Center for Change in Transition Services (CCTS)

Washington State's Technical Assistance Center for Secondary Transition Planning and Post-School Outcome Data

SEATTLEU.

CCTS Introductions

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Agenda

- CCTS Overview

- Foundations of Individualized Education Program (IEP) Transition Planning

- T-Folio Overview

- Questions/Wrap-up

CCTS Overview

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Center for Change in Transition Services

CCTS
CENTER FOR CHANGE IN TRANSITION SERVICES

Inclusionary Practices
Technical Assistance Network

SEATTLEU
COLLEGE OF EDUCATION

- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**

- Part of OSPI's Inclusionary Practices Technical Assistance Network (IPTN)

- Located at Seattle University

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IPTN Aim Statement

The [Inclusionary Practices Technical Assistance Network (IPTN)](#) will provide high-quality guidance, technical assistance, and professional development resources to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in WA schools.

This will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students currently in Least Restrictive Environment 3 (LRE 3) and Black students with disabilities.

What CCTS Provides

- Secondary transition training and technical assistance

- Post-school outcome data (district, county, ESD, and state-level)

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

Foundations of IEP Transition Planning
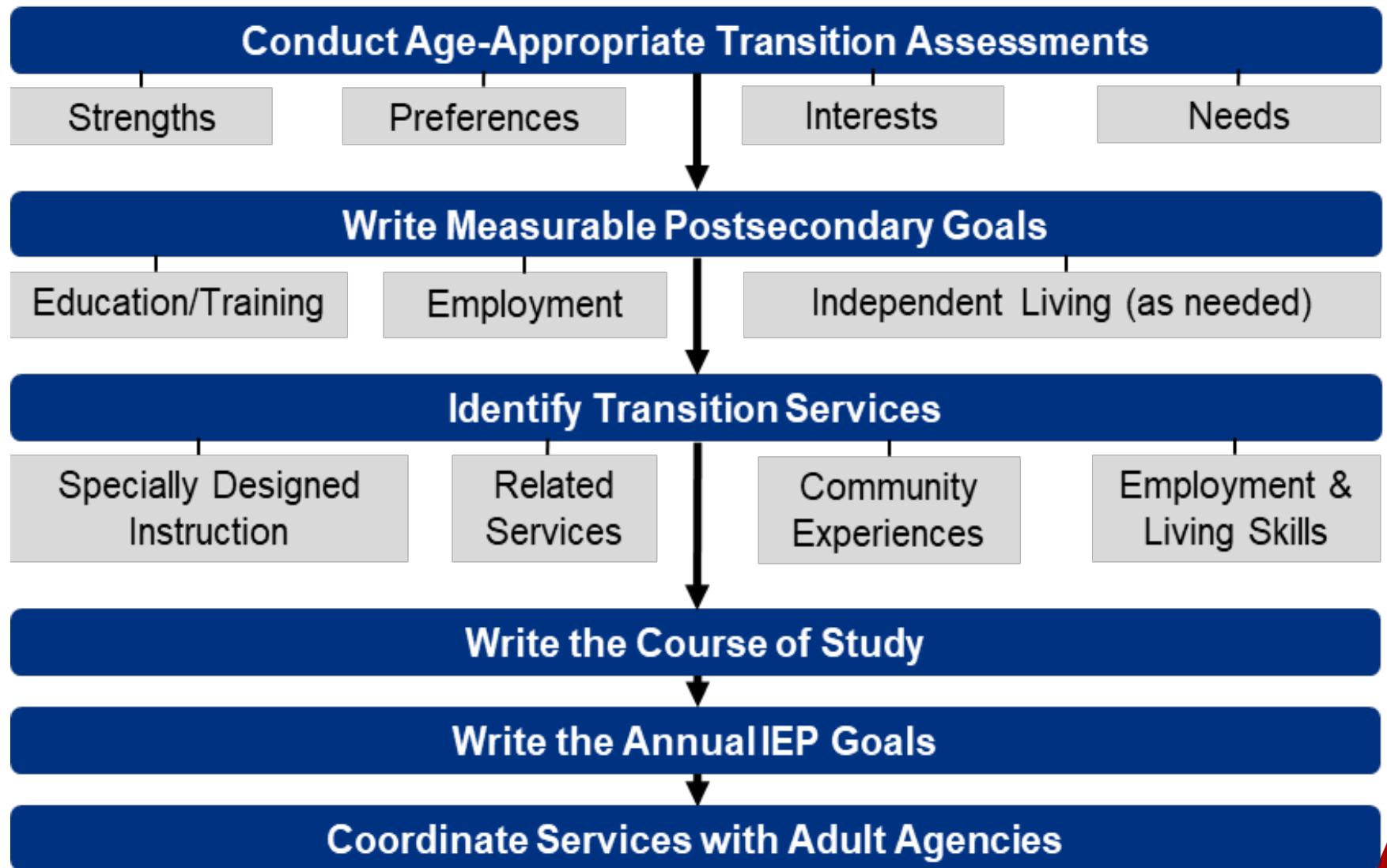
IEP Transition Services Sequence

