports and analysis of post-school outcomes for all former high school students in Washington who had an IEP
- Located at Seattle University
- Find us online at www.seattleu.edu



Our Services

What CCTS Provides:

- Secondary transition training
- District, ESD, and state-level post-school outcome data analysis
- Resources and materials
- Technical assistance

Who CCTS Supports:

- Washington state ESDs, LEAs, public high schools
- Educators and administrators
- Agency staff
- Youth with disabilities and their families/caregivers



Free Tools for Transition

- **T-Folio:** Free, online transition portfolio curriculum designed for youth with disabilities and the school/agency personnel who support them
- **Transition Systemic Framework 2.0 (TSF2):** Secure, online data collection platform that houses the annual Post-School Survey and Indicator B14 post-school outcome data
- **Indicator B13 Review:** Downloadable workbook to review transition IEPs for alignment with Indicator B13 requirements
- **Quality Indicators for Secondary Transition (QuIST):** Downloadable self-assessment workbook to evaluate district/building-level transition services for students with disabilities

Details at www.seattleu.edu/ccts/tools



Professional Development

- **Asynchronous Online Training Materials**
 - Writing Effective Transition Plans
 - Student-Led IEPs
 - Developing Job Shadow Experiences
- **Training Archive:** recordings and slide decks available from previous trainings
- **Synchronous trainings:** to be announced for 2021-22 school year
- **More information:** visit the [Professional Development and Training page on the CCTS website](#)



Additional Projects

- **OSPI Inclusionary Practices Professional Development Project**
 - CCTS Goal: increase rate of inclusion of students with disabilities in general education classrooms through Career Technical Education (CTE) enrollment
 - Past presentation slide decks and recordings are available on the CCTS website under [Inclusionary Practices Project Resources](#)
- **CCTS/DVR Collaboration Project**
 - Goal: increase availability, accessibility, and coordinated delivery of pre-employment transition services (Pre-ETS) to potentially eligible students with disabilities through professional development and training



How data inform best practice



Critical Interrelationship of Indicators

Four IDEA performance indicators relate to secondary transition. These indicators also correlate with one another.



- Quality IEPs (Indicator B13)
- Staying in school (Indicator B2)
- Graduating (Indicator B1)
- **Positive post-school outcomes (Indicator B14)**
 - Post-School Survey

(Kohler, Gothberg, & Hill, "NSTTAC Evaluation Toolkit", 2009)



