Overview and Purpose

Despite national efforts, young adults with disabilities remain among the least represented demographic in the labor force (U.S. Department of Labor, 2019). One strategy that has been shown to be effective in supporting positive post-secondary outcomes for these individuals is the coordination of school-based transition services with Vocational Rehabilitation (VR; Migliore et al., 2012; Poppen et al., 2017; Schaller et al., 2006). Furthermore, under the reauthorization of the Workforce Innovation and Opportunities Act of 2014, VR agencies are now required to ensure that Pre-Employment Transition Services (e.g., coordinated school-based transition services) are made available to all potentially eligible students with disabilities.

This report summarizes data collected from the Transition Services Self Assessment Tool to provide estimates of the availability, accessibility, and coordination of school-based services that align with the five required Pre-Employment Transition Services.

Availability.

Results from the Transition Services Self Assessment Tool suggest that on average, 74% of the 97 transition services on the assessment are available in the sampled schools.

Accessibility.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 26-50% of all potentially eligible students with disabilities participated in these school-based transition services.

Coordination.

Results from the Transition Services Self Assessment Tool suggest that among the sampled schools, on average 1-25% of the school-based transition services delivered were done so in coordination with VR.

The Transition Services Self Assessment Tool includes 97 items that each represent a potential service or activity that aligns with one of the five required Pre-Employment Transition Service domains identified in the Workforce Innovation and Opportunity Act of 2014. The tool has been designed to be completed by a group of transition services experts within a high school, who work together as a team to report broad estimates of the availability, accessibility, and coordination of each of these items (e.g., special education teacher, transition specialist, vocational rehabilitation counselor, etc.). It is the intention that these data support teams of stakeholders in the identification of gaps in services, the implementation of a data-driven plan to address these gaps, and the ongoing evaluation of the effectiveness of these plans.

This project was made possible with support from Washington Division of Vocational Rehabilitation, the the National Institute on Disability, Independent Living, Rehabilitation Research, Washington State University, and many others. Questions should be directed to Dr. Marcus Poppen, at transitiontool@wsu.edu.
AVAILABILITY

**JOB EXPLORATION**

- Career Awareness Activities (n = 299)
- Discussion or Information on Career Pathways (n = 299)
- Career or Vocational Assessments (n = 299)
- Vocational Interest Inventories (n = 299)
- Career Related Guest Speakers (n = 298)
- Discussion or Information on In-Demand Industries and Occupations (n = 299)
- Discussion or Information on the Labor Market (n = 299)
- Discussion or Information on Non-Traditional Employment Options (i.e., Self-Employment) (n = 299)
- Career and Technical Student Organizations (i.e., FFA, FBLA, TSA) (n = 299)

Average (n = 299)

**WORK BASED LEARNING**

- Workplace Tours/Field Trips (n = 298)
- Volunteering (n = 299)
- Service Learning Experiences (n = 297)
- Career Related Informational Interviews (n = 297)
- Job Shadowing (n = 299)
- School-Based Businesses (n = 299)
- Simulated Work Experiences (n = 295)
- Career Related Competitions (n = 299)
- Paid Work Experience (n = 299)
- Non-Paid Internship (n = 299)
- Career Mentors (n = 297)
- Apprenticeship (n = 298)
- Paid Internships (n = 299)

Average (n = 299)

**COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS**

- Guidance on Identifying Interests and Abilities (n = 299)
- Guidance on Researching and Exploring Postsecondary Options (n = 300)
- Guidance on Community Colleges (AA/AS Degree, Certificate Programs and... (n = 300)
- College Fairs and Tours (n = 300)
- Guidance on Universities (Public & Private) (n = 298)
- Guidance on Financial Aid (n = 300)
- Guidance on Trade/Technical Schools (n = 300)
- Guidance on Joining the Military (n = 299)
- Guidance on Connecting to Post-Secondary Education Resources, Services, and/or... (n = 299)
- Guidance on Post-Secondary Education Application and Enrollment Process (n = 300)
- Guidance on Advocating for Needed Accommodations and Services (n = 299)
- Guidance on Interpreting Career and Vocational Assessments (n = 299)
- Guidance on Accessing Accommodations for Post-Secondary Education... (n = 299)
- Guidance on Accessing Services and Supports from Developmental/Intellectual... (n = 299)
- Guidance on Applying for Vocational Rehabilitation Services (n = 300)
- Guidance on Post-Secondary Programs for Students with Intellectual and... (n = 299)
- Guidance on Post-Secondary Education Preparation Classes (n = 298)
- Guidance on Attending Career Pathways Workshops and/or Training Programs (n... (n = 299)
- Guidance on Technological Needs within a Post-Secondary Education Setting (n = 299)

