



Transition Collaborative Summative Report

When planning for transition from school to post-school life, students with disabilities, families, school staff, and agencies must navigate between three complex systems across the following state agencies: OSPI, DVR, and DDA. This summative report provides an overview of transition collaborative activities between 2018 and 2020, research and data on transition, stakeholder engagement efforts, transition support initiatives and activities, and recommendations for improving transition outcomes for students with disabilities in Washington.

Research into transition outcomes and student demographics support inclusion in general education and community settings and access to core instruction with appropriate supports. In 2019, the focus student group made up 17% of all students and 23% of students age 15 to 21.

The School To Work program is a partnership among DVR, DDA, seven counties, school districts, and employment service providers who connect employment services to students with intellectual and developmental disabilities while they are still accessing high school transition services. Funding for School To Work programs rely on county funding, which is used to pay providers a set rate to assist students in achieving employment. When a student establishes stability in a job, DVR pays the county an outcome fee. Once the student has graduated, DDA long-term support funding is then utilized to help the student maintain employment upon leaving school in June the year the student turns age 21. Research suggests students with disabilities who have access to early work experiences are over two times as likely to have paid employment in their first two years after high school.

RECOMMENDATIONS:

- Create a data share system among OSPI, DDA, and DVR.
- address disincentives that prevent participation of counties with limited resources to offer School To Work Programs (STW) to their students. Currently, 7 out of 39 counties offer this program.
- The Statewide Transition Network Basecamp section of the report provides a model for how statewide transition partners can collaborate to share and update resources sooner in the student's life.
- a navigator system is needed to connect individuals and families directly with the local or regional contacts for the services they need.
- Correct the misalignment of documentation requirements among the different systems.

The transition collaborative was tasked through the proviso to examine the feasibility of a statewide developmental disabilities transition council. In lieu of funding an in-person, statewide transition council, this recommendation is to consider directing those funds to support existing and/or new regional interagency transition networks. With respect to statewide transition engagement, the transition collaborative has two recommendations:

1. Continue the transition collaborative partnerships that were formalized through the 2018 and 2020 provisos, with ongoing commitments, data collection, and reporting.
2. the transition collaborative proposes a regional charter and funding process be established to support new and existing regional interagency transition networks statewide.

Excerpts from the *Transition Collaborative Summative Report*. View the full report at: <https://www.k12.wa.us/sites/default/files/public/communications/2021docs/1-21-Transition-Collaborative-2020-Summative-Report.pdf>

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