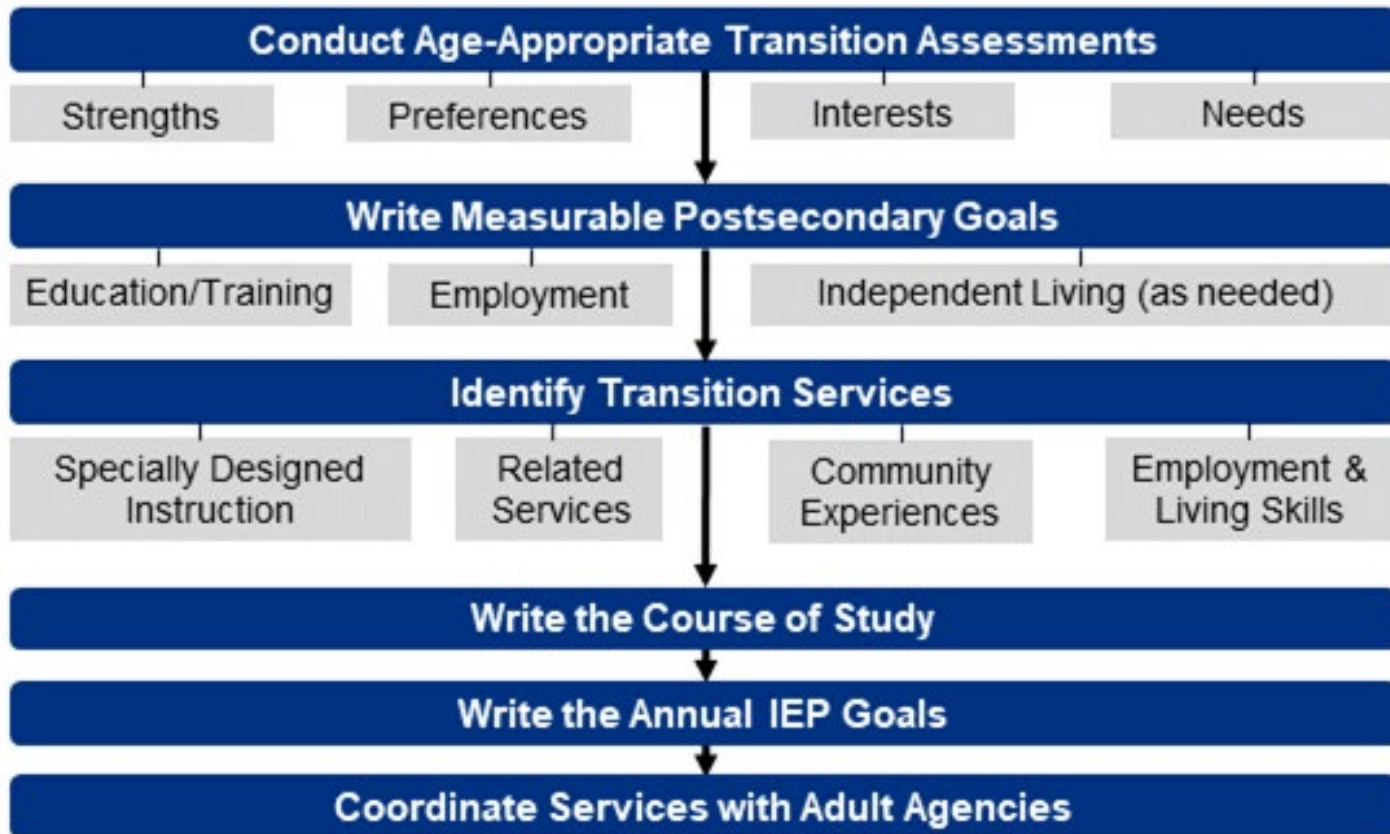
Transition Services Sequence

1. Conduct Age-Appropriate Assessments
2. Write Measurable Postsecondary Goals
3. Identify Transition Services
4. Write the Course of Study
5. Write the Annual IEP Goals
6. Coordinate Services with Adult Agencies

(Kohler, 1996)



CCTS Transition Services Flowchart



(Johnson, 2004)



Annual Post-School Survey Logistics

- Survey is open from June 1-November 1
- Phone surveys are conducted by school/school district representatives
- Surveys are completed by former special education students (“leavers”) one year after exiting high school
 - 2021: survey year
 - 2019-20: leaver year
- Survey data are reviewed, analyzed, and reported by CCTS



Post-School Outcomes

Statewide data tables, 2018-19

Total number of leavers	Total number of respondents (Resp'ts)	Survey response rate
8,908	6,867	77.1%

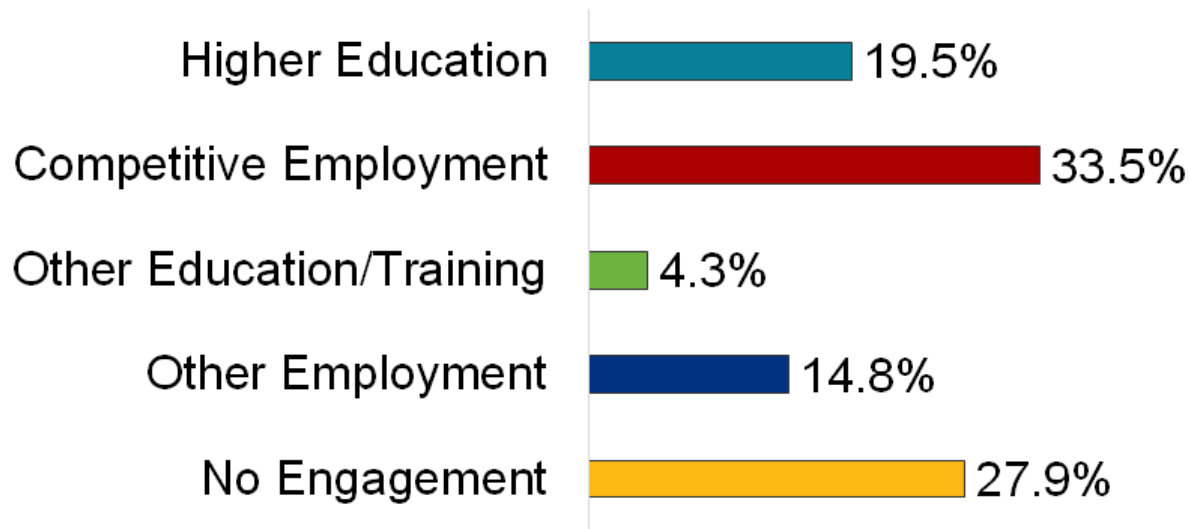
Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
6,475	1,339	2,297	295	1,016	1,920
100%	19.5%	33.5%	4.3%	14.8%	27.9%

(CCTS 2021, *Indicator 14 Post-School Outcome Report, Washington state, 2018-19*)



Post-School Outcomes for Students with IEPs

Washington State, 2018-19



(CCTS 2021, *Indicator 14 Post-School Outcome Report, Washington state, 2018-19*)



Contact and Connect with CCTS

- Email: ccts@seattleu.edu
- Phone: 206-296-6494
- Website: www.seattleu.edu/ccts
- [Subscribe to our newsletters](#)
- [Join the CCTS Transition Network on Basecamp](#)



References

- Center for Change in Transition Services, Seattle University (January, 2021). *Indicator 14 Post-School Outcome Report, Washington state, 2018-2019.*
- Johnson, C. E. (2012). *Transition Services Flowchart*. Center for Change in Transition Services, Seattle University. Seattle, WA
- Kohler, P. D. (1996). *Taxonomy for transition programming: A model for planning, organizing and evaluation transition education, services and programs*. Champaign-Urbana, IL.: University of Illinois
- Kohler, P. D., Gothberg, J., & Hill, J. (2009, November 12). *NSTTAC Evaluation Toolkit* [PDF]. Kalamazoo: Western Michigan University.
<http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=8d43c53a-e804-4647-856c-f783fcec2&forceDialog=0>

eLearning for Educators

Provides statewide access to affordable online courses and mini-training modules designed to support K-12 educators in serving students with disabilities.

- Access course offerings anytime, anywhere;
- Focus on relevant topics in special education; and
- Enhance professional development and earn clock hours.

Online courses and mini-training modules that can be accessed throughout the state:

- Available to all educators through The Evergreen State College.
- Available continuously—register and start at any time.
- Access course offerings anytime, anywhere.
- Self-paced, online user-friendly format.
- Reasonable cost for clock hours. Mini-training modules and some offerings are free (no clock hours).
- Clock hours are accepted by OSPI for certificate maintenance.

