



Evaluation of School-Based Pre-Employment Transition Services in Washington State

Executive Summary

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The Workforce Innovation and Opportunity Act (WIOA) of 2014 requires Vocational Rehabilitation (VR) agencies to coordinate with schools to ensure all potentially eligible students with disabilities have access to pre-employment transition services and to provide evidence of the extent to which these services are available. To provide Washington Division of Vocational Rehabilitation (DVR) with such evidence, a statewide evaluation was completed using the Transition Services Self-Assessment Tool (TSAT). This document serves as the executive summary for a statewide needs assessment completed during the 2019/2020 school year. A full report is available at education.wsu.edu/tsat.

What is TSAT?

The TSAT is a school-level, web-based instrument designed to collect, measure, and report the availability, accessibility, coordination, and quality of 97 school-based transition services that align with one or more of the five required pre-employment transition services as defined by WIOA. The TSAT is designed to be completed by one or more people in a school who know the most about the transition services that are offered to their students. Data can be reported at the school, district, ESD or state level; and, are used to support the coordination and delivery of services provided by WA-DVR.

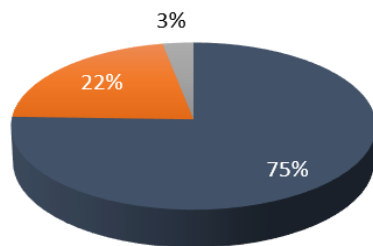
Pre-Employment Transition Services Categories

- 1 Job Exploration Counseling
- 2 Work-Based Learning Experiences
- 3 Counseling on Enrollment Options
- 4 Workplace Readiness Training
- 5 Instruction in Self-Advocacy

Sample

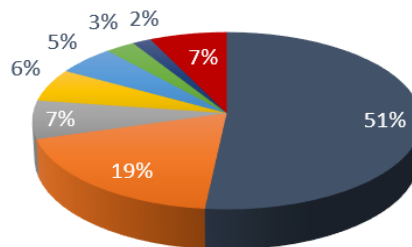
Data were collected from 300 individuals, representing 265 of the 480 (55.2%) public high schools in Washington, during the 2019/2020 school year. See the charts below for respondent demographics.

School Type

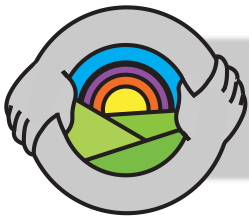


- Traditional High School
- Alternative School
- Other

Respondent Roles/Positions



- Special Education Teacher
- District Special Education Director
- Building Administrator
- Transition Specialist
- School Psychologist
- School Guidance Counselor
- General Education Teacher
- Other (District Administration, CTE teacher, paraprofessional, other)



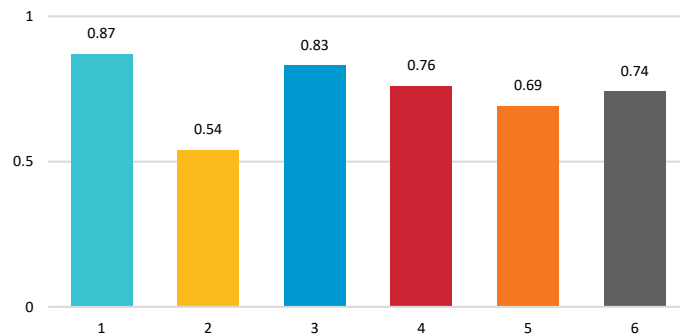
How do secondary school transition experts in Washington describe the **availability** of school-based transition services that align with one or more of the five pre-employment transition service categories?

Availability

Results from the TSAT suggest that on average, 74% of the 97 transition services on the assessment are available in the sampled schools.



AVAILABILITY



Job Exploration Counseling and Counseling on Post-Secondary Enrollment Options were the service categories that had the most services available and Work-Based Learning Experiences and Instruction in Self-Advocacy were the service categories that had the least services available.

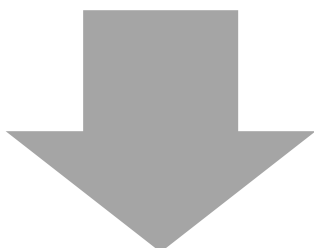
The availability of individual services ranged from being available almost all of the time, to being available less than 25% of the time.