Average (n = 300)
EXTENT ACCESSED

### JOB EXPLORATION

- Career or Vocational Assessments (n = 299) - 3.21
- Vocational Interest Inventories (n = 299) - 3.20
- Discussion or Information on Career Pathways (n = 299) - 3.18
- Career Awareness Activities (n = 299) - 3.16
- Career Related Guest Speakers (n = 299) - 2.41
- Discussion or Information on In-Demand Industries and Occupations (n = 299) - 2.21
- Discussion or Information on the Labor Market (n = 299) - 2.15
- Discussion or Information on Non-Traditional Employment Options (i.e., Self... (n = 299) - 1.82
- Career and Technical Student Organizations (i.e., FFA, FBLA, TSA) (n = 299) - 1.49

**Average (n = 299):** 2.52

### WORK-BASED LEARNING

- Workplace Tours/Field Trips (n = 298) - 2.25
- Volunteering (n = 299) - 2.25
- Career Related Informational Interviews (n = 297) - 1.55
- Job Shadowing (n = 299) - 1.49
- Service Learning Experiences (n = 297) - 1.46
- Simulated Work Experiences (n = 295) - 1.04
- School-Based Businesses (n = 299) - 0.93
- Career Related Competitions (n = 299) - 0.77
- Career Mentors (n = 297) - 0.71
- Non-Paid Internships (n = 299) - 0.69
- Paid Work Experience (n = 299) - 0.66
- Apprenticeships (n = 298) - 0.66
- Paid Internships (n = 299) - 0.33

**Average (n = 299):** 1.13

### COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS

- Guidance on Identifying Interests and Abilities (n = 299) - 3.09
- Guidance on Researching and Exploring Postsecondary Options (n = 300) - 2.61
- College Fairs and Tours (n = 300) - 2.41
- Guidance on Interpreting Career and Vocational Assessments (n = 299) - 2.38
- Guidance on Community Colleges (AA/AS Degree, Certificate Programs and... (n = 300) - 2.38
- Guidance on Advocating for Needed Accommodations and Services Guidance on... (n = 300) - 2.32
- Guidance on Connecting to Post-Secondary Education Resources, Services, and/or... (n = 300) - 2.27
- Guidance on Trade/Technical Schools (n = 300) - 2.24
- Guidance on Post-Secondary Education Application and Enrollment Process (n = 300) - 2.20
- Guidance on Documenting Academic Accommodations (n = 299) - 2.13
- Guidance on Universities (Public & Private) (n = 298) - 2.12
- Guidance on Accessing Accommodations for Post-Secondary Education... (n = 299) - 2.05
- Guidance on Joining the Military (n = 299) - 2.04
- Guidance on Applying for Vocational Rehabilitation Services (n = 300) - 1.99
- Guidance on Accessing Services and Supports from Developmental/Intellectual... (n = 300) - 1.93
- Post-Secondary Education Preparation Classes (n = 298) - 1.93
- Guidance on Attending Career Pathways/Workshops and/or Training Programs (n... (n = 299) - 1.81
- Guidance on Post-Secondary Programs for Students with Intellectual and... (n = 299) - 1.78
- Guidance on Technology Needs Within a Post-Secondary Education Setting (n = 299) - 1.67

**Average (n = 300):** 2.09

---

State level report
Washington 2019-20 Fall
Prepared by Marcus Poppen, April 2020
## Extent Accessed