- Course content is:
 - derived and developed from fully vetted, open-source materials;
 - in collaboration with OSPI and other state-needs projects;
 - based on statewide trends.

- Fully online via Canvas.
- Participants work through content in a variety of formats.
 - Written information
 - Video clips and demonstrations
 - Audio interviews
 - Interactive activities
- Other formats include recorded webinars or online modules with narration.

Available free of charge (select Free Offerings when registering) or for a nominal fee for clock hours:

- Inclusionary Practices: An Instructional Guide for Inclusive Educators
- Restorative Practices
- Understanding and Responding to Trauma

Accommodations and Assistive Technology

- Accommodations for Students with Disabilities
- Quality Indicators for Assistive Technology
- Universal Design for Learning

Assessment and Instruction

- Autism Spectrum Disorder: An Overview for Educators and Evidence-Based Practices
- Classroom Assessment: Progress Monitoring

Assessment and Instruction – continued

- Data-Based Individualization
- Differentiated Instruction
- Evidence-Based Practices
- Executive Function – Study Skills Instruction
- High Leverage Practices
- Inclusionary Practices: An Instructional Guide for Inclusive Educators

Assessment and Instruction – continued

- Inclusion Considerations for Students with Disabilities
- Students with Deaf-Blindness: Foundations

Behavior and Classroom Management

- Classroom Management and Addressing Challenging Behaviors
- Functional Behavioral Assessment

Early Learning

- Assessment
- Child and Adult Interactions
- Environment
- Environments and Behavior Management
- Family-Professional Partnerships
- Instructional Practices
- Teaming and Collaboration
- Transition

Secondary Transition

- Agency Connections
- All Roads Lead to Employment
- Developing Job-Shadow Experiences
- Postsecondary Education and Training
- Student-Led IEPs
- Working More Effectively with Diverse Youth and Families
- Writing Effective Transition Plans

Social and Emotional Learning

- Restorative Practices
- Understanding and Responding to Trauma

Special Education Processes

- Identification of Students with Disabilities
- Mini-Training Module: Prior Written Notice
- Mini-Training Module: Progress Reporting
- Special Education Consistency Index

Mini-Training Modules:

- A menu of online mini-trainings designed to address common training needs arising from the Special Education Citizen Complaint (SECC) process.
 - Prior Written Notice
 - Progress Reporting
- Developed in collaboration with and vetted by OSPI.
- Designed for group or individual access, at no cost.
- Clock hours are not available for Mini-Trainings.
- Provide an option for districts looking for vetted training in response to a SECC decision.

- MTSS: Team-Driven Shared Leadership
- Mini-Training Module: Discipline in the Special Education Process
- 2021-22 Course Development Topics:
 - Assistive Technology
 - Early Learning
 - Explicit Instruction
 - Graduation Pathways
 - MTSS
 - Mini-Training Modules

Carole Brewer

Project Director

360.867.6309 | elearningforeducators@evergreen.edu

Donnita Hawkins

Project Manager

360.867.6070 | elearningforeducators@evergreen.edu

For current course offerings and to register online:

www.evergreen.edu/elearningforeducators

Introducing ECSEL

- Two-year program to prepare new Local Special Education Administrators (LSEAs)
- Supported by OSPI as a Special Education State Needs Grant
- Administered by the Goodlad Institute at the University of Washington Bothell
- Designed for statewide access and participation
- Statewide faculty combines practical and academic expertise

A Four-Part Theory of Action

- Backwards Design—A curriculum designed around position responsibilities
- You can't lead what you don't know—School-level expertise in leading instruction and student services
- Deliberate Practice—Leadership development occurs mostly on the job as you take on challenging responsibilities
- Beyond classes—Leadership development is mostly self-development

Backwards Design—A curriculum designed around position responsibilities

An Evolving Role...

- Achieving meaningful outcomes for students with disabilities
- Ensuring compliance with federal and state requirements
- Handling many of the district's most challenging family concerns
- Reducing disproportionate opportunities and results

Backwards Design—A curriculum designed around position responsibilities

A Unique Leadership Challenge: *Leading from the Middle*

- District-wide responsibility for special education
- Cultivate district capacity to serve every student receiving special education
- Information for the district about current best practices
- But the work of providing services is typically supervised by others—and you don't even supervise their supervisors!
- Successful leadership is indirect. It depends on:
 - Expertise
 - Relationships
 - Effective tools and systems

You can't lead what you don't know— School-level expertise in leading instruction and student services

What we mean...

- Expertise in the direct services for student with disabilities is critical
- LSEAs need expertise to support principal leadership for special education
- LSEAs need knowledge across the full range of special education programs

What we do...

- Recruitment and admissions focused on experience as a special education teacher leader
- Part 1 focuses on leading special education at the school level

Deliberate Practice—Leadership development occurs mostly on the job through challenging responsibilities

What we mean...