The five services that were available *most* often included:

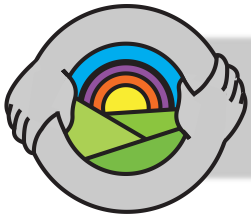


- Career Awareness Activities
- Career Pathways
- Career or Vocational Assessments
- Guidance on Identifying Interests and Abilities
- Vocational Interest Inventories

The five services that were available the *least* often included:



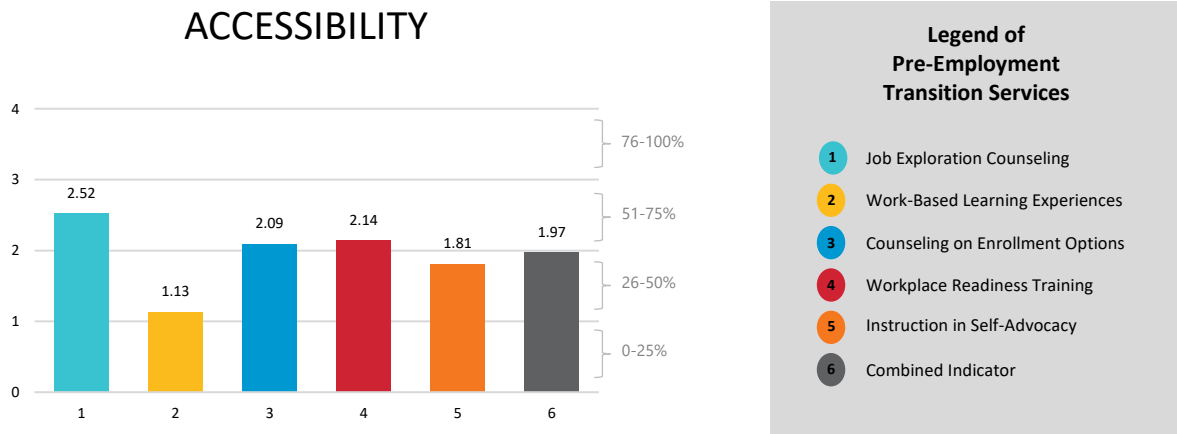
- Paid Work Experience
- Non-Paid Internships
- Career Mentorship
- Apprenticeships
- Paid Internships



How do secondary school transition experts in Washington describe the **accessibility** of school-based transition services that align with one or more of the five pre-employment transition service categories?

Accessibility

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



Job Exploration Counseling and Counseling activities were the services accessed most often and Work-Based Learning and Instruction in Self-Advocacy activities were accessed the least often.

Among the individual services, there were five services that were reportedly accessed by between 76-100% of potentially eligible students with disabilities.

The five services that were available *most* often included:



- Career or Vocational Assessments
- Vocational Interest Inventories
- Discussion or Information on Career Pathways
- Career Awareness Activities
- Guidance on Identifying Interests and Abilities

The seven services that were reportedly accessed by fewer than 26% of potentially eligible students with disabilities included:



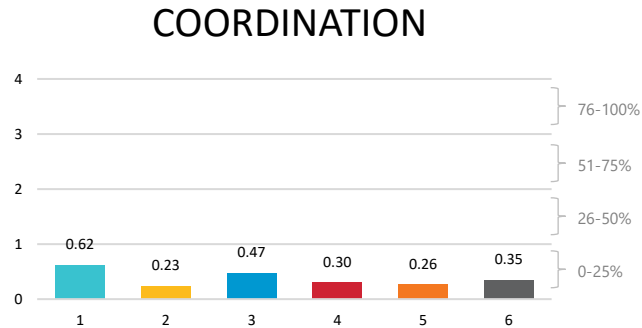
- School-Based Business
- Career Competitions
- Career Mentorship
- Non-Paid Internships
- Apprenticeships
- Paid Work Experience
- Paid Internships



How do secondary school transition experts in Washington describe the **coordination** and **quality** of school-based transition services that align with one or more of the five pre-employment transition service categories?

Coordination

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



Respondents reported that on average between 1-25% of the school-based transition services provided were delivered in coordination with DVR.