| Instruction in Developing Support Plans (n=299) | 0.60 | 1.02 | 1.38 | 1.60 | 1.89 | 2.12 |
| Instruction in Understanding Intrinsic Motivation (n=300) | 0.83 | 1.26 | 1.55 | 1.86 | 2.14 | 2.40 |
| Instruction in Setting Goals (n=299) | 1.20 | 1.63 | 1.98 | 2.27 | 2.55 | 2.83 |
| Instruction in Knowing, How to Request and Accept Help (n=300) | 1.88 | 2.31 | 2.74 | 3.14 | 3.57 | 3.99 |
| Training on Talking/Writing (n=299) | 2.82 | 3.24 | 3.66 | 4.07 | 4.49 | 4.91 |
| Training on Understanding Employer’s Expectations for Punctuality and... | 2.41 | 2.80 | 3.19 | 3.58 | 3.97 | 4.36 |
| Training on Problem Solving (n=299) | 2.48 | 2.86 | 3.24 | 3.62 | 4.00 | 4.38 |
| Training on Communication (n=300) | 2.51 | 2.89 | 3.26 | 3.64 | 4.02 | 4.40 |
| Training on Positive Attitude (n=300) | 2.49 | 2.87 | 3.24 | 3.62 | 4.00 | 4.38 |
| Training on Money Management (n=300) | 2.30 | 2.68 | 3.06 | 3.44 | 3.82 | 4.20 |
| Training on Social Interaction (n=300) | 2.27 | 2.65 | 3.03 | 3.41 | 3.79 | 4.17 |
| Training on Money Management (n=300) | 2.28 | 2.66 | 3.04 | 3.42 | 3.80 | 4.18 |
| Training on Job Seeking Skills (n=299) | 2.25 | 2.63 | 3.01 | 3.39 | 3.77 | 4.15 |
| Training on Professionalism (n=300) | 2.25 | 2.63 | 3.01 | 3.39 | 3.77 | 4.15 |
| Training on Developing Support Plans (n=299) | 1.81 | 2.19 | 2.57 | 2.95 | 3.33 | 3.71 |
| Training on Independence (n=300) | 1.81 | 2.19 | 2.57 | 2.95 | 3.33 | 3.71 |
| Training on Developing Support Plans (n=299) | 1.38 | 1.76 | 2.14 | 2.52 | 2.90 | 3.28 |
| Training on Developing Support Plans (n=299) | 1.38 | 1.76 | 2.14 | 2.52 | 2.90 | 3.28 |

## Instruction in Self-Advocacy

| Job Exploration Counseling (n=300) | 0.75 | 1.12 | 1.49 | 1.86 | 2.23 | 2.60 |
| Work-Based Based Learning Experiences (n=300) | 0.82 | 1.20 | 1.58 | 1.96 | 2.34 | 2.72 |
| Counseling on Enrollment Options (n=300) | 0.99 | 1.37 | 1.75 | 2.13 | 2.51 | 2.89 |
| Instruction in Self-Advocacy (n=300) | 0.82 | 1.20 | 1.58 | 1.96 | 2.34 | 2.72 |
| Instruction in Self-Advocacy (n=300) | 0.82 | 1.20 | 1.58 | 1.96 | 2.34 | 2.72 |
| Instruction in Self-Advocacy (n=300) | 0.82 | 1.20 | 1.58 | 1.96 | 2.34 | 2.72 |

## Workplace Readiness Training

| Training on Understanding Intrinsic Motivation (n=300) | 0.83 | 1.26 | 1.55 | 1.86 | 2.14 | 2.40 |
| Training on Social Interaction (n=300) | 0.83 | 1.26 | 1.55 | 1.86 | 2.14 | 2.40 |
| Training on Problem Solving (n=299) | 2.48 | 2.86 | 3.24 | 3.62 | 4.00 | 4.38 |
| Training on Communication (n=300) | 2.51 | 2.89 | 3.26 | 3.64 | 4.02 | 4.40 |
| Training on Positive Attitude (n=300) | 2.49 | 2.87 | 3.24 | 3.62 | 4.00 | 4.38 |
| Training on Money Management (n=300) | 2.30 | 2.68 | 3.06 | 3.44 | 3.82 | 4.20 |
| Training on Social Interaction (n=300) | 2.27 | 2.65 | 3.03 | 3.41 | 3.79 | 4.17 |
| Training on Job Seeking Skills (n=299) | 2.25 | 2.63 | 3.01 | 3.39 | 3.77 | 4.15 |
| Training on Professionalism (n=300) | 2.25 | 2.63 | 3.01 | 3.39 | 3.77 | 4.15 |
| Training on Developing Support Plans (n=299) | 1.81 | 2.19 | 2.57 | 2.95 | 3.33 | 3.71 |
| Training on Independence (n=300) | 1.81 | 2.19 | 2.57 | 2.95 | 3.33 | 3.71 |
| Training on Developing Support Plans (n=299) | 1.38 | 1.76 | 2.14 | 2.52 | 2.90 | 3.28 |
| Training on Developing Support Plans (n=299) | 1.38 | 1.76 | 2.14 | 2.52 | 2.90 | 3.28 |