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)

IEP Transition Services Flowchart

(Johnson, 2004)

[CCTS Flowchart](#)

Conduct Age-Appropriate Transition Assessments

| Strengths | Preferences | Interests | Needs |

Write Measurable Postsecondary Goals

| Education/Training | Employment | Independent Living (as needed) |

Identify Transition Services

| Specially Designed Instruction | Related Services | Community Experiences | Employment & Living Skills |

Write the Course of Study

Write the Annual IEP Goals

Coordinate Services with Adult Agencies

Special Education IDEA Indicators

- Research shows that quality IEPs (Indicator B13), lead to
- More students staying in school (Indicator B2), which leads to
- Higher graduation rates (Indicator B1), which is linked to
- Positive outcomes for students after they've left high school (Indicator B14).

Quality IEPs (B13) → Staying in school (B2) → Graduating (B1) → Positive post-school outcomes (B14)
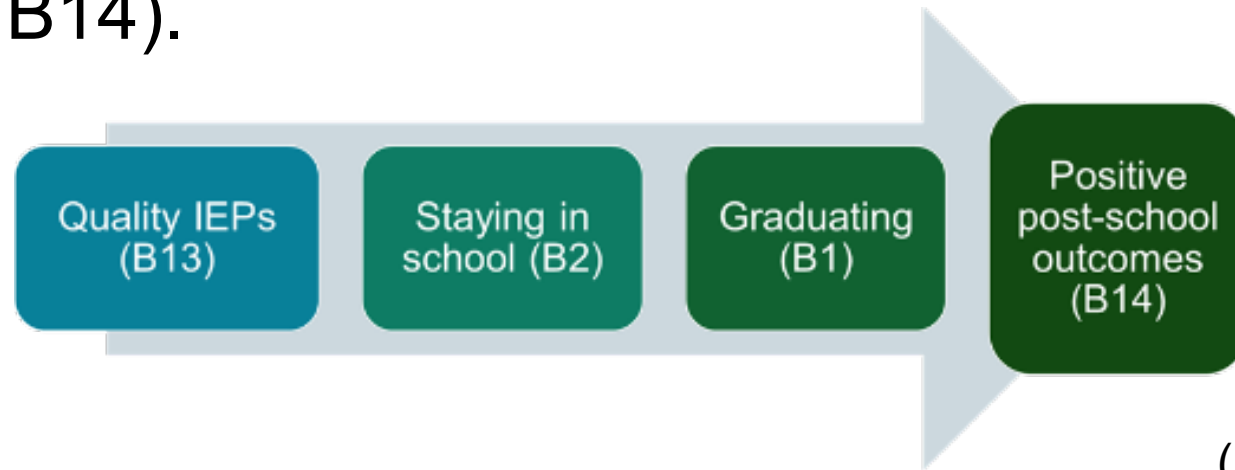
(Kohler, Gothberg, & Hill, "NSTTAC Evaluation Toolkit", 2009)

Self-Paced Online Training for Indicator B13

[Secondary Transition Training page on the CCTS website](#)

- [Writing Effective Transition Plans](#)

- [Student-Led IEP Meetings](#)

- [Developing Job Shadow Experiences](#)

- [Partnerships for Inclusion: Special Education and Career Technical Education](#)

Post-School Outcome (PSO) Data – Indicator B14

- PSO data provide insights into education and employment activities for students who received special education services while in high school.