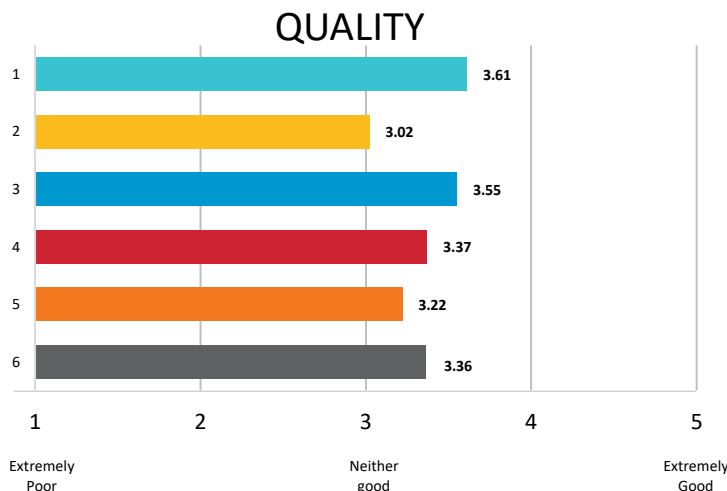
The activities that were most often coordinated with DVR were included:



- Guidance on Applying for VR Services
- Career Awareness Activities

Quality

Respondents rated the overall quality of their school-based transition services as neither good nor poor. They were most confident in the overall quality of job exploration counseling activities and counseling on post-secondary enrollment options. While the lowest quality ratings service categories were work-based learning activities and instruction in self-advocacy.

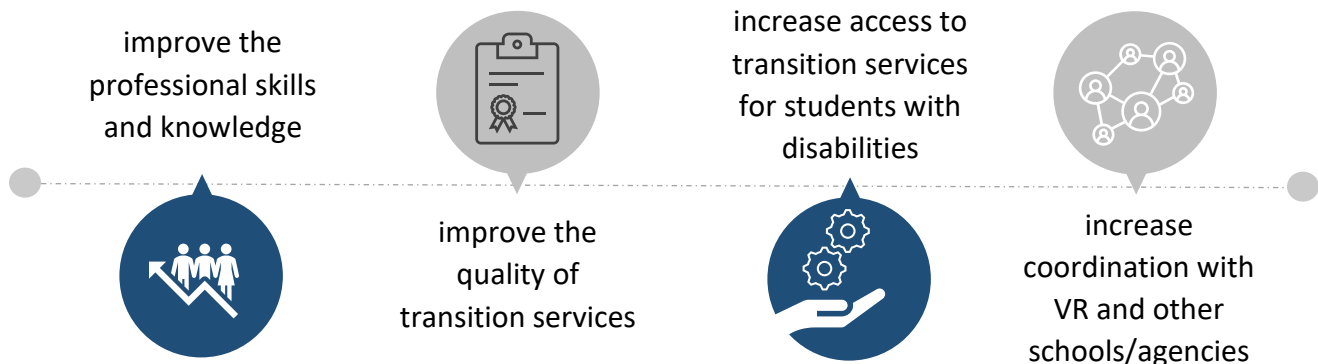




What **additional needs and supports** related to pre-employment transition services would school transition experts in Washington like to receive?

Additional Needs and Supports

The TSAT was also designed to collect open-ended responses. Respondents were asked to describe if there are any additional needs and supports that they would like to receive. Of the 300 respondents, 140 (46.6%) provided at least one request for information or additional supports.



Job Exploration

- Additional job exploration counseling curriculum and transition assessments.
- More clarity and information on career pathways, and High School and Beyond Plans (HSBP).
- Ways to identify possible guest speakers, and coordinate with DVR to provide these services.

Work-Based Learning

- Developing and starting WBL programs in schools.
- Coordinating field trips, internships, and other WBL activities.
- Facilitating WBL opportunities in rural areas.

Specific needs that were reported within each of the five pre-employment transition service categories

Counseling on Enrollment Options

- Information and training on the available options.
- More coordination with DVR.

Instruction in Self-Advocacy

- Professional development and training in how to support students in these areas.
- How to develop relationships and work with students to promote advocacy and motivation.
- More coordination with DVR.

Workplace Readiness Training

- Additional curriculum materials to teach workplace readiness skills.
- How to provide students with credit for these related courses/activities.
- Ways to increase the availability and access to these services.
- Increase coordination in the delivery of these kinds of activities.

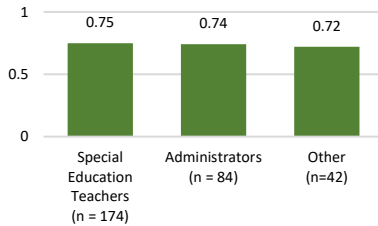


Do geographic or other school-level characteristics account for **differences** in how respondents describe the availability, accessibility, and coordination of school-based transition services that align with one or more of the five pre-employment transition service categories?