## Combined Indicator

| Training on Understanding Intrinsic Motivation (n=300) | 0.83 | 1.26 | 1.55 | 1.86 | 2.14 | 2.40 |
| Training on Social Interaction (n=300) | 0.83 | 1.26 | 1.55 | 1.86 | 2.14 | 2.40 |
| Training on Problem Solving (n=299) | 2.48 | 2.86 | 3.24 | 3.62 | 4.00 | 4.38 |
| Training on Communication (n=300) | 2.51 | 2.89 | 3.26 | 3.64 | 4.02 | 4.40 |
| Training on Positive Attitude (n=300) | 2.49 | 2.87 | 3.24 | 3.62 | 4.00 | 4.38 |
| Training on Money Management (n=300) | 2.30 | 2.68 | 3.06 | 3.44 | 3.82 | 4.20 |
| Training on Social Interaction (n=300) | 2.27 | 2.65 | 3.03 | 3.41 | 3.79 | 4.17 |
| Training on Job Seeking Skills (n=299) | 2.25 | 2.63 | 3.01 | 3.39 | 3.77 | 4.15 |
| Training on Professionalism (n=300) | 2.25 | 2.63 | 3.01 | 3.39 | 3.77 | 4.15 |
| Training on Developing Support Plans (n=299) | 1.81 | 2.19 | 2.57 | 2.95 | 3.33 | 3.71 |
| Training on Independence (n=300) | 1.81 | 2.19 | 2.57 | 2.95 | 3.33 | 3.71 |
| Training on Developing Support Plans (n=299) | 1.38 | 1.76 | 2.14 | 2.52 | 2.90 | 3.28 |
| Training on Developing Support Plans (n=299) | 1.38 | 1.76 | 2.14 | 2.52 | 2.90 | 3.28 |
EXTENT COORDINATED WITH VOCATIONAL REHABILITATION

**JOB EXPLORATION**
- Career Awareness Activities (n=290) 0.82
- Vocational Interest Inventories (n=286) 0.80
- Discussion or Information on Career Pathways (n=285) 0.80
- Career or Vocational Assessments (n=285) 0.77
- Career Related Guest Speakers (n=288) 0.63
- Discussion or Information on In-Demand Industries and Occupations (n=289) 0.58
- Discussion or Information on Non-Traditional Employment Options (i.e., Self Employment) (n=282) 0.30
- Career and Technical Student Organizations (i.e., FFA, FBLA, TSA) (n=282) 0.23
- Average (n=299) 0.62

**WORK-BASED LEARNING**
- Workplace Tours/Field Trips (n=277) 0.46
- Volunteering (n=277) 0.39
- Job Shadowing (n=284) 0.35
- Career Related Informational Interviews (n=283) 0.31
- Paid Work Experience (n=290) 0.26
- Service Learning Experiences (n=283) 0.25
- Career Mentors (n=292) 0.22
- Simulated Work Experiences (n=286) 0.21
- Apprenticeships (n=296) 0.16
- Non-Paid Internships (n=291) 0.15
- School-Based Businesses (n=285) 0.14
- Paid Internships (n=295) 0.12
- Career Related Competitions (n=291) 0.11
- Average (n=299) 0.23

**COUNSELING ON POST-SECONDARY ENROLLMENT OPTIONS**
- Guidance on Applying for Vocational Rehabilitation Services (n=289) 0.96
- Guidance on Accessing Services and Supports from Development/Intellectual Disability Agencies, and/or Vocational Rehabilitation (n=278) 0.67
- Guidance on Identifying Interests and Abilities (n=278) 0.56
- Guidance on Researching and Exploring Postsecondary Options (n=283) 0.54
- Guidance on Post-Secondary Programs for Students with Intellectual and Developmental Disabilities (n=283) 0.54
- Guidance on Adapting to a Post-Secondary Education Setting, Resources, and/or Environments (n=283) 0.53
- Guidance on Connecting to Post-Secondary Education and/or Employment Services (n=279) 0.50
- Guidance on Trade/Technical Schools (n=280) 0.48
- Guidance on Community Colleges (AA/AS Degree, Certificate Programs and Trade/Technical Schools) (n=280) 0.48
- Guidance on Attending Career Pathways Workshops and/or Training Programs (n=280) 0.47
- Guidance on Interpreting Career and Vocational Assessments (n=280) 0.46
- Guidance on Financial Aid (n=289) 0.45
- Guidance on Accessing Accommodations for Post-Secondary Education (n=289) 0.45
- Guidance on Describing Technology Needs and/or Post-Secondary Education Setting (n=287) 0.44
- Guidance on Accessing Accommodations for Post-Secondary Education (n=284) 0.41
- Guidance on Universities (Public & Private) (n=277) 0.40
- Guidance on Accessing Accommodations for Post-Secondary Education (n=277) 0.39
- Post-Secondary Education Preparation Classes (n=284) 0.39
- Guidance on Technology Needs within Post-Secondary Education Setting (n=291) 0.38
- Guidance on Documenting Academic Accommodations (n=285) 0.35
- Guidance on Joining the Military (n=283) 0.33
- Average (n=297) 0.47