- Challenging responsibilities, rather than courses, are the heart of leadership development
- Job-based experiences support leadership development when they are:
 - Individually challenging and cumulative
 - Accompanied with feedback
 - Supported with regular structured reflection

Deliberate Practice—Leadership development occurs mostly on the job through challenging responsibilities

Internships

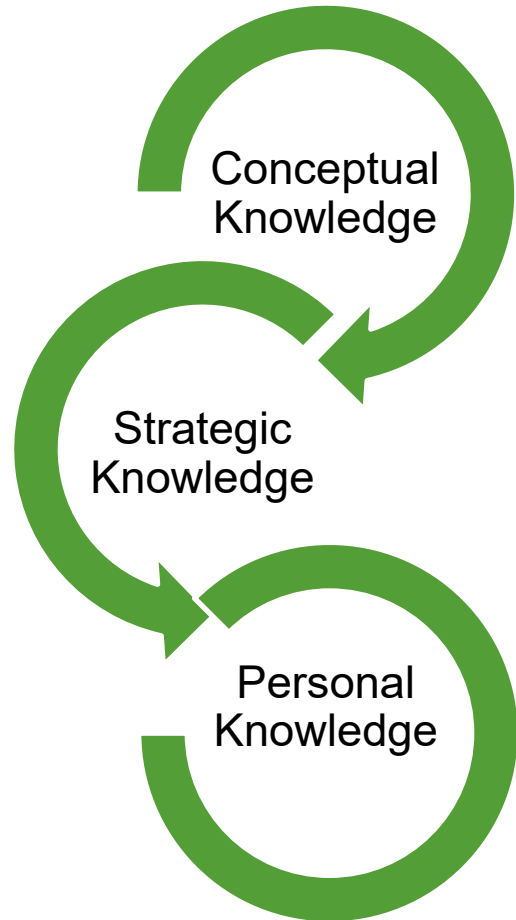
- Year 1 internship
 - 400 hours focused on school-level leadership for special education
 - Building principal serves as mentor
- Year 2 internship
 - 400 hours focused on district-level leadership for special education
 - Local special education director serves as mentor
- Support for learning from the internship
 - Individual leadership development plan
 - Monthly reflections with feedback from university supervisor
 - “Learning from practice” seminars during Saturday sessions

Deliberate Practice—Leadership development occurs mostly on the job through challenging responsibilities

ECSEL's Performance Tasks

- 3-6 major performance tasks each year
- Most are linked to internship assignment or applied problem
- Faculty review and feedback on performance task reports
- Cumulative faculty ratings of performance tasks provide evidence of candidate progress toward completion and certification

Assessment of Learning and Feedback



Performance Task products are reviewed by faculty, who rate the extent to which products show evidence of candidate Knowledge related to each core topic

Leadership development is mostly self-development

So...

ECSEL is organized, not as a typical academic program, but as a system of supports for self-development through challenging experiences.

Leadership development is mostly self-development

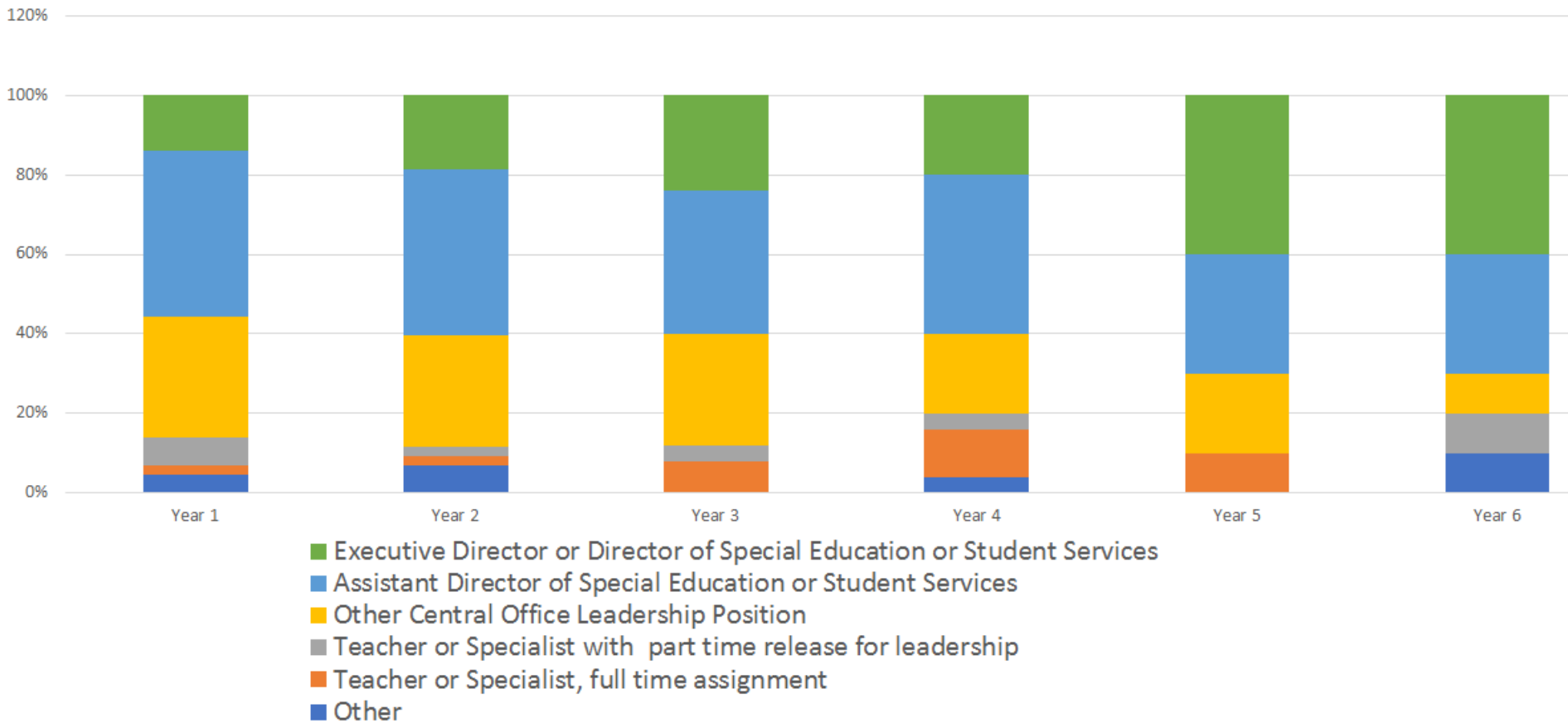
Saturday Sessions

- A full-day session, one Saturday each month, October through June
- Discussion of two ECSEL Leadership Outcomes
 - Help consolidate learning from the readings through discussion with colleagues
 - Practice using concepts and vocabulary related to the Leadership Outcomes to understand and respond to practical situations
 - Plan for continued learning about the topic
- “Learning from Practice”
 - Discuss how current internship challenges are informed by ECSEL concepts
 - Build facility with case-based thinking