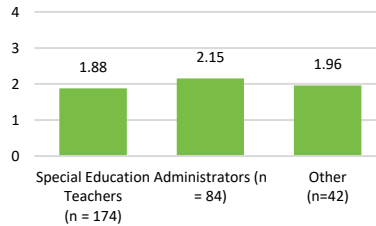
Differences by Role and Geography

Respondent Role/Position

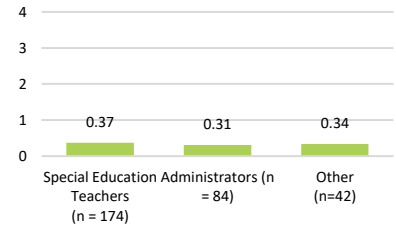
Availability Rating by Respondent Role/Position



Accessibility Rating by Respondent Role/Position



Coordination Rating by Respondent Role/Position



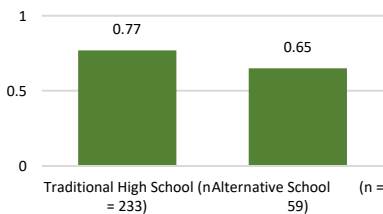
Note. No statistically significant differences were detected between these groups.



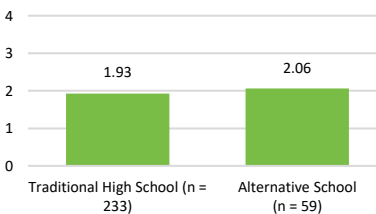
Descriptive statistics suggest only small variations in the ways that people from these different perspectives reported on the availability, accessibility and coordination of these services.

School Type

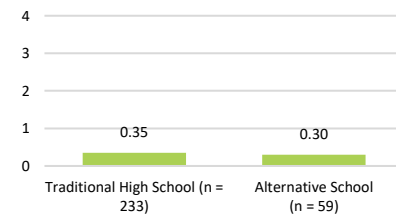
Availability Rating by School Type*



Accessibility Rating by School Type



Coordination Rating by School Type



Note. * statistically significant difference in availability found between school type ($p = .001$)



A statistically significant difference was found between the availability of pre-employment transition services at traditional high schools and alternative schools. There are, on average, fewer less diversity of transition services available at alternative schools than at a traditional high schools.

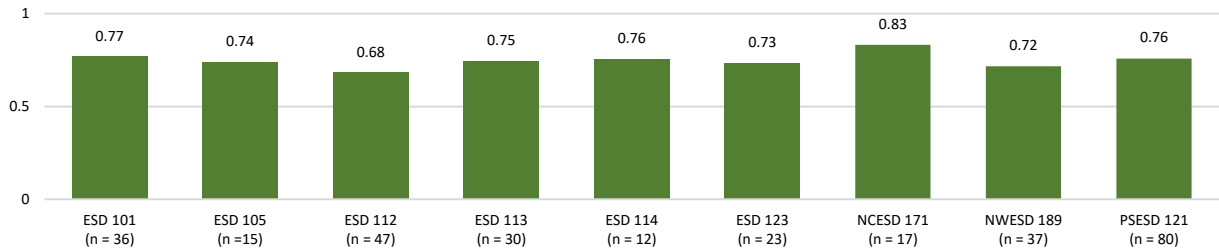
Alternative schools had significantly fewer transition services available in each of the five categories

Descriptive statistics suggest that while fewer transition services are available at alternative schools, potentially eligible students with disabilities are accessing the available services about as often as they do in traditional high schools.

Differences in coordination by school type do not emerge as meaningful.

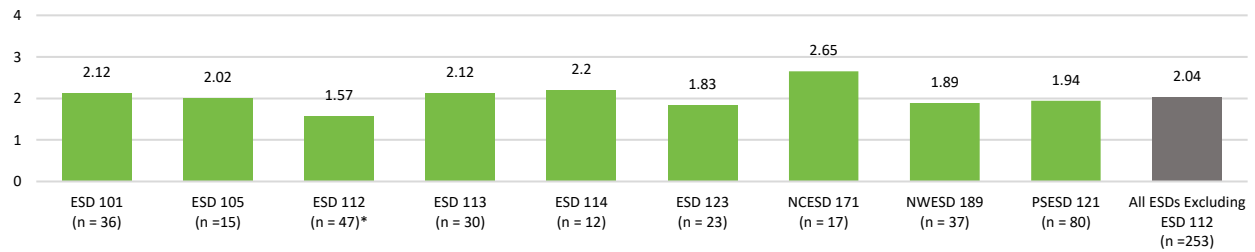
Education Service District

Availability Rating by Education Service District (ESD)