State level report
Washington
2019-20 Fall
Prepared by Marcus Poppen, April 2020
EXTENT COORDINATED WITH VOCATIONAL REHABILITATION

WORKPLACE READINESS TRAINING

- Training on Job Seeking Skills (n = 283)
- Training on Talking/Writing (n = 274)
- Training on Goals & Supports (n = 279)
- Training on Understanding Employer’s Expectations for Punctuality and...
- Training on Appropriate Workplace Behavior (n = 281)
- Training on Accessing their Community (n = 283)
- Training on Problem Solving (n = 281)
- Training on Money Management (n = 271)
- Training on Teamwork (n = 283)
- Training on Positive Attitude (n = 280)
- Training on the Importance of Self Skills for Employment (n = 280)
- Training on Communication (n = 278)
- Training on Being Respectful (n = 280)
- Training on Time Management (n = 278)
- Training on Healthy Lifestyle (n = 268)
- Training on Community Safety (n = 283)
- Training on Community Participation (n = 283)
- Training on Hygiene (n = 275)
- Training on Cooperation (n = 277)
- Training on Active Listening (n = 282)
- Training on Financial Literacy (n = 282)
- Training on Using Transportation (n = 283)
- Training on Nutrition/Meal Preparation (n = 275)
- Training on Good Manners (n = 282)
- Training on Developing Friendships (n = 277)
- Training on Civic Engagement (n = 284)
- Training on Decision Making (n = 282)
- Training on Conflict Resolution (n = 282)
- Training on Communication and Mobility Skills (n = 288)
- Training on Empathy (n = 283)
- Training on Supporting Others (n = 283)
- Training on Body Language (n = 283)
- Training on Using a Cell Phone (n = 290)
- Training on Using Transportation (n = 283)
- Training on Financial Literacy (n = 283)
- Training on Active Listening (n = 282)
- Training on Nutrition/Meal Preparation (n = 275)
- Training on Good Manners (n = 282)
- Training on Developing Friendships (n = 277)
- Training on Civic Engagement (n = 284)
- Training on Decision Making (n = 282)
- Training on Conflict Resolution (n = 282)
- Training on Communication and Mobility Skills (n = 288)
- Training on Empathy (n = 283)
- Training on Supporting Others (n = 283)
- Training on Body Language (n = 283)
- Training on Using a Cell Phone (n = 290)
- Training on Using Transportation (n = 283)
- Training on Financial Literacy (n = 283)
- Training on Active Listening (n = 282)
- Training on Nutrition/Meal Preparation (n = 275)
- Training on Good Manners (n = 282)
- Training on Developing Friendships (n = 277)
- Training on Civic Engagement (n = 284)
- Training on Decision Making (n = 282)
- Training on Conflict Resolution (n = 282)
- Training on Communication and Mobility Skills (n = 288)
- Training on Empathy (n = 283)
- Training on Supporting Others (n = 283)
- Training on Body Language (n = 283)
- Training on Using a Cell Phone (n = 290)

Average (n = 296)

INSTRUCTION IN SELF-ADVOCACY

- Instruction in Setting Goals (n = 285)
- Instruction in Disability Awareness (n = 285)
- Instruction in Requesting and Utilizing Accommodations (n = 287)
- Instruction in Problem Solving (n = 287)
- Instruction in Self Awareness (n = 286)
- Instruction in Knowing How to Request and Accept Help (n = 290)
- Instruction in Decision Making (n = 283)
- Instruction in How to be Assertive (n = 285)
- Instruction in How to Disclose information about a Disability (n = 289)
- Instruction in Developing Support Plans (n = 290)
- Instruction in Using Positive Self Talk and/or Affirmations (n = 287)
- Instruction in Knowing and Understanding Rights and Responsibilities (n = 289)
- Instruction in Self Determination (n = 290)
- Instruction in Listening to Others’ Feelings and Opinions (n = 285)
- Instruction in Identifying Independence (n = 291)
- Instruction in Taking a Leadership Role (n = 286)
- Instruction in Evaluating Options (n = 287)
- Instruction in Independently Monitoring Progress (n = 291)
- Peer Mentoring (n = 286)
- Instruction in Understanding Intrinsic Motivation (n = 290)

Average (n = 297)