Professional Learning Group (PLG)

- 3-4 colleagues who commit to mutual learning support during the program
- Joint posting of concepts and questions prior to discussion of each Leadership Outcome
- Considerations for forming PLGs:
 - Engage with candidates from other districts
 - Include candidates with varied skills and experiences
 - Provide helpful support for each participant
 - Frequent meetings are logistically feasible, either face-to-face or online

ECSEL Graduates: Percent by Position and Years After Completion





For more info, contact ECSEL:

Bill Rasplica
Project Coordinator
rasplw@uw.edu

Michele Graaf
ECSEL Adviser
425.352.5274 | edleader@uw.edu

www.uwb.edu/education/ecsel



Special Education Support Center (SESC)

- Works collaboratively with organizations to ensure that educators and families have an understanding of state and federal rules and best practices related to students with disabilities.
- Provides training, support, and technical assistance on request to educators, parents, and representatives from community agencies.
- Foundational themes:
 - Equity, Social Justice, and Student/Family Centered
 - Learning Standards
 - High Leverage Practices
 - Universal Design for Learning
 - Visible Learning
 - Policy/Procedures



Inclusionary Practices Project (IPP)

- WEA partnership with OSPI
- Goal is to increase inclusive practices for students with disabilities
- STEM Training
- Coaching and Mentoring Series
- UDL and Katie Novak



Current Courses

*6 hours unless noted

- Accommodations & Modifications (3hr)
- Accommodations & Modifications (2hr)
- Autism 101: Understanding/Diagnosis/Characteristics & Classroom Strategies
- Autism 201: Evidence-Based Practices for Learners on the Autism Spectrum
- Behavior Intervention Strategies to Support Students through Inclusive Practices (9hr)
- Beyond Intrinsic Motivation: Building Reward Systems
- Computer Science for Special Populations
- Computer Science for Special Populations: Level II (3hr)



Current Courses

*6 hours unless noted

- Data Collections for Progress Monitoring
- Data-Based Individualizing: Improve Outcomes for Students in an Inclusive Classroom
- De-Escalation Strategies for Educators (3hr)
- Developing Non-Transition IEPs
- Developing Transition IEPs
- Early Childhood and Preschoolers with Autism
- Effective Co-teaching Strategies for Inclusion
- Empowering Educators - Using Explicit Instruction in the Inclusive Classroom
- Foundations for Equitable Inclusive Education
- High Leverage Practices for Inclusive Online/Hybrid Learning
- Multi-Tiered System of Supports (MTSS): Foundations and Tier I
- Multi-Tiered System of Supports (MTSS): Tier II
- Multi-Tiered System of Supports (MTSS): Tier III



Current Courses

*6 hours unless noted

- Paraeducators and Relationships
- Paraeducators and Technology (1hr)
- Paraeducators and the Law
- Paraeducators and the Teacher: Explaining Roles and Responsibilities (1 hr)
- Paraeducators in the Classroom
- Paraeducators: Impacts to Relationships
- Paraeducators: The Nuts and Bolts of Special Education and Inclusion (1 hr)
- Programming for Specially Designed Instruction (SDI) in Inclusive Classrooms
- Section 504
- SEL in a Virtual Space Grades 4-8
- SEL in a Virtual Space Grades PK-3
- SEL In Remote Learning Grades 9-12
- Special Education - Effective Instruction
- Special Education for the General Education Educator
- Special Education Law
- Special Education Law 201



Current Courses

*6 hours unless noted

- STEM in Sports: Using Sports for STEM Learning in Your Classroom
- Successful Inclusion of Students with Significant Disabilities
- The Provision of Health Services in Public Schools
- Universal Design for Learning 101
- Universal Design for Learning in Science
- Why Inclusion? The Parent Perspective
- WSLS and Special Education
- Sensory Strategies in the Inclusive Classroom
- The Attuned K-12 Educator: Accelerating Literacy
- Unpacking Standards to Reach ALL Students in the Math Classroom



Current Courses - Coaching & Mentoring

- Coaching and Mentoring - Facilitating Co-Teaching: Supporting Mentors and Coaches w/Inclusive Practices
- Data Driven Instruction for Coaches and Mentors
- Coaching and Mentoring for Equitable Educational Outcomes
- Coaching and Mentoring for Specially Designed Instruction in Inclusive Classrooms
- Coaching and Mentoring for Successful Inclusion of Students with Significant Disabilities
- Coaching and Mentoring High Leverage Practices
- Coaching and Mentoring of Inclusionary Behavioral Strategies
- Coaching and Mentoring Universal Design for Learning (UDL)
- Facilitating Explicit Instruction for Coaches and Mentors



Training, Support, Consultation, and Technical Assistance

Special Education training/technical assistance provided:

- When requested by districts, schools, agencies, and/or organizations.
- Regularly scheduled opportunities asynchronously and synchronously.
- Saturday Academies (in person)
- Through the summer week-long Summer Institutes/Special Education Boot Camps. (When we return to in-person)
- www.specialeducationsupportcenter.org



Training Cadre

Courses provided by:

- Current special education practitioners— ESAs, teachers (both special educators and general educators), school administrators (district & building level), retired educators, TOSAs, and parents.
- Trainings provided throughout Washington State.



