



TRANSITION

Services 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. We have defined "school transition services experts" as being the person(s) within a school(s) who have the greatest knowledge of the various transition services and activities that are available to transition age students with disabilities.

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.