- To gather PSO data, school districts conduct the annual Post-School Survey.

- Based on survey responses, former students are categorized as Engaged or Not Engaged in Higher Education, Competitive Employment, Other Education, or Other Employment.

Post-School Outcomes, 2021-22 Washington state data tables

Total number of 2021-22 leavers	Total number of respondents (Resp'ts)	Survey response rate
8,369	6,522	77.93%

Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
6,522	17.40%	40.95%	3.88%	10.63%	27.14%

Free Tools for Transition

- **T-Folio:** Free, online transition portfolio curriculum designed for youth with disabilities and the school/agency personnel who support them

- **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/resources

T-Folio Overview

Details at www.seattleu.edu/ccts/resources/t-folio-curriculum

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Introduction to T-Folio

- T-Folio is a free digital curriculum designed to guide youth in exploring, identifying, and planning for their post-school goals.

- With the support of a facilitator, students complete artifacts to build transition portfolios. Examples include:
  - Career Interest Survey
  - Postsecondary Goals Worksheet
  - Resume

- Curriculum aligns with IEP transition planning, DVR's Pre-Employment Transition Services, and the Washington state High School and Beyond Plan.

T-Folio Units

- [Student-Centered Introduction](#)

- [Unit 1: Job Exploration Groundwork](#)

- [Unit 2: Postsecondary Employment and Education Options](#)

- [Unit 3: Work-based Learning Experiences](#)

- [Unit 4: Workplace Readiness Training](#)

- [Unit 5: Self-Advocacy](#)

What a typical lesson includes

- Lesson Guide

- PowerPoint (and PDF)

- At least one activity

Who should use T-Folio?

- T-Folio is designed for youth aged 16-25 who are in the process of transitioning from high school to post-secondary employment or higher education.

- T-Folio is primarily designed for students who fall into the high incidence categories (SLD, EBD, Health Impaired, etc.)

- Activities have been constructed to incorporate universal design principles and can be modified to meet the needs of a wider range of student abilities.

Implementing T-Folio: Choice by Design

- Use as a full curriculum option or select lessons/units based on your knowledge of the youth's needs

- Integrate activities into required coursework

- Partner or co-facilitate with CTE teachers, school counselors, DVR counselors, guest speakers

- Small groups or individualized work

Saving Your Work in T-Folio

- The T-Folio does not store any of the user's work or information.

- Plan activities to be completed in one sitting to avoid lost work.

- Completed artifacts can be printed and/or saved as PDFs.

Explore T-Folio

- Explore one lesson from a unit that interests you.
  - Student-Centered Introduction
  - Unit 1: Job Exploration Groundwork
  - Unit 2: Postsecondary Employment and Education Options
  - Unit 3: Work-based Learning Experiences
  - Unit 4: Workplace Readiness Training
  - Unit 5: Self-Advocacy
- What's one key takeaway you'd like to share with the group?
- How might the lesson benefit youth in transition?
- How might you implement the T-Folio curriculum in your work?

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Questions/Wrap-up

Connect with CCTS

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References

Johnson, C. E. (2004). *Transition Services Flowchart*. Updated by Center for Change in Transition Services, Seattle, WA, 2022. CC BY 4.0.

Kohler, P. D., Gothberg, J., & Hill, J. (2009, November 12). NSTTAC Evaluation Toolkit [PDF]. Kalamazoo: Western Michigan University. Retrieved from http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=8d43c53a-e804-4647-856c-f783fceccff2&forceDialog=0