Summer Learning Institutes & Special Education Boot Camps

- In Person
- Summer Learning Institutes include a variety of pathways (NBCT, STEM, CRS, Special Education, etc)
- Registrants receive four days of intense training on special education issues.
- Attendees receive up to 24 clock-hour credits.
- Usually 2 - 3 offered each summer around the state



To inquire or schedule training, contact:

Annie Lamberto, NBCT

Pronouns: she/her/hers

alamberto@washingtonsea.org

WEA Special Populations/Programs Coordinator

Director, Special Education Support Center, an OSPI State Needs Project

Co-Director, WEA Inclusionary Practices Project, an OSPI Project, led by CSTP

Office: 253-765-7066

Current Course Schedules: <https://bit.ly/WEA-IPP>

www.washingtonsea.org/pd/

www.specialeducationsupportcenter.org

[OSPI Inclusionary Practices Project](http://www.specialeducationsupportcenter.org)

Connect with us! Twitter: @wa_sped_center Facebook: @SpecialEdSupportCenter



Special Education Technology Center (S

Focuses specifically on the implementation of AT in K-12 classrooms.

Our services:

- Lending Library
- Technology technical assistance and consultations
- Professional development on a wide range of topics:
 - Augmentative and Alternative Communication Implementation
 - Assistive Technology (AT) Processes
 - AT Tools and Strategies for the Classroom
 - Communication Tools and Strategies
 - UDL Strategies and Tools for Communication, STEAM, Reading and Writing

Ways to Access SETC Support

NEW! Free Tech Assist Request

AT Consultation Request

NEW! Request Training

- [SETC Website](#)
- [SETC Facebook Page](#)
- [SETC YouTube Channel](#)
- [Free Webinars & Professional Learning Community opportunities](#)
- [Inclusive Learning With Technology At Home and At School](#)
- Email us at: SETC@cwu.edu Or Kristin.Leslie@CWU.edu



Lending Library

SETC provides assistive technology (AT) loans to school districts, at no cost.

Purpose:

- Preview assistive technology prior to purchasing
- Assistive technology trials with students
- Professional development for staff

Includes:

- Communication apps and devices
- iPads with 100s of apps
- Adaptive switches and alternative access solutions
- Resource books on assistive tech, UDL, inclusive education, digital learning tools and strategies.



Technology Assistance & Consultation

30-min Tech Assist (FREE)

Virtual Consultation with follow-up support (\$400)

Face-to-face Consultation at school site (\$800)

Many students with special needs encounter learning obstacles that can be eliminated or minimized through assistive technology.

SETC staff can support your school teams with selection, trials, and implementation of assistive technology. SETC is also equipped to support technology decisions at the classroom, building, and district-level through the lens of inclusive practices and the Universal Design for Learning.

[Get Started!](#)



Professional Development

- SETC Fall Mini Conference 2021 – Sep 30th 8:30-3:30 (\$75/per person)

Make Learning Accessible, Inclusive, and Awesome For All!

Presented by Chris Bugaj, MA, CCC SLP

With the following breakout sessions by SETC Staff :

Skills for Life: Student-Centered Strategies for Executive Functioning

Book Madness: 16 Sweet Strategies to Make Learning Fun!

REGISTER

- Pre-Conference – Sep 29th 3:30-5:00 (FREE)

X, Y, and devices: Creating Inclusive Math Classrooms with Technology

Presented by Victoria Thompson



Professional Development

Two Fall Book Study Series:

Universal Design Daily: 365 Ways to Teach, Support, & Challenge All Learners
Inclusive 365: Ed Tech Strategies for Every Day of the Year

FREE WEBINARS

STEM Series

Reading & Writing Supports

AAC Implementation & Coaching

AAC Talk

UDL Online Professional Learning Community Series



AT Region Meetings

- Regional AT Groups:
 - Puget Sound (WAATS)
 - Bellingham (WWU)
 - Kitsap County (ESD 114)
 - Yakima Valley (ESD 1050)
 - Spokane (ESD 101)
- Bi-Annual Statewide AT Regional Meetings (10 locations)



For more info, contact SETC:

Kristin Leslie

Project Director

509.963.3352 | Kristin.Leslie@cwu.edu

Sue Wright

Program Coordinator

509.963.3356 | sue.wright@cwu.edu

Sarah Kinsella

AAC & AT Specialist

Sarah.Kinsella@cwu.edu

General Questions: www.setc.org



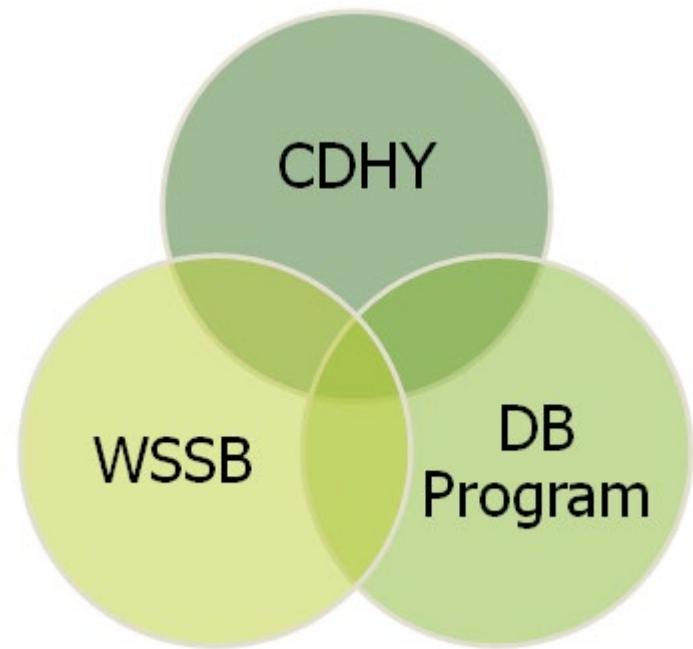
Washington Sensory Disabilities Services (WSDS)