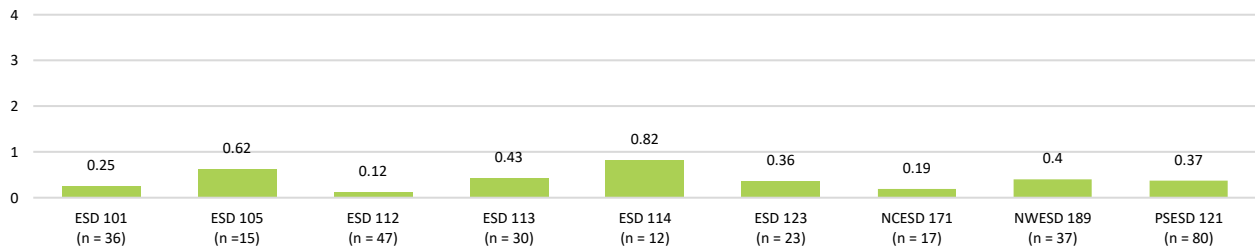
Note. No statistically significant differences between groups were identified.

Accessibility Rating by Education Service District (ESD)*



Note. * A statistically significant difference between ESD 112 and all other ESD was identified ($p < .05$).

Coordination Rating by Education Service District (ESD)

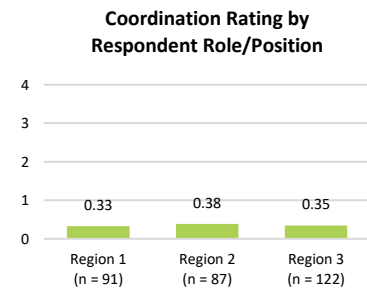
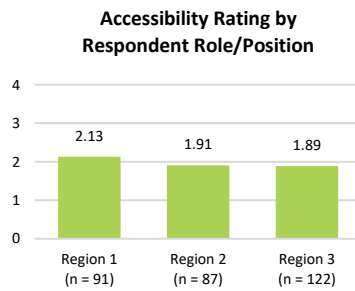
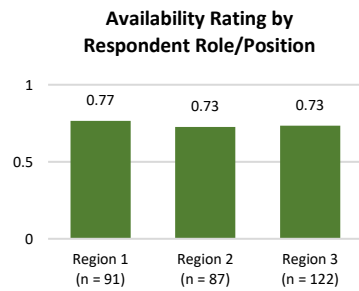


Note. No statistically significant differences between groups were identified.



- There were no significant differences in the availability or coordination of services by ESD.
- There were significant differences in the extent to which potentially eligible students with disabilities accessed these services.
- There were statistically significant differences in availability between ESD 112 and all other ESDs. Eligible students with disabilities in ESD 112 had lower rates of access to school-based transition services than students in all other ESDs.
- Students in ESD 112 had statistically significant less access to counseling on enrollment in post-secondary education activities, workplace readiness training, and instruction in self-advocacy. Among the 75 services in these categories, the biggest differences in access existed in eight specific workplace readiness training activities: (1) being respectful; (2) communication; (3) positive attitude; (4) supporting others; (5) community participation; (6) time management; (7) job seeking; and (8) understanding employers expectations.

DVR Region



Note. * indicates a statistically significant difference.



Descriptive statistics suggest only small variations in the ways that people from these different regions reported on the availability, accessibility, and coordination of these services.



Recommendations



01 Improve the statewide availability, accessibility, coordination, and quality of pre-employment transition services, with an emphasis on work-based learning, instruction in self-advocacy, and training for vocational rehabilitation counselors, school staff, and others.



02 Continue existing efforts to develop local, regional, and statewide capacity to improve the coordination and delivery of pre-employment transition services.



03 Address issues of inconsistency and poor follow through with individual schools, and work to develop and maintain positive and ongoing partnerships. Streamline processes, points of contact, and ease of access for students, families and schools where possible.



04 Develop an improved understanding of the specific needs, barriers and strategies that are preventing greater access and coordination of pre-employment transition services, with an emphasis on work-based learning and instruction in self-advocacy. Use this understanding to develop an improved service delivery model that results in more direct services to students.



05 Provide targeted supports to alternative schools and ESD 112 to equalize availability and accessibility of pre-employment transition services.



06 Continue to monitor availability, accessibility, coordination, and quality of pre-employment transition services, and use these data to make informed decisions. Increase capacity to monitor these services for schools and programs that were not included in this evaluation.