Supports individuals ages birth to 21 who are deaf or hard of hearing, blind or low vision, or deaf-blind, by providing training, technical assistance and other resources to service providers and families.



Who We Are

- Washington Center for Deaf and Hard of Hearing Youth (CDHY)
- Washington Deaf-Blind Program (DB Program)
- Washington State School for the Blind (WSSB)





Services

- Training for service providers, administrators, and family members on issues related to students who are deaf/hard of hearing, blind/low vision or deaf-blind (combined hearing and vision).
- Consultation and technical assistance (in-person or via video).
- Student evaluations.
- Web-based resources and “anytime, anywhere” training.
- Parent education and networking.

Visit our website:

www.wsdsonline.org



Deaf or Hard of Hearing

WSDS collaborates with the Center for Deaf and Hard of Hearing Youth (CDHY) and school districts to provide services to deaf and hard of hearing students from birth to age 21 via the [Statewide Outreach Team](#).

For services or information, contact:

Erica Pedro | 360-608-0806 | erica.pedro@cdhy.wa.gov

Rebecca Butz-Houghton | 206.495.8518 | rebecca.butz-houghton@cdhy.wa.gov

Visit our website: cdhy.wa.gov



CDHY Responsibilities

- Provide statewide services to deaf and hard of hearing children, their families and their educational teams supporting the full range of communication modalities.
- Provide statewide leadership through collaborating with appropriate public and private partners.
- Provide training and professional development opportunities for professionals serving children who are deaf or hard of hearing.



Blind or Low Vision

WSDS collaborates with Washington State School for the Blind (WSSB) and school districts to provide services to blind and low vision students from birth to age 21.

For services or information, contact:

Pam Parker, Ages 6-21 | 360.947.3304 | Pam.Parker@wssb.wa.gov

DeEtte Snyder, Ages Birth-5 | 360.696.6321 |

DeEtte.Snyder@wssb.wa.gov

WSSB /Outreach Services: <https://www.wssb.wa.gov/welcome-to-wssb/services/outreach/>



Combined Hearing and Vision (Deaf-Blind)

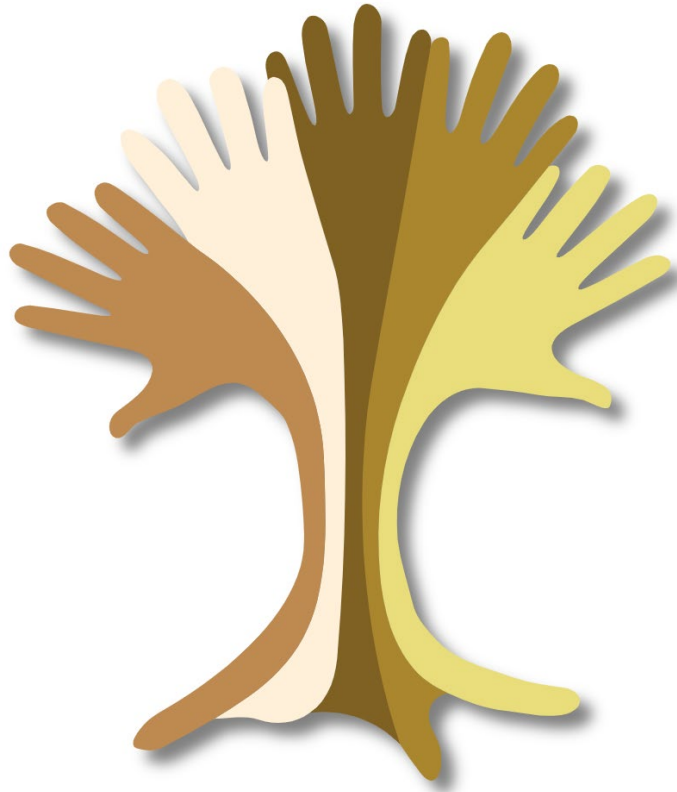
The Deaf-Blind Program supports the developmental and educational needs of birth-to-21 year olds who have a combined vision and hearing loss (deaf-blindness). Services include IEP team/family consultation, training, and technical assistance.

For services or information, contact:

Katie Humes | 360-947-3295 | katie.humes@wssb.wa.gov

OPEN DOORS

for MULTICULTURAL FAMILIES





Open Doors for Multicultural Families

Open Doors for Multicultural Families (ODMF or Open Doors) provides culturally and linguistically relevant information, services, and programming to culturally and linguistically diverse families of persons with developmental and intellectual disabilities.



Photo from ODMF Collection



Who We Are

- Founded in June 2009 by a diverse, passionate group of parents, professionals, and community members after more than a decade's collaborative work.
- Since then, grown to 40+ full and part time staff members
- Provided linguistically and culturally responsive services to more than 2,000 families in 20 languages as of 2020.
- However, we are more than simply information and referral! We help families to navigate complex systems.



What We Do

- Open Doors employs a cultural brokerage model to navigate services, provide a specialized programming, and advocate for systems change.
- Staff members come from the same cultural background and speak the same language as their clients, which helps to build trust and communicate with respect.
- Our team is knowledgeable about disability services, special education, and other mainstream social services to bridge the gap between the families we serve and the services they need.



Core Values

Open Doors services are driven by diverse families' needs. We strive to provide **culturally competent services based on our values and beliefs:**

- Family-centered support that respect culture and language
- Valuing people with intellectual disabilities as important, positive contributors to our society
- Fighting for equal access opportunities, equity and social justice
- Inclusive and collaborative community for families and individuals with developmental disabilities
- Reciprocal relationships between families and professional partners
- Supportive peer environments, where parents can lean on and mentor one another



Family Services

At Open Doors, we serve our families through five main programs:

- **Family Support** – one-on-one system navigation assistance
- **Early Learning** – Birth-to-three case management and referral
- **Youth** – After school tutoring and social care support
- **Adult** – 18+ case management and referral
- **Advocacy** – Fighting for system change and uplifting family voice



Cultural Competence Training

- Our work centers on the intersectionality of underserved BIPOC and immigrant communities, and the marginalization of individuals with disabilities.
- We offer:
 - Effective diverse family/professional partnerships
 - Culturally and linguistically responsive practices and service delivery
 - Support for service staff from diverse backgrounds
 - Multicultural early childhood team training
 - Family support, self-determination, and disability training
 - Diverse parent mentor training



Advocacy and Civic Engagement



In recent years, ODMF has also increased our public advocacy efforts. Our goal is to uplift the voices of our families and ensure fair and equitable treatment of culturally and linguistically diverse individuals with disabilities under the law.

Photo of Governor Inslee and families from ODMF Collection



Community Partnership and Collaboration

- As a community-based organization, connecting with like-minded neighbors is essential to our work.
- Open Doors Community Resources:
 - Disability awareness presentations and outreach to diverse communities
 - Professional phone consultation and site visits
 - Joint partnerships for grant applications
 - Facilitating parent focus groups for research purposes
 - Interagency collaborative services for specific ethnic community
 - Cultural brokers' network
 - Information and referral



Contact Information

Moses Perez
Programs Manager
ODMF Advocacy and Civic Engagement
253.455.8329 | mosesp@multiculturalfamilies.org

For additional resources, contact:
info@multiculturalfamilies.org |

Get involved! Please visit us at:
www.multiculturalfamilies.org

Partnerships for Action, Voices for Empowerment

Provides support, training, information and resources to empower and give voice to individuals, youth and families impacted by disabilities.

PAVE was established in 1979 by families for families to navigate education, community resources, and access support for the journey of raising a child with a disability.

PAVE is headquartered in Tacoma and has programs that serve Washington State and beyond.


PAVE programs

- Parent Training and Information (PTI) (birth through age 26)
- Family to Family Health Information Center (special healthcare needs)
- Specialized Training of Military Parents (STOMP)
- Lifespan Respite
- Pierce County Support Programs
 - Parent to Parent
 - Start Now!
 - PURPAS
 - Person Centered Planning
 - Spark

PAVE partners!

- Family and community workshops with schools, districts, educational service districts, community organizations, agencies, Tribes and First Nations, etc.
- Team members serve on a wide range of national, state, county, and local workgroups, councils, committees
- Inclusionary Practices Project (IPP) Family Engagement Collaborative

PAVE website



Partnerships for Action, Voices for Empowerment

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Early Learning Toolkit: Overview of Services for Families of Young Children

New parents have a lot to manage. Concern about whether a child's growth and development are on track can be confusing. This toolkit provides places to begin if caregivers suspect that a baby or young child may need services due to a developmental delay or disability.

[Read more of this article: Early Learning Toolkit: Overview of Services for Families of Young Children](#)

Your Resources



Calendar of Events

JUL 19 Mon	8:00 pm Monday Night Coffee or Tea with P2P @ Zoom Online
JUL 20 Tue	11:00 am Stepping Stones Triple P – July ... @ Zoom Online


[View Calendar →](#)

Toolkits Ready for You!

[Toolkit Basics: Where to Begin When a Student Needs More Help](#)

[Early Learning Toolkit: Overview of Services for Families of Young Children](#)


PAVE newsletter



PARTNERSHIPS FOR ACTION VOICES FOR EMPOWERMENT

PIPELINE

OUR ONLINE NEWSLETTER



Your news & updates

July is all about relaxation and rejuvenation!

We have an incredible video that will help you and your child relax before going to sleep. We even have a transcript that you can print out to help your loved ones practice by reading aloud. The child also might learn to use all or parts of the technique on their own.

Play with it! You can adapt the wording to meet yours or your loved one's needs. You may find you fall asleep before you get through the whole practice!

PAVE staff are here to help all families with loved ones, individuals with disabilities, and professionals – [military](#) and civilian – statewide. While we may not live in your community, the majority of our staff are 2nd and 3rd generation Washingtonians or have lived here for many years. Our role is to provide support, training, information and resources to empower YOU!

[Check out PAVE's events](#) to connect, learn, and share.

[Send us a Help Request](#) for one to one support, information, resources and training

[Visit our Website](#)



connect with us!

Visit

wapave.org

pave@wapave.org

(253) 565-2266
1-800-5-PARENT





For more info, contact:

Jen Chong Jewell

Program Director

PAVE Parent Training and Information (PTI) Center

360.742.9827 | JChong@wapave.org



Thank you!